

Regulation of providers on the Early Years Register

Consultation document

This is a consultation document on proposals for a revised framework for the regulation of registered early years provision. Ofsted seeks the widest possible range of views from those who have an interest in, or expertise relating to, registered early years provision to ensure that the regulatory framework takes proper account of the needs and circumstances of all interested parties. Above all, the framework must assure the quality of services for all children in registered early years provision and promote their continuing improvement.

The closing date for the consultation is 6 April 2012.

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Introduction

About Ofsted

1. The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages.
2. We register, inspect and, where appropriate, take enforcement action against those registered on the Early Years Register that make provision for children aged from birth to 31 August after their fifth birthday (known as the early years age group), unless such providers are exempt from registration.¹ These providers must deliver the Early Years Foundation Stage and meet the range of requirements that it and accompanying regulations set out.

Background to the consultation

3. We are reviewing our framework for the regulation of those on the Early Years Register, following the recent review of the Early Years Foundation Stage.² The government's intention to publish a revised Early Years Foundation Stage and accompanying regulations for implementation in September 2012, together with the end of the current inspection cycle in July 2012 sets the timetable for change.
4. This consultation seeks your views on proposals for a revised framework for the regulation of registered early years provision. Your views will help to refine and develop the framework.
5. We want to use our existing knowledge of the sector to ensure that regulation of those on the Early Years Register supports improvement, is proportionate and efficient, and is centred on the needs of young children and their parents. Our proposals aim to:
 - keep children safe through a robust registration process and taking appropriate and proportionate enforcement action
 - allow more autonomy for registered providers in managing their own services
 - raise the bar in inspection and reporting by focusing inspection on children's personal and emotional development and the progress that children make in their learning

¹ Legislation exempts a number of providers from compulsory registration. Our leaflet *Registration not required* sets out the circumstances that exempt providers: www.ofsted.gov.uk/resources/080134.

² Dame Clare Tickell's review of the Early Years Foundation Stage can be found at: <http://www.education.gov.uk/tickellreview> and the Government response at: <http://www.education.gov.uk/search/results?q=supporting+families+in+the+foundation+years>.

- improve information for parents by making inspection reports more user-friendly and by carrying out full inspections where we receive concerns, so that parents receive a more holistic report on the quality of the provision.

Changes to the way we regulate providers

Registration and continued registration

6. Research has shown the importance of a child's early years in building a secure foundation for future academic, social and emotional success. The quality of early years provision is significant in helping to provide this firm foundation.
7. Registration is the gateway for allowing people to provide early years services. These people are often initially unknown to a child's parents and may care for children for long periods in each day. It is crucial that we do all that we can to make sure that registered early years provision is safe and that it promotes children's well-being.
8. We intend to keep a strong focus on registration and to make our decisions even more robust. We want to continue to prevent unsuitable people from having access to children but also to only register those who are ready and able to provide good quality care and education. This means ensuring that each person applying to us fully understands all the requirements of the Early Years Foundation Stage.
9. We have a number of plans to help us improve registration.
 - The Department for Education (DfE) has agreed to make it a requirement for childminder applicants to complete training before registration, instead of the current requirement that gives them up to six months after registration to do this. This means that we will not register any applicant unless they have the relevant training and expertise, either personally or through the staff they employ, to provide their early years service.
 - We intend to give more information about expectations for registration before applicants apply to us, so that they are encouraged to only apply when they are confident that they know and understand everything they need to do to meet requirements.

Conditions of registration

10. The Early Years Foundation Stage sets out the legal requirements that providers must meet. We currently use some of these requirements as conditions on certificates of registration to remind providers of what they need to do. For example, we use conditions to tell providers about the numbers of children they may care for.

11. We intend to stop issuing conditions on certificates and instead to draw parents' and providers' attention to the relevant requirements in the Early Years Foundation Stage. This means that when providers want to do something like change the numbers of children they can look after, they simply need to check if the Early Years Foundation Stage allows them to do this.
12. We still plan to use conditions where we wish to stop someone from operating in a particular way and this is not obvious in the requirements of the Early Years Foundation Stage. One example is where a person's physical health might prevent them from lifting children. Clearly this would affect their ability to look after babies and toddlers and we would want to continue to restrict this and let parents know that the restriction exists.

Assessing the suitability of nominated persons and managers

Nominated persons

13. We check the suitability of the registered provider and of any person representing them, known as the nominated person. We do this at registration by carrying out a number of checks, including with the Criminal Records Bureau (CRB), on the applicant and/or their nominee,³ to establish their suitability to work or be in regular contact with children. We carry out these checks whenever there are changes to the registered provider or their nominee and we plan to continue doing this.
14. We carry out an interview at registration to establish that applicants or their nominees know and understand the requirements placed on the registered provider by the Early Years Foundation Stage. We will continue doing this at registration. However, we currently carry out another interview each time the provider changes the person they nominate to represent them. We intend to stop this interview. We will continue to hold the registered provider accountable at all times and will check this understanding at inspection rather than in a separate interview.

Managers

15. We carry out a range of checks on managers to establish their suitability to work or be in regular contact with children, including CRB checks. We also interview them to check that they meet qualification requirements and know and understand their responsibilities in relation to the Early Years Foundation Stage. We do this at registration (unless we have already checked and interviewed the manager as part of a previous employment_ and at any time a manager changes.

³ There is information about who we check and the range of checks we carry out in our Guides to registration, available on our website at <http://www.ofsted.gov.uk/early-years-and-childcare/for-early-years-and-childcare-providers/regulating-early-years-and-childcare/registering-early-years-a>.

16. We believe that this responsibility sits best with the manager's employer because Ofsted's role can lead to confusion about where employment decisions lie, as well as potential delays in the recruitment process. The Early Years Foundation Stage makes it clear that providers are responsible for ensuring that everyone they employ is suitable to work and be in regular contact with children.
17. We intend to stop interviewing managers ourselves and instead assess through inspection the registered provider's legal responsibility in employing only those who are suitable and qualified. The DfE intends to remove the responsibility for carrying out the CRB check from Ofsted and to give this to employers instead.

Compliance with requirements

18. Parents and other people occasionally raise concerns with us that bring into question whether a registered provider meets the requirements for registration. Providers must notify us of a number of events⁴ that may also suggest they were not complying with requirements at the time of an incident.
19. We currently carry out an investigation of the concern or incident and, if we or the provider had to take action to bring about compliance, report the outcome on our website. In future, in most cases where we receive information about potential non-compliance, we intend to carry out a full inspection and publish the inspection report on our website. We think this will give parents more valuable information about the overall quality of provision and allow providers more opportunity to set the concern in context. The timing of the inspection will depend on the nature of the concern and its potential seriousness for the welfare of the children attending. In cases where the information, if it were true, would suggest there are or could be risks to children, we will carry out that inspection very quickly. In other cases, we may schedule an earlier inspection but not treat it as an emergency.
20. Sometimes parents report matters to us that are best dealt with by providers, such as a lack of variety in menus or a lack of free choice of activities. Where such matters are minor and do not suggest any risks to children, we propose to give the information to the registered provider and ask them to take any action they consider necessary to meet the requirements of registration. We will expect them to record this in their record of complaints for parents to see and we will check what they have done at the next inspection or visit.

⁴ There is information on these events in our factsheet *The requirements of the Early Years Register* (080162), Ofsted, 2011; www.ofsted.gov.uk/resources/080162.

We propose to ask providers to look into more minor matters themselves and to take any appropriate action. We will check this at the next inspection.

Q1. To what extent do you agree or disagree that we should ask providers themselves to look into minor matters that do not suggest any risks to children?

Inspection

21. Under our current arrangements, we inspect providers at least once in every 47-month period. Inspections take place without notice for most types of group care. We ask childminders and temporary providers such as holiday play schemes to tell us when they will be at home or operating a few days before the inspection, so that we can inspect when children are present. We publish all inspection reports on our website.
22. Our current evaluation of early years inspections shows us that since the implementation of the Early Years Foundation Stage, an increased number of providers year on year are achieving inspection judgements of good or better. We also know that just short of a third of providers are set an action to improve because they are failing to meet the requirements for registration.
23. We know that where children are safe and happy, and are able to relate to other children and adults, they will do well in their learning and later life. We want the new inspection framework to raise the bar so that inspection can bring about even greater improvement in outcomes for children. In the new inspection, there will be fewer judgements and grades with greater attention to the progress children make in their learning and development.
24. The new inspection will continue to consider children's safety and welfare but will focus on how healthy development underpins and supports their progress in their first years of life. Inspectors will judge whether registered providers understand their responsibility for quality of care, learning and development and compliance with safeguarding and welfare requirements. Where the registered provider is not present during the inspection, we expect the manager to act as their representative. Observation of activities and care practices will be at the heart of our inspections and constructive feedback through dialogue with providers and practitioners will continue to have high priority.

Notice periods

25. We have made a commitment through our response to the Select Committee report into the role of Ofsted to continue to reduce the notice period given in inspections⁵ and we intend to retain our current system of notice. We recognise that no-notice inspections bring particular difficulties in seeking the views of a wide range of parents, in talking to registered providers who are not always present at settings and in asking for information ahead of the inspection. However, we believe that the benefits of no-notice inspections outweigh these considerations. They allow us to observe experiences for children without any special preparation and reduce the worry for most providers who do not have to make any adjustments ahead of the inspection.
26. We also believe that no-notice inspections give parents reassurance that we are judging the quality of provision as we see it on the day of the inspection, and that the provider has not had an opportunity to mask any poor practice just for the day of the inspection.
27. We propose to retain our current arrangements regarding notice periods. We carry out no-notice inspections of most group care. We call childminders and holiday play schemes no more than five days ahead of inspection to check whether they are caring for children and any times when they are not on their childcare premises. We do not announce the date and time of inspection but choose one of the days they are operating. This ensures that our resources are used efficiently and that we do not waste inspection days on provision that is not operating or has no children present.

We propose to continue giving no notice for inspections of most group provision and telephoning childminders and holiday play schemes no more than five days ahead of inspection to check which days they are available.

Q2. To what extent do you agree or disagree that we should retain the current arrangements for notice of inspections?

Self-evaluation

28. The ability of providers to reflect on and evaluate what they do, and use this to improve outcomes for children, remains at the heart of improvement. Self-evaluation is still relatively new to many registered early years providers, but increasingly, providers are using the Ofsted self-evaluation form to capture their outcomes. Our evidence shows that those providers who complete the Ofsted self-evaluation form are more likely to achieve inspection grades of good or better than those providers who do not.

⁵ Education Committee: Seventh Special Report;
<http://www.publications.parliament.uk/pa/cm201012/cmselect/cmeduc/1317/131702.htm>.

29. Completion of the Ofsted self-evaluation form is not mandatory but many providers have told us that it is a useful format as it allows them to assess themselves against the matters that inspectors consider at inspection.
30. Unlike schools, there is no validated data available for registered early years settings to help inspectors decide on aspects to pursue during inspection. Inspections are more focused where inspectors are able to use a provider's self-evaluation ahead of the inspection to help identify strengths and weaknesses and decide on what to follow up during an inspection. No-notice inspections mean that inspectors only have the opportunity to consider self-evaluation ahead of inspection where providers use the Ofsted online form. We think it would be helpful to continue to make an updated and simplified online form available for providers to use.

We propose to continue making self-evaluation forms available for providers.

Q3. To what extent do you agree or disagree that Ofsted should continue making the online self-evaluation form available?

Inspection reports

31. We publish inspection reports on our website, in part to help parents in their choice of an early years provider. Parents say reports cover the right things but we believe we can make them even more user-friendly by including a summary for parents.
32. Some early years providers offer care as individuals based in their home (childminders) or care for very few children in just one room. As their provision is more straightforward than some other types of provider – for example, there is no need to differentiate in the report between the different types of care offered in different nursery rooms – we propose that a short summary is all that is needed.

We propose to provide a short summary report for small-scale providers, including childminders.

Q4. To what extent do you agree or disagree that a short summary is all that is needed for small-scale providers?

Summary of inspection judgements

33. We intend to publish revised inspection guidance for inspectors to use in awarding grades in a reduced number of areas. These are the areas set out in law that Ofsted must report on.⁶ Inspectors will continue to use a four point scale for the judgements we make. Our current grading scale is: outstanding, good, satisfactory and inadequate. We propose to replace 'satisfactory' with 'requires improvement', and 'inadequate' with 'requires significant improvement or enforcement'. If you would like to make any comments on this proposal, please do so under the 'any further comments' box at the end of the questionnaire.
34. We propose to apply this four point scale to judgements about:
- outcomes for children in the Early Years Foundation Stage
 - quality and standards of the early years provision, including:
 - the role of the practitioner in supporting children's learning and development
 - the effectiveness of care practices in helping children to feel emotionally secure and develop independence
 - leadership and management of the early years provision
 - overall effectiveness of the early years provision in meeting the needs of the children who attend.

Outcomes for children

35. Inspectors must evaluate and report on the extent to which children: achieve in their learning; enjoy what they do; have healthy lifestyles; are safe and engage in positive behaviour; and develop positive relationships and skills to take full advantage of the next stage of their development.
36. In order to make their judgement, inspectors will take account of the following.

Children's learning and development

- This is how well all children learn and develop and the progress they have made since joining the setting in relation to their starting points and capabilities, including:
 - whether children are reaching or exceeding expected levels of development by the time they leave the setting, and if not, the reasons why they do not

⁶ Under section 50 (1) of the Childcare Act 2006.

- the extent to which children are developing and able to apply skills appropriate for their age in the prime and specific areas of learning and development
- whether the progress of particular individuals or groups is better or worse than others
- whether children are gaining in confidence in their talk and play with other children and are making choices about the activities they prefer
- the extent to which children enjoy what they are doing, play and explore, use their imagination, are creative, listen and think critically.

Children’s physical and emotional well-being

- This is the extent to which children are physically, mentally and emotionally healthy, adopt healthy and hygienic practices, and are developing their knowledge of self-care and personal needs, including:
 - how well children behave and are learning that some behaviours are unacceptable
 - the extent to which children develop an understanding of safety
 - the extent to which children are happy and enjoy what they do
 - whether all children, especially very young children and those in need of additional support, are forming appropriate bonds and emotional attachments with carers that help children to feel loved and contribute to their emotional well-being
 - whether children are developing an understanding of the importance of physical exercise and a healthy diet for good health
 - the extent to which children are developing positive relationships with adults and other children and are able to join in and cooperate.

Quality and standards of provision

37. Inspectors will make two judgements that contribute to this overarching judgement. These are:

- the role of the practitioner in supporting children’s learning and development
- the effectiveness of care practices in helping children to feel emotionally secure and to develop independence.

38. In order to make their judgement about the extent to which practitioners help all children to learn and develop, inspectors will take account of:

- practitioners’ understanding of the areas of learning and how children make progress towards the early learning goals, including the balance between

the prime and specific areas of learning and how the foundations for all learning are laid from birth

- how well practitioners demonstrate high expectations, enthuse, engage and motivate children so that each individual child learns and makes progress across all areas of learning, including those with special educational needs and/or disabilities
 - whether children's skills and abilities are accurately assessed on entry to the provision and their progress monitored and analysed to ensure that all children are making the best progress they can
 - how well practitioners assess each child's progress and plan activities to offer each child enjoyable and challenging experiences that meet their individual needs and take account of individual interests
 - the extent to which concerns over children's progress in the prime areas of learning are identified and children receive the support they need
 - whether there is a fluid exchange of adult-led and child-initiated activities where adult responses help to build children's learning and understanding
 - whether opportunities are provided for babies and young children to be active and interactive: to develop their coordination skills, control, manipulation and movement
 - the extent to which all children are supported to develop language and communication skills and, when appropriate, are helped to develop phonic knowledge to support their reading and writing
 - the extent to which planned, purposeful play-based approaches combined with instructional yet playful teaching develops children's confidence and motivates them to learn
 - the quality of the learning environment both indoors and outdoors, including the suitability of furniture, equipment and toys.
39. In order to make their judgement about the effectiveness of care practices, inspectors will take account of:
- the effectiveness of the key person system in helping children to feel safe, happy and comfortable in their environment and to form secure attachments with those that care for them
 - whether the management of children's behaviour helps them learn to share and take turns and gain an awareness of other children's needs
 - whether children are helped to play cooperatively and make friends
 - whether care practices support children in learning to manage their own hygiene and personal needs
 - the quality of the environment in supporting children's all round development and well-being, including the opportunities provided for

children to move and explore their surroundings through all their senses, to talk to adults and to play with them

- the extent to which children are prepared for their transitions: within the setting; into other early years settings; and into maintained nursery provision and/or reception class.

Leadership and management

40. Inspectors will evaluate the effectiveness of the leadership and management in understanding and implementing the requirements of the Early Years Foundation Stage.
41. In order to make their judgement, inspectors will take account of the following.

Requirements of the Early Years Foundation Stage

- This is whether providers understand their responsibilities in meeting the legal requirements of the Early Years Foundation Stage at all times, including:
 - the extent to which clear policies, strategies and procedures ensure that the safeguarding and welfare of children meet legal requirements, are implemented consistently and reflected in day to day practice
 - how effectively any actions and/or recommendations from a previous inspection and/or investigation have been tackled and the impact this has on improving outcomes for children
 - how effectively providers actively promote equality and diversity and are narrowing the achievement gap
 - the extent to which there is a broad and balanced programme of activities that meets the needs, aptitudes and interests of children and promotes high levels of achievement.

Driving improvement

- This is the rigour and effectiveness of self-evaluation in informing the setting's priorities and setting challenging targets for improvement, including:
 - whether there is accurate monitoring and evaluation of the setting's performance with a secure understanding of the individual skills and attributes of children and staff
 - the clarity and effectiveness of management and supervision arrangements, including performance management
 - the extent to which providers seek and take account of parents' views in evaluating the quality of the provision and identifying improvements

- whether there are effective strategies for improving practice, including putting in place a programme of professional development that supports improvements in understanding and practice.

Partnerships

- This is the impact of partnerships with parents and external agencies, including:
 - the extent and effectiveness of partnerships with external agencies and services in securing appropriate interventions that ensure children receive the support they need
 - how effectively the setting promotes the engagement of parents in their children's learning and development, encourages them to share what they know about their child and keeps them informed about their children's achievements and progress
 - whether children are helped to settle into the setting and links are made with the family to enable the key person to engage and support parents in guiding their child's development at home to complement the learning and development provided by the setting
 - whether parents are provided with a brief, simple explanation of what the Early Years Foundation Stage is, so that they understand and know what they can expect.

Overall effectiveness

42. Inspectors will evaluate how well the setting meets the needs of children attending. Inspectors will consider evidence and judgements from across the evaluation schedule before arriving at the overall effectiveness judgement.

We propose to make judgements about: outcomes for children; the quality and standards of provision; the effectiveness of leadership and management; and the overall effectiveness of the early years provision in meeting the needs of the children who attend. Each of these main judgements is based on a number of aspects that inspectors will take into account.

Q5. To what extent do you agree or disagree that the inspection criteria for each of the judgements are right and cover everything that inspectors should take into account?

Communicating with providers and parents

43. We currently carry out much of our business with parents and registered providers by post. We recognise that in recent years technology has improved a great deal and that most people now have access to the internet through their work, at home or through libraries and other public buildings.

44. We already provide all of our published documents on our website and parents have access to inspection reports and other information about registered providers online. More recently we have made our application and self-evaluation forms for early years providers available through a secure online service.
45. We would like to become more sustainable as an organisation and extend our capacity for carrying out communications electronically as much as possible. We propose to make online services the main route for applying to Ofsted for registration, and for already registered providers to manage their registration with us, for example to notify changes of telephone numbers and so on. In particular, this will help applicants to track the progress of their application.
46. We also wish to communicate by email more. This will help us to reply more speedily to most matters. Only in certain cases where people have particular problems with accessing online services, or where we need to make sure people have received specific legal documents, will we continue to communicate by post.
47. We are also considering asking parents to give us more information about their provider through use of electronic questionnaires. This will help to overcome the challenges of seeking parents' views on the day of the inspection where inspections happen without notice.

We propose to make better use of technology in how we communicate and consult with parents, carers and providers to cover the registration process, self-evaluation and inspection reports.

Q6. To what extent do you agree or disagree that we should communicate electronically (for example by email or other online methods) as the main way of communicating with applicants and providers?

The consultation process

We welcome your responses to this consultation paper. The consultation remains open until 6 April 2012.

Sending back your questionnaire

There are three ways to complete and submit the questionnaire and any other comments.

Online electronic questionnaire

Visit our website to complete and submit an electronic version of the questionnaire: <https://www.surveymonkey.com/s/ofsted-ey2012>.

Print and post

Visit our website to print a Word version of the questionnaire that can be filled in by hand: www.ofsted.gov.uk/resources/110152. When you have completed the questionnaire, please post it to:

Early years framework consultation
Ofsted
Piccadilly Gate
Store Street
Manchester
M1 2WD

Download and email

Visit our website to download a Word version of the questionnaire that you can complete on your computer: www.ofsted.gov.uk/resources/110152. When you have completed the questionnaire, please email it to: enquiries@ofsted.gov.uk with 'Early years framework consultation' in the subject line.

What happens next?

We will publish a revised framework for the regulation of registered early years provision, taking full account of the responses to this consultation, which will also be published.

Questionnaire for the regulation of providers on the Early Years Register

Confidentiality

The information you provide will be held by us. It will only be used for the purposes of consultation and research to help us to become more effective, shape policies and inform inspection and regulatory practice.

We will treat your identity in confidence, if you disclose it to us. However, we may publish an organisation's views.

Are you responding on behalf of an organisation?

- Yes please complete Section 1 and the following questions
 No please complete Section 2 and the following questions

Section 1

If you are completing the consultation on behalf of an organisation and would like us to consider publishing the views of your organisation, please indicate this below.

Organisation: _____

Section 2

Which of the below best describes you? Please tick one option.

I am:

| | | | |
|---|--------------------------|---|--------------------------|
| a registered early years group provider such as a nursery, pre-school or out-of-school care | <input type="checkbox"/> | a registered early years childminder | <input type="checkbox"/> |
| a school with registered early years provision | <input type="checkbox"/> | the parent or carer of a child attending registered early years provision | <input type="checkbox"/> |
| an early years practitioner | <input type="checkbox"/> | a representative of a government department | <input type="checkbox"/> |
| a representative of a local authority | <input type="checkbox"/> | responding on behalf of a provider representative body | <input type="checkbox"/> |
| Prefer not to say | <input type="checkbox"/> | other individual (please specify) | <input type="checkbox"/> |

The consultation questions

For each of the following questions, please select the option that most closely fits your view and include any additional comments in the boxes provided.

Q1. To what extent do you agree or disagree that we should ask providers themselves to look into minor matters that do not suggest any risks to children?

| | | | | | |
|--|-----------------------------------|--|--------------------------------------|---|--|
| Strongly agree <input type="checkbox"/> | Agree <input type="checkbox"/> | Neither agree nor disagree <input type="checkbox"/> | Disagree <input type="checkbox"/> | Strongly disagree <input type="checkbox"/> | Don't know <input type="checkbox"/> |
|--|-----------------------------------|--|--------------------------------------|---|--|

Comments:

Q2. To what extent do you agree or disagree that we should retain the current arrangements for notice of inspections?

| | | | | | |
|--|-----------------------------------|--|--------------------------------------|---|--|
| Strongly agree <input type="checkbox"/> | Agree <input type="checkbox"/> | Neither agree nor disagree <input type="checkbox"/> | Disagree <input type="checkbox"/> | Strongly disagree <input type="checkbox"/> | Don't know <input type="checkbox"/> |
|--|-----------------------------------|--|--------------------------------------|---|--|

Comments:

Q3. To what extent do you agree or disagree that Ofsted should continue making the online self-evaluation form available?

| | | | | | |
|--|-----------------------------------|--|--------------------------------------|---|--|
| Strongly agree <input type="checkbox"/> | Agree <input type="checkbox"/> | Neither agree nor disagree <input type="checkbox"/> | Disagree <input type="checkbox"/> | Strongly disagree <input type="checkbox"/> | Don't know <input type="checkbox"/> |
|--|-----------------------------------|--|--------------------------------------|---|--|

Comments:

Q4. To what extent do you agree or disagree that a short summary is all that is needed for small-scale providers?

| | | | | | |
|--|-----------------------------------|--|--------------------------------------|---|--|
| Strongly agree <input type="checkbox"/> | Agree <input type="checkbox"/> | Neither agree nor disagree <input type="checkbox"/> | Disagree <input type="checkbox"/> | Strongly disagree <input type="checkbox"/> | Don't know <input type="checkbox"/> |
|--|-----------------------------------|--|--------------------------------------|---|--|

Comments:

Q5. To what extent do you agree or disagree that the inspection criteria for each of the judgements are right and cover everything that inspectors should take into account?

| | Strongly agree | Agree | Neither agree nor disagree | Disagree | Strongly disagree | Don't know |
|------------------------------------|--------------------------|--------------------------|----------------------------|--------------------------|--------------------------|--------------------------|
| Outcomes for children | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Quality and standards of provision | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Leadership and management | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Overall effectiveness | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Comments:

Q6. To what extent do you agree or disagree that we should communicate electronically (for example by email or other online methods) as the main way of communicating with applicants and providers?

| | | | | | |
|--|-----------------------------------|--|--------------------------------------|---|--|
| Strongly agree <input type="checkbox"/> | Agree <input type="checkbox"/> | Neither agree nor disagree <input type="checkbox"/> | Disagree <input type="checkbox"/> | Strongly disagree <input type="checkbox"/> | Don't know <input type="checkbox"/> |
|--|-----------------------------------|--|--------------------------------------|---|--|

Comments:

Please add any further comments you would like to make about our proposals for regulating providers on the Early Years Register:

A large, empty rectangular box with a thin black border, intended for users to provide comments. A small grey rectangular block is visible in the top-left corner of the box.

Thank you for taking part in our consultation.

What did you think of this consultation?

One of the commitments in our strategic plan is to monitor whether our consultations are accessible to those wishing to take part.

Please tell us what you thought of this consultation by choosing one option that most closely represents how you feel about each of the statements below.

| | Agree | Neither agree nor disagree | Disagree | Don't know |
|---|--------------------------|----------------------------|--------------------------|--------------------------|
| The consultation information was accessible and easy to find. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I had enough information about the consultation topic. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I would take part in a future Ofsted consultation. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

How did you hear about this consultation?

- Ofsted website
- Ofsted News*
- Ofsted's email alerts service
- Ofsted conference
- Another organisation (please give details if you know them)
- Other (please give details)

Is there anything you would like us to improve on or do differently for future consultations? If so, please tell us below.

Additional questions about you

Your answers to the following questions will help us to evaluate how successfully we are communicating messages from inspection to all sections of society. We would like to assure you that all responses are confidential and you do not have to answer every question.

Please tick the appropriate box.

1. Gender

| | |
|---------------------------------|-------------------------------|
| Female <input type="checkbox"/> | Male <input type="checkbox"/> |
|---------------------------------|-------------------------------|

| | | |
|--|------------------------------|-----------------------------|
| Are you living as the same gender as you were born in? | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
|--|------------------------------|-----------------------------|

2. Age

| | | | | | | | |
|--------------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|---------------------------------|
| Under 14 <input type="checkbox"/> | 14-18 <input type="checkbox"/> | 19-24 <input type="checkbox"/> | 25-34 <input type="checkbox"/> | 35-44 <input type="checkbox"/> | 45-54 <input type="checkbox"/> | 55-64 <input type="checkbox"/> | 65+ <input type="checkbox"/> |
|--------------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|---------------------------------|

3. Ethnic origin

(a) How would you describe your national group?

| | | | |
|-----------------------------|--------------------------|---------|--------------------------|
| British or mixed British | <input type="checkbox"/> | English | <input type="checkbox"/> |
| Northern Irish | <input type="checkbox"/> | Irish | <input type="checkbox"/> |
| Scottish | <input type="checkbox"/> | Welsh | <input type="checkbox"/> |
| Other (specify if you wish) | <input type="checkbox"/> | | |

(b) How would you describe your ethnic group?

| | | | |
|---|--------------------------|--|--------------------------|
| Asian | | Mixed ethnic origin | |
| Bangladeshi | <input type="checkbox"/> | Asian and White | <input type="checkbox"/> |
| Indian | <input type="checkbox"/> | Black African and White | <input type="checkbox"/> |
| Pakistani | <input type="checkbox"/> | Black Caribbean and White | <input type="checkbox"/> |
| Any other Asian background (specify if you wish) | <input type="checkbox"/> | Any other mixed ethnic background (specify if you wish) | <input type="checkbox"/> |
| Black | | White | |
| African | <input type="checkbox"/> | Any White background (specify if you wish) | <input type="checkbox"/> |
| Caribbean | <input type="checkbox"/> | Any other ethnic background | |
| Any other Black background (specify if you wish) | <input type="checkbox"/> | Any other background (specify if you wish) | <input type="checkbox"/> |
| Chinese | | | |
| Any Chinese background (specify if you wish) | <input type="checkbox"/> | | |

4. Sexual orientation

| | | | |
|--|-------------------------------------|---------------------------------|--------------------------------------|
| Heterosexual <input type="checkbox"/> | Lesbian <input type="checkbox"/> | Gay <input type="checkbox"/> | Bisexual <input type="checkbox"/> |
|--|-------------------------------------|---------------------------------|--------------------------------------|

5. Religion/belief

| | | | |
|-----------|--------------------------|--------------------------|--------------------------|
| Buddhist | <input type="checkbox"/> | Muslim | <input type="checkbox"/> |
| Christian | <input type="checkbox"/> | None | <input type="checkbox"/> |
| Hindu | <input type="checkbox"/> | Sikh | <input type="checkbox"/> |
| Jewish | <input type="checkbox"/> | Any other, please state: | <input type="checkbox"/> |

6. Disability

| | | |
|--|------------------------------|-----------------------------|
| Do you consider yourself to have a disability? | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
|--|------------------------------|-----------------------------|