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Guidance

Coronavirus (COVID-19) | Guidance and support

Education plans from September 2020

Guidance for education providers about Ofsted's phased

Published 6 July 2020

From: Ofsted

return to inspection.

Applies to: England

Last updated 9 July 2020 — see all updates

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arrangements

We will be carrying out a phased return to inspection, starting with an interim

period of visits during the autumn term. We intend to resume full inspections in January 2021, and are keeping the exact timing under review.

Details about the interim period What we will do in the interim period

The activity we will carry out in registered early years settings, maintained schools and academies, non-association independent schools and further education and skills providers will be led by what is most important for children and learners in each remit.

alongside other forms of activity in schools, non-association independent

We will continue our registration and regulatory activity in early years,

schools and further education providers. How we will report our findings

For maintained schools and academies, visits will not result in an inspection grade or judgement. We will publish a brief letter that establishes the context of the visits and what leaders agree are their next steps in resuming pupils' full-time education.

For further education and skills providers, we will publish a brief report but no grade. However, it will be necessary to give progress judgements when we monitor new providers of apprenticeship training. For non-association independent schools, we will carry out non-routine

inspections, as commissioned by the Department for Education (DfE), where

appropriate. We will prioritise those with safeguarding concerns and those that open up local capacity where it is needed. As usual, these inspections will have a judgement and result in a published report.

After carrying out registration or regulatory activity in early years settings, we will publish a short summary about what we have found. The start and end dates of the interim period

We will start visits at the end of September 2020. This will give us time in

early September to pilot our approach before publishing short operational

notes about how we will carry out the visits. Registration visits and regulatory work continues in early years. From September 2020, we will visit some providers previously judged as requires improvement or inadequate and that have associated actions. Inspectors will look at what progress leaders and managers have made to meet the actions set at the previous inspection and how they are improving their practice.

We will focus on ensuring sufficient capacity in the sector, supporting a safe

return to education and care and responding to information that causes

Registration visits We will continue with the <u>early years registration process</u>, including on-site

Information for early years providers

concern.

registration visits.

Regulatory activity

have associated actions to fulfil.

or enforcement actions if appropriate.

Pre-registration inspections

capacity within the sector.

Section 8 emergency inspections

in response to serious concerns, such as safeguarding.

Ofsted grades (outstanding, good, requires improvement).

senior and middle leaders. They will focus on:

the return to full education for pupils

national level to support this

how we will carry out visits

summer terms 2020

school sector.

Pre-registration inspections

sector, prioritising where this is urgent.

Progress monitoring inspections

The following will happen from September 2020.

other parts of the Independent School Standards.

Emergency inspections

before arriving.

will be published.

providers

this interim period.

Visits will focus on:

education for learners

• safeguarding arrangements

stakeholders

should take

visit

summer terms 2020

what they have

Visits to local areas

families. This will focus on:

the disruption caused by COVID-19

with SEND during this time

the return to routine inspections.

across England.

to put up any displays for the visit

• not involve a general review of policies and procedures

notice of a visit, but occasionally longer where necessary.

needs and disabilities arrangements

Visits

and summer terms 2020.

New provider monitoring visits

This following will happen from September 2020.

These visits will follow our established format.

These will take place from September 2020.

of the themes examined, and we will publish a brief report.

• providers that we have identified risks or concerns about

We will also visit a sample of good and outstanding providers.

and middle leaders, staff and learners, with a focus on:

September about how we will carry out visits

need.

These visits are not inspections. They will:

• safeguarding

are raised.

the last inspection. In these visits, inspectors will confirm whether the safeguarding and welfare requirements of the early years foundation stage (EYFS) are met. Currently, the DfE has disapplied the learning and development requirements until 25 September 2020.

Visits will not result in an inspection grade, but inspectors can use regulatory

We will publish an outcome summary after a visit, confirming whether a

provider has improved and is meeting the requirements of EYFS.

We continue with emergency regulatory and enforcement work as concerns

From September 2020 we will begin carrying out regulatory activity in

providers that have been judged inadequate or requires improvement and

Inspectors will look at what action leaders and managers have taken since

Information for maintained schools and academies We will focus on carrying out visits. These will look at how leaders are managing the return to full education for their pupils, including considering 'blended learning' (on-site/remote education) and safeguarding.

We continue with pre-registration inspections, as needed, to increase

Visits These will take place from September 2020.

We will visit all inadequate schools and a sample of schools across the other

The visits will be based around a series of professional conversations with

• identifying the barriers schools have faced and are still facing in managing

• how leaders are ensuring pupils resume learning the school's extant

curriculum, including the blend of classroom teaching and, where

not use the education inspection framework and school inspection

We continue to make emergency inspections as and when required. These are

necessary, remote education how pupils are settling back into expected routines and behaviours how any identified and specific health and well-being issues for particular pupils are being addressed and what may be needed at local and/or

handbook, but we will publish a brief operational note in September about

• not result in any grade or progress judgement; we will publish a brief letter

after a visit containing information agreed with leaders about their next

steps in managing the return to full-time education for their pupils

not require teachers to prepare any lesson plans or examples of

assessment, or to put up any displays for the visit

not involve a general review of a school's policies

not use lesson visits as a method of collecting evidence

• not judge schools on their response to COVID-19 during the spring and

• not require any pre-written planning or other documentation for the visit; the lead inspector will make a simple phone call to discuss the logistics of the visit • not ask schools for documents or records in a certain format; we will use what schools have already, if needed to support discussion

We will give schools up to a day's notice of a visit. Information for non-association independent schools We will provide essential, targeted oversight of independent schools,

prioritising safety and vulnerability. We will focus on additional inspections,

which are an existing type of inspection activity within the independent

As usual, the DfE will commission us to carry out additional inspections.

Additional inspections are demand-led, in response to risk or immediate

We continue with pre-registration inspections to increase capacity within the sector, prioritising urgent cases. Material change inspections We continue with material change inspections to increase capacity within the

We continue with emergency inspections as and when required by the DfE.

Emergency inspections are usually carried out without notice to the school.

During this interim period, inspectors will contact the school 30 minutes

We will focus on safeguarding at this time. However, in exceptional

Progress monitoring inspections are usually carried out without notice to the school. During this interim period, inspectors will contact the school 30 minutes before arriving. All additional inspections

Additional inspections do not result in an inspection grade. However, we will

make judgements about how and whether a school is meeting the relevant

Independent School Standards. Ordinarily, the results of these inspections

We will not judge schools on their response to COVID-19 during the spring

Information for further education and skills

circumstances and at the request of the DfE, inspectors may also consider

We focus on carrying out visits. These will look at how effectively leaders are enabling provision to resume fully following an extended break in formal education, including considering remote education and safeguarding. We will also carry out new provider monitoring visits, where necessary.

We will carry out an additional monitoring visit, covering the 3 usual themes,

judgements and that would have been due a full inspection up to and during

New provider monitoring visits will not result in an overall inspection grade

for a provider. However, inspectors will make a progress judgement for each

• all providers with inadequate or requires improvement inspection grades

to new providers that have one or more existing 'insufficient progress'

These visits are not 'inspections'. They will: not use the education inspection framework and further education and skills inspection handbook, but we will publish a brief operational note in

• not require any pre-written planning or other documentation for the visit;

the lead HMI will make a simple phone call to discuss the logistics of the

• not ask providers for documents or records in a certain format; we will use

not require staff to prepare any lesson plans or examples of assessment, or

We will give further education and skills providers up to 2 working days'

Information for local areas on special educational

• the approaches used to develop learner's knowledge and skills

return to inspection, starting with an interim period of visits beginning in the autumn term. We intend to resume full area special educational needs and/or disabilities (SEND) inspections when it is right to do so, and are keeping the exact timing under review. Our activities will focus on supporting local areas to strategically prioritise and meet the needs of children and young people with SEND, and enable government and other stakeholders to plan how to rebuild a better SEND system in the future.

children and young people with SEND in the context of COVID-19

We will combine findings from visits into a number of thematic reports. The

nationally and to inform decision-making about wider SEND policy, including

• not use the <u>area SEND inspection framework</u> and handbook, but we will

• not result in a published report or grade; we will publish our findings in a

series of national reports, which will support areas to strengthen the area

publish information in the autumn about how we will carry out visits

learning from these will be used by government to support improvement

These visits are not Ofsted and CQC inspections. They will:

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Special educational needs and disability (SEND) and high needs

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SEND system in the wake of the COVID-19 pandemic Published 6 July 2020 Last updated 9 July 2020 + show all updates **Explore the topic**

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Visits will be based around a series of professional conversations with senior • identifying the barriers that colleges and other further education and skills providers have faced and are still facing in managing the return to full • the curriculum and how it meets the reasonable needs of learners and • not result in any grade or progress judgement; we will publish a letter explaining why we visited, what we found, and the next steps leaders not judge providers on their response to COVID-19 during the spring and

From the autumn, Ofsted and CQC visits will be to a sample of local areas Visits will include dialogue with professionals, children and young people and • understanding the impact of the pandemic on children and young people with SEND and their families, and how local area leaders are responding to supporting local area leaders to strategically prioritise the needs of • identifying good practice, challenges and opportunities for education, health and care services in meeting the needs of children and young people

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