

Early years

Getting on well: enjoying,  
achieving and contributing

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# Introduction

From Christine Gilbert, Her Majesty's Chief Inspector



I am delighted to present our second national report on how early years and childcare providers are supporting Every Child Matters outcomes for children. *Getting on well* focuses on how the best providers are promoting children's enjoyment and achievement, and helping them to make a positive contribution.

*Getting on well* uses evidence from Ofsted's inspections and surveys during the year April 2006 to March 2007 to show to what extent children in registered settings are enjoying their learning, feel valued and have good relationships with other children and adults. It includes examples of improvements made in response to issues raised at inspection.

Children's experiences in their early years are a vital foundation for their future development. Research shows that there is a direct connection between high quality early years provision and better intellectual, social and behavioural development.<sup>1</sup>

*Getting on well* is a good-news story, and I hope all early years and childcare providers can learn from it and be encouraged to do even better for children.

I hope the examples of best practice will be useful to providers as they further develop and improve the quality of their work with children, and prepare for the introduction of the Early Years Foundation Stage in September 2008.<sup>2</sup>

At Ofsted, we always look for ways to improve and make the best use of inspection to raise standards and improve children's lives. You can help us by giving us feedback via the website version of this report on how useful you have found *Getting on well* ([www.ofsted.gov.uk/gettingonwell](http://www.ofsted.gov.uk/gettingonwell)).

A handwritten signature in black ink that reads "Christine Gilbert". Below the signature is a horizontal line that tapers to a point on the right side.

<sup>1</sup> *Choices for parents: the best start for children – a ten year strategy for childcare*, DfES, 2004; [www.everychildmatters.gov.uk](http://www.everychildmatters.gov.uk). The strategy refers to research including the Effective Provision of Pre-school Education (EPPE) Project, details of which are published in *The effective provision of pre-school education (EPPE) project: findings from pre-school to end of Key Stage 1*, DfES, 2004; <http://publications.teachernet.gov.uk/>

<sup>2</sup> For details see xiii, p.35.

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# The headlines

## Key findings

- Almost all settings support children to achieve well and to enjoy their learning and development; 70% of settings are good or outstanding at promoting this outcome for children (see Figure 1, p.6).
- Almost all settings help children to contribute positively to their own learning and development, and to relate well with other children and adults around them; 60% of settings are good or outstanding in this (see Figure 1, p.6).
- Childcare providers have made a wide range of improvements in services for children since their last inspection, in response to issues raised at their previous inspection.

## Definitions

### Ofsted registers the following types of childcare:

**Childminding** is on domestic premises for a total of more than two hours a day, except where the care is only provided between 6pm and 2am.

**Full day care**, including nurseries and children's centres, provides care for a continuous period of four hours or more. It includes private nursery schools for children under the age of five that have a distinctive educational emphasis and are overseen by a qualified teacher, but excludes those that are maintained by a local authority or form part of an independent school.

**Sessional day care** is for children attending part time for no more than five sessions a week, each session being less than a continuous period of four hours in any day.

**Out of school care** provides for children aged three and over and operates before or after school or during the school holidays.

**Crèches** provide occasional care on particular premises for more than two hours a day.

**Multiple day care** provides more than one type of day care at the premises.

### Inspection judgements on care and outcomes for children:

**Outstanding** = exceptional settings that have excellent outcomes for children.

**Good** = strong settings that are effective for children.

**Satisfactory** = settings that have acceptable outcomes for children but which have scope for improvement.

**Inadequate** = weak settings that have unacceptable outcomes for children.

For more information on how inspectors make judgements, see xi, p.35.

### Inspection judgements on early education:

**Outstanding** = exceptional settings of such high quality that three- and four-year-olds are making very rapid progress towards the early learning goals.<sup>3</sup>

**Good** = strong settings where three- and four-year-olds are making good progress towards the early learning goals.

**Satisfactory** = effective settings where three- and four-year-olds are making sound progress towards the early learning goals but there is scope for improvement.

**Inadequate** = weak settings where early education is of an unacceptable standard and three- and four-year-olds are making limited progress towards the early learning goals.

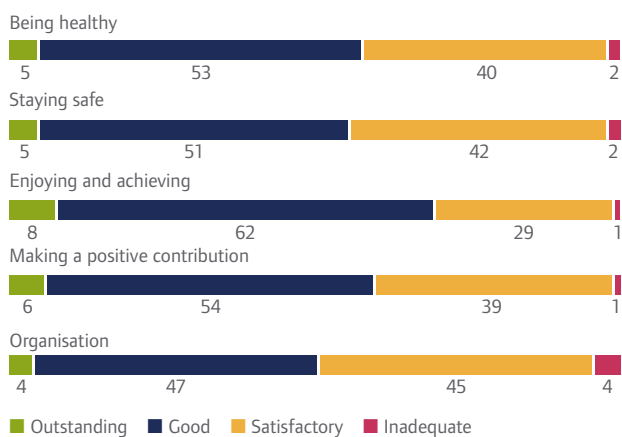
For more information on how inspectors make judgements, see xi, p.35.

<sup>3</sup>The early learning goals indicate what most children should achieve by the end of the Foundation Stage (the end of the primary school reception year), as identified in the *Curriculum guidance for the foundation stage* (QCA/00/587), QCA, 2000.

## The evidence for *Getting on well*

There are over 106,000 childcare settings registered in England, providing over 1.5 million places for children aged under eight years. The evidence for *Getting on well* comes mainly from inspections of 27,200 settings during the year April 2006 to March 2007.<sup>4</sup> Other evidence comes from Ofsted's compliance and enforcement activities, and from small-scale surveys which looked in more detail at children's relationships, their personal, social and emotional development, and diversity.

**Figure 1. Effectiveness of the provision for children**  
April 2006–March 2007  
Percentages of providers inspected (100%=27,200)



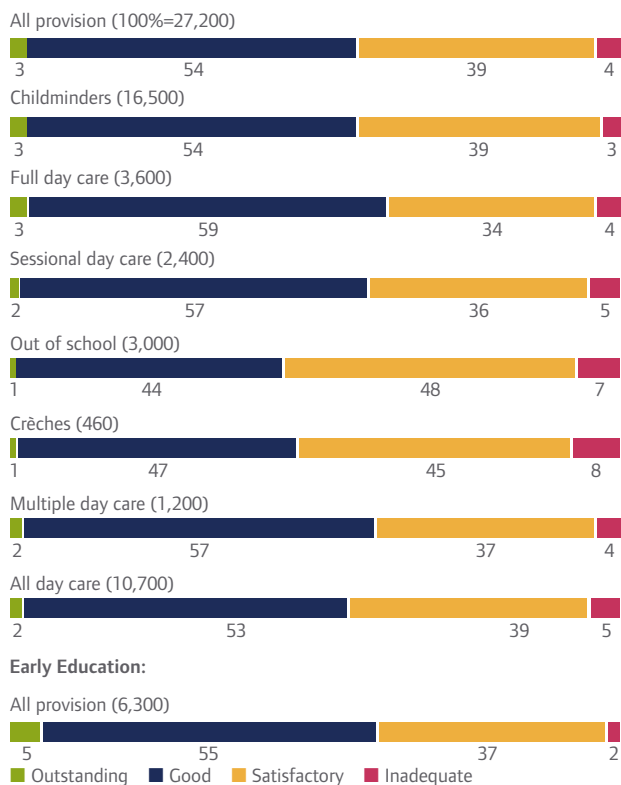
*These figures have been rounded and may not add up to 100%.*

## Good and outstanding provision

Overall, childcare is at least satisfactory in almost all (96%) of the settings inspected this year. Over half (57%) provide good or outstanding childcare (see Figure 2 and Annex A, p.28). Seventy per cent of settings are good or outstanding in supporting children to enjoy their learning and achieve well. Sixty per cent of settings are good or outstanding in helping children to make a positive contribution to those around them (see Figure 1 and Annex A, p.28). In those settings inspected during the year where government-funded education is provided for children aged three and four, the provision is at least satisfactory in almost all (98%). In 60% of settings, early education is good or outstanding (see Figure 3 and Annex A, p.28).<sup>5</sup>

**Figure 2. Overall quality of provision**  
April 2006–March 2007, by type of provider  
Percentages of providers inspected

### Childcare overall:



*These figures have been rounded and may not add up to 100%.*

<sup>4</sup>This figure includes 6,300 settings which provide government-funded early education, where Ofsted inspected both childcare and early education. The figure refers to the most recent inspection during the year for providers still registered on 31 March 2007. In total, over 29,000 inspections were completed, including the reinspection of inadequate providers and the inspection of providers who, by the end of March 2007, were no longer registered.

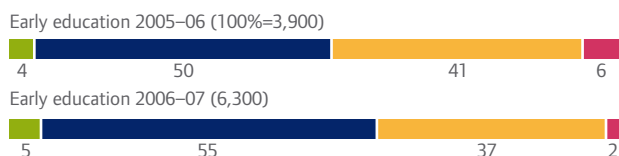
<sup>5</sup>These settings are required to deliver the Foundation Stage curriculum.

## Changes during the year

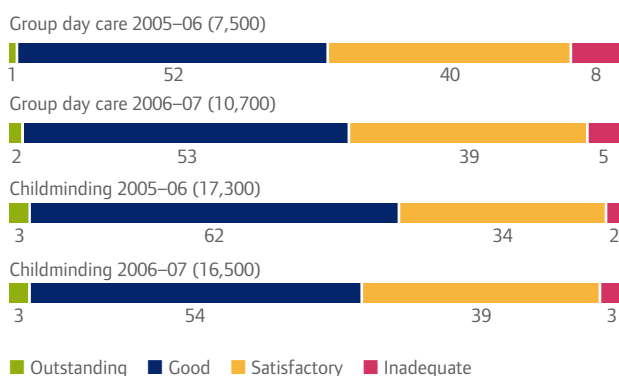
A comparison with last year's judgements suggests that there has been some improvement across the day-care sector as a whole, although the sample is different as we inspect different settings each year. The proportion inspected where early education is good and outstanding is six percentage points higher this year than among those inspected in 2005/06, and the proportion of day-care groups providing good and outstanding childcare is two percentage points up (see Figure 3 and Annex A, p.28). However, the proportion of childminders providing good and outstanding childcare is six percentage points lower than last year. While we cannot be certain of all the factors contributing to this lower proportion, we do know that in 2006–07 we inspected a relatively large proportion of childminders who were newly registered and so had less experience (see Figure 3 and Annex A, p.28).

**Figure 3. Changes in quality of childcare and early education inspected**  
Percentages of providers inspected

### Early education:



### Childcare overall:



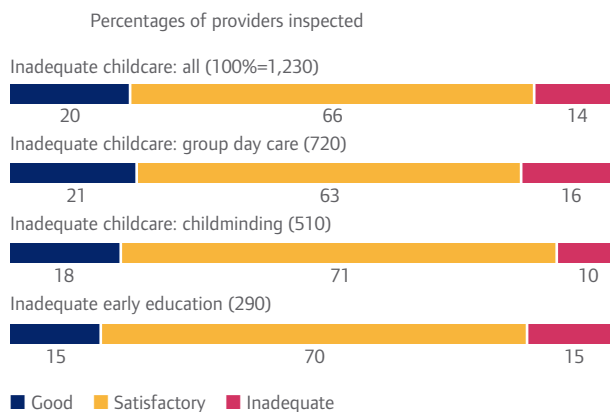
*These figures have been rounded and may not add up to 100%.*

## Improvement of inadequate settings

Ofsted's policy is to reinspect inadequate settings within a year. Of over 1,200 settings providing inadequate care reinspected this year, 86% have improved, including 20% that now provide good childcare.<sup>6</sup> However, 14% (169 settings) remained inadequate (see Figure 4). Seventy-two of these have already had a third inspection during the year. Of these, 62 are now at least satisfactory; in the remaining 10, we have set stringent actions designed to bring about improvement, and we continue to monitor them closely.

During the year, Ofsted also inspected almost 300 settings previously judged to be providing inadequate government-funded early education. Of these, 85% have improved: 15% are now good, and 70% are satisfactory. However, 44 settings (15%) remained inadequate (see Figure 4). Of these 44, 21 received a third inspection during the year: 17 subsequently improved and are now satisfactory or better; the four remaining inadequate settings will be inspected again shortly. Local authorities decide whether inadequate early education settings remain eligible for early education funding.

**Figure 4. Outcomes from inspection of previously inadequate provision**  
April 2006–March 2007



*These figures have been rounded and may not add up to 100%.*

<sup>6</sup>The 1,230 settings include those that were judged to be inadequate in 2005–06.



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# Enjoying and achieving

## Key findings

- Nearly all (99%) of the settings inspected are satisfactory or better at supporting children to achieve well and to enjoy their learning and development (see Figure 5, p.10).
- In 60% of settings whose government-funded early education was inspected, the early education is good or outstanding (see Figure 6, p.10). Partnership with parents is good or outstanding in 68% of early education settings inspected; quality of teaching is good or outstanding in 60%; and leadership and management are good or outstanding in 59% (see Figure 7, p.10).
- In 34% of inspections during April 2006–March 2007, Ofsted recommended ways that providers could further improve their support of children’s play, learning and development (see Annex A, p.28).

## What inspectors look for

Under the Every Child Matters outcome ‘enjoying and achieving’, Ofsted inspects how well providers support children’s enjoyment of their play, learning and development. In assessing children’s levels of enjoyment, the range of evidence that inspectors consider includes children’s enthusiasm, sense of fun, and expressions of pleasure and satisfaction from meeting challenges and doing well. Inspectors assess achievement by evaluating evidence on children’s success and progress in their emotional, physical, social and intellectual development; when inspecting early education, inspectors also assess children’s progress towards the early learning goals. (See vi and xi, p.35.)

Inspectors refer to:

- the *National Standards for under 8s day care and childminding*, particularly ‘Standard 3. Care, learning and play: The registered person meets children’s individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children’s emotional, physical, social and intellectual capabilities.’ (See i, ii, iii, p.35.)
- the *Birth to three matters* framework, particularly the aspects headed:
  - ‘A Competent Learner: Connecting ideas and understanding the world; Responding to the world imaginatively; Responding to the world creatively; Responding to the world with marks and symbols;’
  - ‘A Skilful Communicator: Being a sociable and effective communicator; Being a confident and competent language user; Listening and responding appropriately to the language of others; Understanding and being understood.’ (See iv, p.35.)
- the *Curriculum guidance for the foundation stage*, particularly:
  - children’s levels of achievement and progress towards the early learning goals in:<sup>7</sup>
    - personal, social and emotional development
    - communication language and literacy
    - mathematical development
    - knowledge and understanding of the world
    - creative development<sup>8</sup>
  - children’s attitudes to learning and their level of engagement
  - how well teaching meets the needs and interests of all children
  - the suitability and use of assessment in helping children make progress towards the early learning goals (see v, p.35).

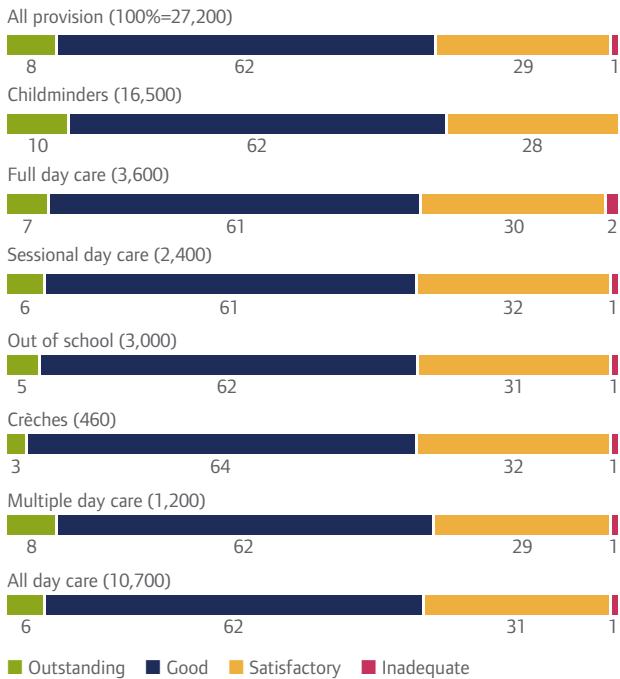
<sup>7</sup> See footnote 3, p.5.

<sup>8</sup> Learning goals in physical development are inspected under the Every Child Matters outcome ‘being healthy’.

# Enjoying and achieving

**Figure 5. Enjoying and achieving April 2006–March 2007: judgements by type of provider**

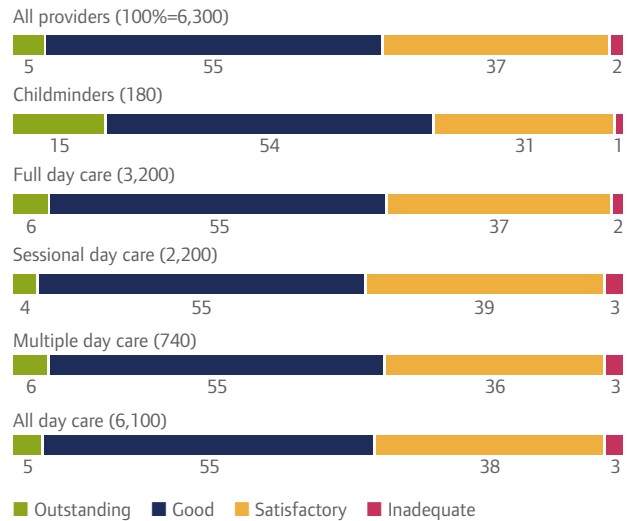
Percentages of providers inspected



*These figures have been rounded and may not add up to 100%.*

**Figure 6. Quality of early education April 2006–March 2007, by type of provider**

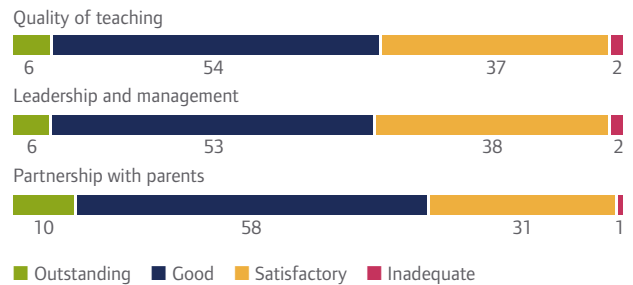
Percentages of providers inspected



*These figures have been rounded and may not add up to 100%.*

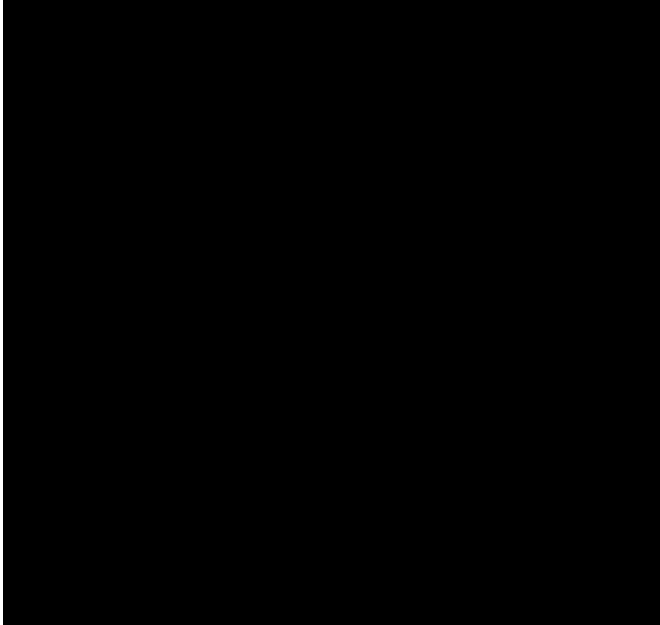
**Figure 7. Quality of aspects of early education April 2006–March 2007**

Percentage of inspections (100%=6,300)



*These figures have been rounded and may not add up to 100%.*

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## Outstanding settings

Eight per cent of settings are outstanding in helping children to enjoy what they do and achieve well (see Figure 5, p.10). These settings are highly effective, making sure that children learn through an enjoyable range of stimulating experiences. Their practice is exemplary.

Five per cent of settings providing government-funded early education are outstanding in supporting children's learning (see Figure 6, p.10). In these settings children make excellent progress towards the early learning goals.<sup>9</sup>

Inspectors found that in outstanding settings:

- adults understand how children learn and develop
- children engage enthusiastically in challenging activities that promote their learning
- children show increasing confidence in their play and learning.

### Adults understand how children learn and develop

In outstanding settings, children develop very well because adults know how to engage their interest, ensuring that activities are attractive, developmentally appropriate and challenging. Adults have an excellent understanding of how children learn. They support children to reach achievable targets, building their self-esteem and confidence in learning.

Adults are well trained and use both the *Birth to three matters* framework and the *Curriculum guidance for the foundation stage*, alongside their own experience, to inform their practice (see iv and v, p. 35). They constantly seek to improve by evaluating how well they are addressing the needs of the children and further developing their provision accordingly. They improve their own professional understanding through training, for example by attending relevant courses to keep in touch with current thinking and best practice.

Adults are well informed about what the children need. They meet parents regularly to discuss children's starting points and progress. They make written records of conversations and use these to update targets for children's development. Assessment is rigorous, and achievements are well recorded.

Where government-funded early education is provided, records show children's clear progress towards the early learning goals. Adults use this information and their knowledge of the children's interests to plan future activities that take children further in their learning.

In outstanding settings adults are involved with the children as they play, knowing how to engage them in discussion by asking open-ended questions like 'I wonder why...?'; 'I wonder what happens when...?'; 'How do you think you will...?'; and waiting for the children to think about their reply. This builds on the children's interests and develops their learning. Younger children gain confidence in what they do when encouraged by adults.

#### Example of best practice:

Parents provide information to form a baseline assessment at the start of their child's placement. Staff track children's attainments rigorously in line with the *Birth to three matters* framework and the Foundation Stage curriculum. These are recorded fully in assessment profiles, which staff share with parents and use very well to plan children's next steps.

#### Parent says:

'My son is always telling me what he did; he loves it. The staff tell me where he is on the stepping stones. He has come on so well in just a few months.'

<sup>9</sup> See footnote 3, p.5.

## Enjoying and achieving

Adults treat everything that happens as an opportunity for children to learn. They plan activities to stimulate children's thinking and to encourage them to question. They expect children to look for answers, make decisions and solve problems. They structure the day flexibly and make full use of the indoor and outdoor environment to maximise opportunities for children's progress and enjoyment. Adults are able to adapt activities in response to children's individual needs, and spontaneously take advantage of everyday experiences. This enlivens children's curiosity and maintains their enthusiasm so that they participate eagerly throughout the session, extending their skills and understanding further.

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Examples of best practice:

Children's natural curiosity as learners is very well promoted as they explore the garden area and talk about the insects they see and how they live. They understand, for example, that spiders spin webs to catch their own food. Children delight in using their senses as they explore the texture of wet clay and paint, and hunt for things in the sand.

A child fetched writing materials and scissors, made a picture, cut it out, wrote her name and then hung it up to dry on a washing line with pegs. She cleared away afterwards and went off happily.

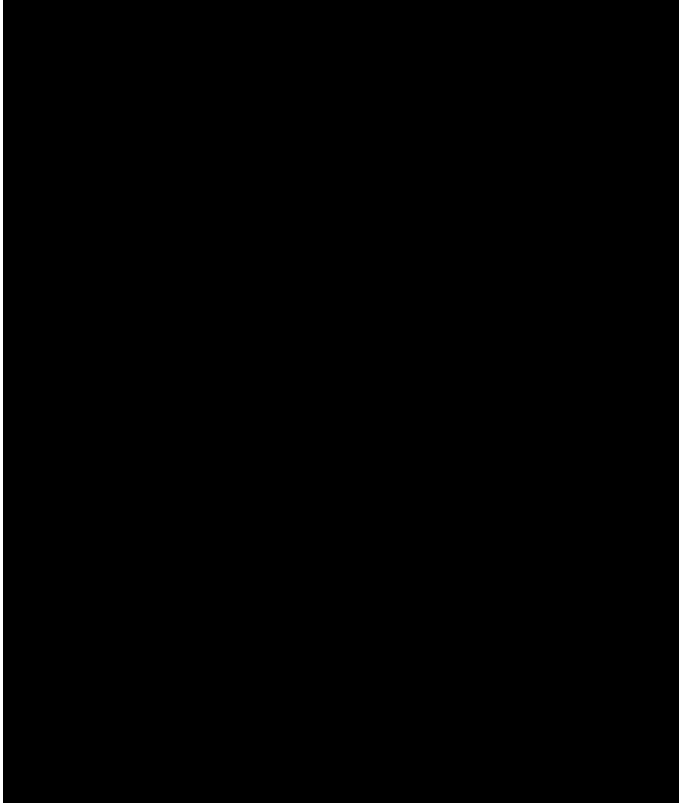
### Children engage enthusiastically in challenging activities that promote their learning

In outstanding provision, children are enthusiastically involved and make very good progress in all aspects of their learning. The environment is planned thoughtfully so children can choose what they do from a range of interesting resources, natural materials and exciting activities. Children make very good progress in their personal, social and emotional development. They follow their interests with persistence and concentration, and they have the confidence to try new activities by themselves.

Children increase their competence in language very well through handling books, hearing books read, beginning to read and talking with adults. Adults introduce and explain new words. Younger children listen and respond to gestures and language that others use. They begin to make marks on paper and to distinguish marks with different meanings. Older children are very confident in using language and express themselves well. They are beginning to communicate in writing for different purposes, such as making labels and lists.

In outstanding settings, children are making very good progress in their understanding of shape and space, by

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measuring and comparing. They are developing their problem solving skills very well by using numbers and reasoning.

Children are developing a very good understanding of the world around them, as they investigate and explore objects and materials, talk about present and past events and find out about their environment. They use tools and work with a range of interesting materials with increasing control as they design, paint and make things. They are developing good skills in using technology, such as computers and digital cameras. Younger children show curiosity and find out about why things happen and how things work.

In outstanding settings, children of all ages enjoy being creative. They become engrossed in games that develop their imagination as they imitate everyday experiences using toys such as doll's house equipment, cars and trains. They dance and respond to music. They learn a repertoire of nursery rhymes and action songs which they sing with enthusiasm.

Examples of best practice:

Children enjoy stories and rhymes, which are often lively and interactive, and develop a love of favourite books. Children can be seen modelling storytelling and good book behaviour to one another as they use the book area to share stories and play 'schools'. Children achieve very well in this area; some enjoy making up and dramatising their own stories to a delighted audience of friends and teachers.

Children like to make scrapbooks to record things they have done, using pictures and words.

Children used porridge oats with the weighing scales. One child poured oats on to one side of the scales and a member of staff asked if she could make it balance again. The child looked confused but the adult gave a good simple explanation and the child worked out how to make them balance by adding and taking away the oats. The child asked questions, such as 'Shall I take some away?' She was very pleased when she made them balance, and started again.

Children often record their findings on charts or simple graphs, giving a visual dimension to their understanding of quite abstract concepts.

Older babies play with dry sand, and large fish and sea figures. One baby expressed wonder as he tried to catch the sand flowing from an adult's clenched hand, giggling as it fell on to his open palm.

Parent says:

'My child's confidence has grown enormously. She has settled very quickly, and is doing a lot more things independently, like tidying her things away at home.'

## Children show increasing confidence in their play and learning

In outstanding settings, children are proud of what they do. Adults are observant and note progress, recognising when a child masters a new skill or solves a new problem. They celebrate children's success and offer praise for their achievements. Adults encourage children who are less sure of themselves to take part in alternative activities to help them gain in confidence and to join in successfully. Children are keen to show off models or paintings they have made to adults and visitors. Adults display children's work prominently around the room. They ensure that the work is clearly labelled with the children's names.

Adults encourage all children to develop their own learning. They support and challenge them to build on what they already know, and to extend their skills. They encourage them to make their own choices, to pursue their interests further and to achieve more.

Children interact well and show care and concern for each other. They help each other out. Older children confidently help the little ones with everyday tasks.

Examples of best practice:

Children find mini beasts, examine them with magnifiers and make links in their learning when they look them up in a reference book. They take part in experiments, for example finding out what will sink and what will float by using the conker they found in the grounds and the pumpkin they grew in the vegetable garden.

Children make sounds with the improvised wind chimes and percussion instruments. They feel the effects of the wind on their skin, or pretend to be a leaf whirling about. Staff join in enthusiastically with these activities, extending children's understanding and helping them to enjoy expressing themselves creatively.

Children respond eagerly to consistent praise and encouragement and enjoy reassurance from very caring staff.

A child notices a younger child struggling on the balance beam and holds his hand to help him. A staff member notices this but waits until they reach the end of the beam and then praises both children – one for trying to walk on the beam and the other for being so kind to help.

Parent says:

'My child came home and told me that ladybirds eat aphids. I was really surprised at how much information they give children to help them learn.'

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## Improvement following Ofsted's visits

### Improvements since last inspection

- Providers have made a wide range of improvements, in response to recommendations made at their previous inspection, to promote children's enjoyment and achievement.

### Recommendations for further improvement

- In 34% of inspections during the year, Ofsted identified ways providers could further help children to enjoy their learning and achieve well (see Annex A, p.28). Inspectors made almost 16,000 recommendations. Typically, these included:
  - improving the balance of supervised and creative free play
  - increasing interaction with children
  - developing the use of questioning to extend children's learning

- adapting activities more to children's individual needs and interests
- extending imaginative play, outdoor learning and experiences for children after school.<sup>10</sup>

Recommendations for those providing government-funded early education included developing their use of assessment to plan children's next steps.

### Actions to meet the National Standards

- This year it was necessary to set actions on supporting children's play and learning to meet the National Standards relating to enjoying and achieving in 190 inspected settings (just 0.7%). (See Annex B, p.29.) Where such actions are set, most settings improve quickly to ensure that children's development is sufficiently promoted. Ofsted monitors outcomes in each case, and takes further steps when necessary.

## Improvements since the last inspection to help children enjoy and achieve

During the year, inspectors reported a wide range of improvements that providers had made in response to requirements and recommendations made at their previous inspection. For example, children are enjoying and achieving better because:

- they have more opportunities for physical play
- they have access to materials and give meanings to marks they make on paper; older children attempt writing for different purposes in different forms, such as lists, stories and instructions
- they use mathematical language in everyday play activities
- they take opportunities to be creative and pursue activities using their own imagination
- adults identify children's achievements and any learning difficulties they may have and track progress over time

- adults evaluate the organisation of the setting, and they help the youngest children to enjoy making progress in their development and learning.

### Concerns

Ofsted received relatively few complaints about how children are enjoying themselves and achieving well: 240 in 2006–07, compared with 300 in 2005–06. The number represents about two complaints for every 1,000 providers. When inspectors visited settings to follow up concerns, most found that the providers were meeting National Standard 3: Love learning and play, and they did not need to take any further action. Annex D (p.32) shows the main areas of concern about children's enjoyment and achievement, and Ofsted's responses.

### How are you doing?

Everyone involved with children in registered childcare has a responsibility to promote their enjoyment and achievement. Annex E (p.33) includes 10 questions that can help you examine your own practice in the light of this chapter.

<sup>10</sup>These were the most common issues from a sample of 200 recommendations on enjoying and achieving.



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# Making a positive contribution

## Key findings

- Nearly all (99%) of the settings inspected are satisfactory or better at supporting children to make a positive contribution to their own development and learning and in their relationships with other children and adults around them. They work in partnership with parents to help all children engage and respond well to others (see Figure 8, p.18).
- In 40% of inspections between April 2006 and March 2007, Ofsted recommended ways the provider could better support children to make a positive contribution (see Annex A, p.28).

## What inspectors look for

Under the Every Child Matters outcome 'making a positive contribution', Ofsted inspects how well providers help children to:

- develop positive ways of behaving
- respect others' similarities and differences
- have positive relationships with the children and adults around them
- engage in decision-making
- begin to support the community and environment.

Ofsted also inspects how well providers encourage children with special needs to make a positive contribution; and how well they involve parents and families in helping children to make a positive contribution (see vi, xi, p.35).

Inspectors refer to:

- the *National Standards for under 8s day care and childminding*, particularly:
  - 'Standard 9. Equal opportunities: The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.'
  - 'Standard 10. Special needs (including special educational needs and disabilities): The registered person is aware that some children may have special needs and is proactive in ensuring that appropriate action can be taken when such a child is identified or

admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with parents and other relevant parties.'

- 'Standard 11. Behaviour: Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.'
- 'Standard 12. Working in partnership with parents and carers: The registered person and adults work in partnership with parents to meet the needs of the children, both individually and as a group. Information is shared.' (See i, ii, iii, p.35.)
- *Birth to three matters*, particularly the aspect 'A Strong Child: Realisation of own individuality; Experiencing and seeking closeness; Becoming able to trust and rely on own abilities; and Acquiring social confidence and competence'. (See iv, p.35.)
- *Curriculum guidance for the foundation stage*, particularly the fostering of children's spiritual, moral, social and cultural development; and the involvement of parents and carers in children's learning. (See v, p.35.)

# Making a positive contribution

## Outstanding settings

Six per cent of the settings inspected are outstanding in helping children to make a positive contribution (see Figure 8). These exceptional settings are highly effective at: helping children to participate in decision-making; creating opportunities for children to contribute to and learn about their local community; providing an inclusive approach for all children, including those with special needs; teaching

children the difference between right and wrong; and working in partnership with parents.

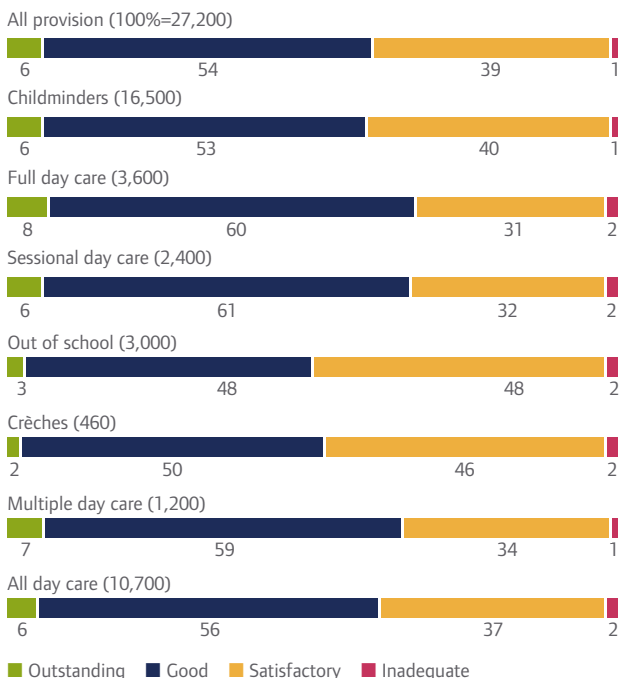
Ten per cent of settings offering government-funded early education are outstanding in their partnership with parents (see Figure 7, p.10). They involve parents closely in the children's education.

Inspectors found that in outstanding settings:

- children are learning to understand and appreciate similarities and differences in others very well
- adults attend closely to each child's needs
- high quality relationships give children a strong sense of belonging

- children show respect for each other and behave very well
- very effective partnership with parents supports children's care and learning.

**Figure 8. Making a positive contribution April 2006–March 2007: judgements by type of provider**  
Percentages of providers inspected



*These figures have been rounded and may not add up to 100%.*

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### Children are learning to understand and appreciate similarities and differences in others very well

In outstanding settings, children are actively learning about themselves, each other and the world they live in. The children's spiritual, moral, social and cultural development is fostered well. Children share news about themselves and their families, helping them develop a strong sense of belonging and being valued. They act out aspects of their home life as they share in imaginary play and creative activities, helping them to learn more about how families are different. Attractive books and bright posters show positive images of different people taking responsible roles in society. Outings around the local community further enhance children's awareness of themselves and others.

In the best settings, children are learning to appreciate different cultures and religions through activities and lively discussion. Visitors come to share with children their own interesting experiences, such as the different ways they prepare food at home, or how they celebrate a festival. The provider and staff bring in articles from their homes and from their travels to discuss with the children. Children and their parents share their own cultural and religious festivals with the other children at the setting. Adults organise celebrations of other festivals, too. Children listen attentively, take part and ask questions. They are learning to understand more about their own heritage, to value how others are similar or different, and to treat everyone with equal respect.

Children and families who are learning to speak English as an additional language are well supported. Children communicate successfully using a mix of sign and body language while gaining proficiency in English. Adults encourage inclusion by using dual-language books and displaying signs in children's home languages, as well as English, to support their learning.

Adults encourage children to think about other people's feelings. Children confidently ask for help and offer it when needed, showing care and concern for each other.

#### Examples of best practice:

There is a teddy bear to support links between home and nursery. Children take Bear home; he attends their birthday parties and goes on holiday with them. Children take photos and complete write-ups with the help of their parents and share these with the group.

The children have adopted a child in Africa. They write to her and send photos, and the children compare their lives to hers.

The children wrote and performed a play, using puppets of different ethnicities to show that all are equal.

The adults really make sure she understands things and help her to learn English; she loves coming.

Children know where to find the box of tissues, and one quickly does so when her friend is crying.

# Making a positive contribution

## Adults attend closely to each child's individual needs

In outstanding settings adults work hard to include all children, whatever their specific needs. They treat all children with equal concern. They value and respect children and families from all backgrounds. They actively encourage both boys and girls to take part in all activities. They take care to provide appropriate challenges that interest and involve children of all ages and with different levels of ability, including those children who are gifted and talented, and those who need more support in their learning.

Adults work closely with the family and other professionals where appropriate. They give and ask for information to improve understanding of a child's additional needs and how best to meet them. Special or adapted resources help individual children to take part fully in activities. Where appropriate, children with special needs receive one-to-one support so that they are included. Children are helped to understand others' needs and to become friends with each other.

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Examples of best practice:

Children put their special objects on a table, so they know where to find them if they need them as comforters during the session.

The childminder provided valuable support for a family whose child had been diagnosed with a chronic medical condition. She sought information about the symptoms and, together with the parents, agreed the appropriate responses.

The parents are able to remain with children as long as they need to, to ensure that they settle well and confidently into the setting, sometimes staying for a whole session for several days and sometimes staying for part of a session until the child is happy to let them go.

Parents say:

'My lad has bad legs. The staff are really good, and they still let him come. They go with me to meetings to help sort out what he will need when he goes to school.'

'The staff are very keyed in to what my child likes, and they acknowledge his choices very well.'

### High quality relationships give children a strong sense of belonging

In outstanding settings, close and caring relationships are established between children and adults. New children settle in very well. Key workers liaise with parents, building strong relationships and ensuring that they understand and plan in advance for the needs of each child, including those with special needs. Parents are encouraged to spend time in the setting with their children when they start attending, to build the child's confidence in their new carer.

In outstanding settings, children arrive each day full of enthusiasm. They are content to say goodbye to their parents and are ready to enjoy their time at the setting. Familiar adults greet children individually, show they are pleased to see them and support them to settle in. Children quickly engage in exciting activities that have already been set up.

Children are very confident with the routine and show a strong sense of belonging as they are made welcome. They look very comfortable with others and in their play. They share their news, are encouraged to listen to others and ask questions during group time. Adults talk about the things children have brought in or seen on the way. They value children's thoughts, contributions and creations. This promotes children's confidence and self-esteem very well.

#### Examples of best practice:

Children are selected to be special helpers each day; they work with adults to help organise snacks, or lead the registration session. All the children take turns at these activities, and they respond very well. They are full of confidence when they stand in front of the group.

A very young child eagerly gets to his feet to welcome a returning member of staff. He giggles delightfully as she scoops him in her arms and cuddles him.

#### Parents say:

'The staff are wonderful. I have had a very difficult time, moving to the area and starting a new business. My youngest child started here recently and has been very clingy. Staff have been excellent in helping us all to settle, and now I can leave him without us both being upset.'

'My daughter is so confident now, she doesn't want me to help her with anything. She's always saying, "No mummy, I can do it myself," which is a good thing really.'

#### Child says:

'My mummy will have a lovely surprise when I give her this card on Mother's Day. And I'm going to make her breakfast in bed.'

## Making a positive contribution

### Children show respect for each other and behave very well

In outstanding settings, children feel good about themselves and behave well towards each other. They show respect for each other, share toys and resolve potential conflicts. Older children help and support the younger ones.

Adults help children learn how to manage their own behaviour. Adults act as very good role models, saying 'please' and 'thank you', listening attentively and speaking with respect. They encourage children to think about how they should behave and what they should expect from others. They involve children in developing the rules of the setting, and in helping to make sure the rules are followed. They use positive methods to manage behaviour and distract children promptly from negative behaviour.

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Children say:

'If I get upset Mrs Hill will give me a cuddle and it makes me feel happy.'

[Three-year-old threading beads to make a necklace] 'You can have my necklace. I can easily make another one for me.'

'I'll use it first, then you can have it next – yeah? We can share it.'

'Some of the children are naughty, but you ignore them.'

'You mustn't throw stones, because if they go in someone's eyes it's thumbs down because it hurts.'

Parent says:

'I'm really pleased with the progress my son has made since he started here. His behaviour has improved so much.'

Examples of best practice:

Children devise their own 'camp agreement', and contribute their own ideas and expectations of behaviour boundaries. This makes children feel listened to, and it demonstrates that adults value and respect all the children.

Children frequently manage any minor conflicts with great success. For example, two children meet on the garden path: one is driving a tractor and another has a pram with a dolly. They negotiate with each other to enable each to pass the other and they say thank you when the manoeuvre is completed.

## Very effective partnership with parents supports children's care and learning

Outstanding providers recognise the fact that parents know their children best. When children start, the provider collects important information, including what children can do at home, their interests, likes and dislikes, and what the parents want from the child's time at the setting. They work hard to draw parents into their child's learning. The provider and parents agree a plan for supporting the child's learning and development. The provider keeps parents updated on how their children are cared for and what they achieve each day by giving oral and written information through, for example, daily diaries, photographs, and observation and achievement records. Providers invite parents to share in updating their child's development plan.

Parents remain actively involved. They may help at sessions, and they may participate in a parents' committee or a management group. Providers also regularly invite parents to express their views, both informally and formally, for example through questionnaires. They show parents the responses they receive, and explain how they have used them to improve their practice.

Providers share information on child development and best practice with parents, to promote parents' understanding and involvement. For example, they share:

- *Birth to three matters*, to help parents of the youngest children recognise the holistic nature of development and learning for their children
- the *Curriculum guidance for the foundation stage*, to help parents see their children's progress towards the early learning goals
- healthy eating information for parents who provide their children with lunch boxes.<sup>11</sup>

### Examples of best practice:

The childminder lends baby development books to parents to give them ideas on how to engage their children and help them to progress in their learning.

Parents praise the setting highly. They appreciate the setting's excellent strategies for teaching the children and empowering parents to be actively involved in their children's care and learning.

### Parent says:

'It is a great comfort to know that he is with people who show a real interest in him. I have always been very impressed by the way the staff know the children as individuals. It's lovely to receive the feedback at the end of the session, and also to have one's concerns listened to.'

<sup>11</sup> For more information on healthy eating, see xii, p.35.



## Improvement following Ofsted's visits

### Improvements since last inspection

- Providers have made a wide range of improvements, in response to recommendations made at their previous inspection, to enable children to contribute positively to their own and others' learning and development.

### Recommendations for further improvement

- In 40% of the inspections during April 2006 to March 2007, Ofsted identified ways providers could better support children to make a positive contribution (see Annex A, p.28). Inspectors made over 13,000 recommendations. These recommendations typically included:
  - improving consistency in managing behaviour
  - improving understanding of children's particular needs

- increasing children's awareness of diversity
- further developing information for parents about complaints.<sup>12</sup>

### Actions to meet the National Standards

- This year it was necessary to set actions on supporting children to meet the National Standards relating to making a positive contribution in 360 inspected settings (just 1.3%). (See Annex C, p.31.) Where such actions are set, most providers improve quickly to ensure that children's development is sufficiently promoted. Ofsted monitors outcomes in each case and takes further steps when necessary.

## Improvements on making a positive contribution

During the year, inspectors reported a wide range of improvements that providers had made in response to requirements and recommendations given at their previous Ofsted inspection. The following examples show how providers have improved the way they help children to make a positive contribution.

In promoting equality of opportunity and anti-discriminatory practice:

- childminders are giving children more help to appreciate and value each other's similarities and differences, to learn about disability, and to understand more about the world, using a wider range of books, stories and play activities
- in day-care settings, children now have a wider range of opportunities to develop awareness of their own culture and those of others, which improves their understanding of the local community.

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In partnership with parents:

- childminders now have written agreements with parents, setting out the expectations of both parties, and clearly identifying the child's needs and the approaches that have been agreed to ensure that these are met; they are exchanging information with parents more regularly to provide better for children's individual needs, taking into account the parents' concerns and views
- day-care settings now provide a written complaints procedure, which includes Ofsted's address and telephone number, so parents know how to raise a concern or complaint.

In managing children's behaviour:

- adults understand how to promote acceptable behaviour and now manage behaviour sensitively and consistently. As a result, children know how to behave responsibly and are developing respect for each other and the environment.

## Concerns

Ofsted received relatively few complaints about how children are making a positive contribution: 720 in 2006–07. This represents about seven complaints for every 1,000 providers. The number is about 180 fewer than in 2005–06. In particular, the number of complaints about partnership with parents declined from 460 to 330. This followed the introduction of new regulations which require group day-care providers to give parents more information about making complaints and to investigate parents' complaints themselves.<sup>13</sup> Annex D (p.32) shows the range of complaints made about children making a positive contribution, and Ofsted's responses.

## How are you doing?

Everyone involved with children in registered childcare has a responsibility to help children in making a positive contribution. Annex E (p.33) includes 10 questions to help you examine your own practice in the light of this chapter.

Actions that providers have taken following complaints have helped children to make a positive contribution. This is an example of how one provider made improvements following concerns that a child was being discriminated against:

A parent raised a concern following an incident involving her child. During their investigation of the incident, the nursery excluded her child but did not exclude any other child. The parent thought that this was discriminating against her child. The child has special needs and requires one-to-one supervision. The parent was also concerned that her child did not have one-to-one supervision on the day of the incident and so he was inadequately supervised.

An Ofsted inspector made an unannounced visit and found evidence to suggest a breach of the standards relating to equal opportunities and children with special needs. Ofsted set actions for the provider to ensure that adults actively promote equality of opportunity and anti-discriminatory practice for all children and to ensure that arrangements meet the needs of individual children who attend and have special needs.

The setting took action. The staff are now trained and understand how to promote equality of opportunity and anti-discriminatory practice for all children. The child's days of attendance are now arranged to correspond with the presence of a dedicated key worker. Ofsted is satisfied that the provider meets the National Standards.

Parent says:

'It's much better here now. Before, they didn't tell us anything. Now they talk to us every day and tell us if there are any problems.'

<sup>13</sup> New regulations in October 2005 strengthened the requirement for providers themselves to respond to concerns, investigate complaints, keep records and share information on complaints with parents on request.

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# Conclusion – doing even better

Michael Hart, Director, Children



It gives me great pleasure that one of my first jobs as the new Director, Children, is to celebrate outstanding practice. I hope that *Getting on well* will be a useful tool to help all providers to improve practice.

Last year's report, *Safe and sound*, showed how well early years settings are helping to keep children safe and well.<sup>14</sup>

*Getting on well* shows that settings are still maintaining high standards overall, and are particularly good at ensuring that children enjoy their learning and development, and contribute to their own achievement and that of others. The report is full of compelling examples that reflect good practice in all types of provision right across England.

*Getting on well* shows where provision can do even better for children; it also shows that inspection can help providers in this. There are many areas where settings have improved in response to recommendations made at previous inspection. I would like providers to add this report to their resources and make good use of it to help develop their practice further.<sup>15</sup> Think about how you could apply the examples of best practice to your own setting.

Ask yourself and your colleagues the questions listed in the report (see p.33) to help you identify your next priorities for development. Give us feedback on *Getting on well* via the questionnaire on our website: [www.ofsted.gov.uk/gettingonwell](http://www.ofsted.gov.uk/gettingonwell)

Improvement happens when providers take stock of how well they are doing now and what they could do better to promote the outcomes for children; and when they take steps to develop the service they offer. Ofsted provides a self-evaluation form to help providers do just this.<sup>16</sup> From next year self-evaluation will play a more important part in inspection. If you do not already evaluate your own practice regularly, why not start now?

A handwritten signature in black ink that reads "Michael Hart".

<sup>14</sup> See ix, p.35.

<sup>15</sup> For other useful resources, see Annex F, p.35.

<sup>16</sup> A self-evaluation form is included in *Are you ready for your inspection?*; see x, p.35.

# Annex A

## Statistics on quality of childcare and early education, and recommendations for improvement

| 2006–07                        | Total number of inspections | Percentage graded as: |      |              |            | Percentage good or outstanding in: |           | Percentage with recommendations for further improvement on this outcome <sup>†</sup> |
|--------------------------------|-----------------------------|-----------------------|------|--------------|------------|------------------------------------|-----------|--|
|                                |                             | Outstanding           | Good | Satisfactory | Inadequate | 2006–07                            | (2005–06) |  |
| <b>All settings</b>            | 27,236                      |                       |      |              |            |                                    |           |  |
| Overall care                   |                             | 3                     | 54   | 39           | 4          | 57                                 | 61        | 93   |
| Enjoying and achieving         |                             | 8                     | 62   | 29           | 1          | 70                                 | 73        | 34   |
| Making a positive contribution |                             | 6                     | 54   | 39           | 1          | 60                                 | 64        | 40   |
| <b>Childminding</b>            | 16,512                      |                       |      |              |            |                                    |           |  |
| Overall care                   |                             | 3                     | 54   | 39           | 3          | 58                                 | 64        | 94   |
| Enjoying and achieving         |                             | 10                    | 62   | 28           | 0          | 72                                 | 76        | 19   |
| Making a positive contribution |                             | 6                     | 53   | 40           | 1          | 59                                 | 66        | 40   |
| <b>Full day care</b>           | 3,647                       |                       |      |              |            |                                    |           |  |
| Overall care                   |                             | 3                     | 59   | 34           | 4          | 62                                 | 57        | 93   |
| Enjoying and achieving         |                             | 7                     | 61   | 30           | 2          | 68                                 | 60        | 79   |
| Making a positive contribution |                             | 8                     | 60   | 31           | 2          | 68                                 | 65        | 42   |
| <b>Sessional day care</b>      | 2,415                       |                       |      |              |            |                                    |           |  |
| Overall care                   |                             | 2                     | 57   | 36           | 5          | 59                                 | 59        | 93   |
| Enjoying and achieving         |                             | 6                     | 61   | 32           | 1          | 67                                 | 63        | 81   |
| Making a positive contribution |                             | 6                     | 61   | 32           | 2          | 67                                 | 66        | 43   |
| <b>Out of school care</b>      | 2,978                       |                       |      |              |            |                                    |           |  |
| Overall care                   |                             | 1                     | 44   | 48           | 7          | 44                                 | 45        | 92   |
| Enjoying and achieving         |                             | 5                     | 62   | 31           | 1          | 68                                 | 68        | 13   |
| Making a positive contribution |                             | 3                     | 48   | 48           | 2          | 51                                 | 55        | 38   |
| <b>Crèches</b>                 | 462                         |                       |      |              |            |                                    |           |  |
| Overall care                   |                             | 1                     | 47   | 45           | 8          | 48                                 | 51        | 91   |
| Enjoying and achieving         |                             | 3                     | 64   | 32           | 1          | 67                                 | 69        | 20   |
| Making a positive contribution |                             | 2                     | 50   | 46           | 2          | 52                                 | 60        | 34   |
| <b>Multiple day care</b>       | 1,222                       |                       |      |              |            |                                    |           |  |
| Overall care                   |                             | 2                     | 57   | 37           | 4          | 59                                 | 54        | 94   |
| Enjoying and achieving         |                             | 8                     | 62   | 29           | 1          | 70                                 | 63        | 61   |
| Making a positive contribution |                             | 7                     | 59   | 34           | 1          | 65                                 | 62        | 41   |
| <b>All group day care</b>      | 10,724                      |                       |      |              |            |                                    |           |  |
| Overall care                   |                             | 2                     | 53   | 39           | 5          | 55                                 | 53        | 93   |
| Enjoying and achieving         |                             | 6                     | 62   | 31           | 1          | 68                                 | 64        | 57   |
| Making a positive contribution |                             | 6                     | 56   | 37           | 2          | 62                                 | 62        | 41   |
| <b>Early education</b>         |                             |                       |      |              |            |                                    |           |  |
| All types of provision         | 6,343*                      | 5                     | 55   | 37           | 2          | 60                                 | 54        | 93   |
| Full day care                  | 3,189                       | 6                     | 55   | 37           | 2          | 60                                 | 52        | 92   |
| Sessional day care             | 2,198                       | 4                     | 55   | 39           | 3          | 59                                 | 55        | 93   |
| Multiple day care              | 743                         | 6                     | 55   | 36           | 3          | 61                                 | 49        | 91   |
| Childminding                   | 178                         | 15                    | 54   | 31           | 1          | 69                                 | 69        | 84   |

These figures have been rounded and may not add up to 100%.

<sup>†</sup>The percentages of providers with recommendations for overall care and early education are estimates based on percentages judged satisfactory or good.

\*Of these, 32 were stand-alone early education inspections and 6,311 were integrated inspections of early education with childcare.

# Annex B

## Key actions needed to help children enjoy and achieve

| Examples of inadequate care   | Examples of action inspectors required <sup>17</sup>  |
|---|---|
| Action was required when:   | To help children to enjoy and achieve:  |
| <ul style="list-style-type: none"> <li>there was an insufficient range of toys and activities available to capture the children’s interest, so they wandered around aimlessly</li> </ul>  | <ul style="list-style-type: none"> <li>plan and provide a sufficient range of experiences to promote the emotional, physical, social and intellectual development of all children attending, which are appropriate to their individual stages, needs and interests; and evaluate the impact on children’s development</li> </ul>                            |
| <ul style="list-style-type: none"> <li>adults with limited knowledge of the <i>Birth to three matters</i> framework were giving young children limited guidance and support, often leaving them to their own devices, so they were not gaining enough learning experiences from their activities</li> </ul> | <ul style="list-style-type: none"> <li>plan and provide a sufficient range of experiences for under-threes, which are appropriate to their individual stages, needs and interests, for example by using the <i>Birth to three matters</i> framework; and evaluate the impact on children’s development</li> </ul>   |
| <ul style="list-style-type: none"> <li>adults did not make regular observations or assessments of children’s learning to plan for their next steps, so restricting children’s progress</li> </ul>   | <ul style="list-style-type: none"> <li>ensure that arrangements are effective for observing assessing and tracking each child’s interests, learning styles, and progress against the stepping stones; and ensure that these link directly with planning to provide challenging activities and experiences to continue their learning effectively</li> </ul> |
| <ul style="list-style-type: none"> <li>activities did not engage children’s interest because they did not reflect what they could do or stretch them sufficiently, or because children lacked opportunities to initiate their own activities, so children’s learning was very limited</li> </ul>            | <ul style="list-style-type: none"> <li>ensure that adults understand how children develop; and plan and provide a balanced range of interesting, stimulating and appropriate activities for all children that build on what they already know and can do and promote their development in all areas of learning</li> </ul>                                  |
| <ul style="list-style-type: none"> <li>children’s learning was restricted by a poorly organised environment.</li> </ul>   | <ul style="list-style-type: none"> <li>plan the environment to make the most of the opportunities available for children to learn effectively by exploring, experimenting, planning, and making choices independently.</li> </ul>   |

Continued on p.30.

<sup>17</sup> For the standards on which these actions are based, see i, ii and iii, p.35.

## Key actions needed to help children enjoy and achieve *continued*

| Examples of inadequate nursery education  | Examples of action inspectors required <sup>18</sup>   |
|---|--|
| Action was required when:   | To promote children’s progress towards the early learning goals:   |
| <ul style="list-style-type: none"> <li>adults’ knowledge of how to use the <i>Curriculum guidance for the foundation stage</i> was limited, and they did not provide appropriate support or plan appropriate activities, so restricting children’s development</li> </ul> | <ul style="list-style-type: none"> <li>ensure that adults’ knowledge and understanding of the Foundation Stage is developed and used to meet individual children’s learning needs by developing a plan, carrying it out and checking that understanding has improved sufficiently</li> </ul> |
| <ul style="list-style-type: none"> <li>teaching methods to extend children’s learning were inconsistent and at times inappropriate</li> </ul>   | <ul style="list-style-type: none"> <li>develop adults’ understanding of how to question children effectively during adult-led and child-initiated activities, and review practice continuously to ensure that it is consistent in promoting and extending children’s learning</li> </ul>     |
| <ul style="list-style-type: none"> <li>planning was poor and there were inadequate records on how children were provided with a variety of worthwhile activities and play experiences that covered all areas of learning</li> </ul>                                       | <ul style="list-style-type: none"> <li>develop the planning and assessment arrangements to promote children’s progress towards the early learning goals, track their achievements, and plan for the next steps in their individual learning</li> </ul>                                       |
| <ul style="list-style-type: none"> <li>there were gaps in the provision of activities to help children make progress in all areas of learning</li> </ul>  | <ul style="list-style-type: none"> <li>develop a rigorous monitoring and evaluation system to ensure that a broad and balanced range of activities and experiences is provided across the six areas of learning</li> </ul>   |
| <ul style="list-style-type: none"> <li>evaluation of the teaching and learning was not systematic enough to make a difference to children’s learning in all aspects of the curriculum, or to identify and plan appropriately the next steps for each child.</li> </ul>    | <ul style="list-style-type: none"> <li>ensure that arrangements are effective for evaluating the strengths and weaknesses of teaching and learning, and for planning activities so that all children are suitably challenged and supported.</li> </ul>                                       |

# Annex C

## Key actions needed to help children make a positive contribution

| Examples of inadequate care  | Examples of action inspectors required <sup>19</sup>  |
|--|---|
| Action was required when:  | To help children make a positive contribution:  |
| <ul style="list-style-type: none"> <li>children were not helped to appreciate and value diversity because there was a limited range of appropriate play resources and planned activities; children did not see positive images to help them learn about diversity in society; posters and wall displays did not reflect the children's backgrounds or the wider community; or staff failed to understand how to promote children's awareness of diversity</li> </ul> | <ul style="list-style-type: none"> <li>provide appropriate experiences and resources to draw on children's own experiences and those of their families and to promote children's positive awareness of diversity in the wider world; display positive images to help children respect and value diversity in family background, race, culture, religion, gender and disability</li> </ul> |
| <ul style="list-style-type: none"> <li>providers were unable to provide adequate support for children and families whose first language was not English</li> </ul>   | <ul style="list-style-type: none"> <li>ensure that adults understand and meet the needs of children and their families who speak English as an additional language</li> </ul>   |
| <ul style="list-style-type: none"> <li>adults were unclear who was the special educational needs coordinator and were insecure in their understanding of the Special Educational Needs Code of Practice</li> </ul>   | <ul style="list-style-type: none"> <li>ensure that all adults understand clearly the role of the special educational needs coordinator so that children with special educational needs receive appropriate support in their learning</li> </ul>   |
| <ul style="list-style-type: none"> <li>children with special needs were not adequately identified or supported to meet their individual needs</li> </ul>   | <ul style="list-style-type: none"> <li>ensure that arrangements promote the well-being and development of children with special needs</li> </ul>  |
| <ul style="list-style-type: none"> <li>children were not learning the difference between right and wrong or acceptable ways to behave because adults had a poor understanding of behaviour management and unrealistic expectations of small children</li> </ul>  | <ul style="list-style-type: none"> <li>ensure that adults encourage positive behaviour and manage a wide range of challenging behaviour consistently in ways which are appropriate to each child's age and stage of development</li> </ul>  |
| <ul style="list-style-type: none"> <li>children were not sufficiently occupied and they became bored; the adults were slow to intervene, and were ineffective in managing children's behaviour; rules were not consistently reinforced</li> </ul>  | <ul style="list-style-type: none"> <li>ensure that activities are stimulating and interesting so children are happily engaged and not bored; give children clear boundaries so that they understand what is expected of them; and, when necessary, intervene appropriately to promote a positive learning environment</li> </ul>  |
| <ul style="list-style-type: none"> <li>childminders did not have an agreement with parents to ensure that the childminder and parents were fully informed of the care needs and expectations for the child</li> </ul>  | <ul style="list-style-type: none"> <li>make a clear written agreement with parents about the expectations of both parties, so the child's needs are clearly identified and approaches agreed to ensure that they are met</li> </ul>   |
| <ul style="list-style-type: none"> <li>there was no complaints procedure in place (day-care groups) or information for parents to follow if they had a complaint.</li> </ul>   | <ul style="list-style-type: none"> <li>make available to parents written details of the procedure to follow if they have a complaint (day-care groups); keep a record of any complaints from parents and action taken.</li> </ul>   |

| Examples of inadequate nursery education   | Examples of action inspectors required <sup>20</sup>   |
|--|--|
| Action was required when:  | To promote children's progress towards the early learning goals:   |
| <ul style="list-style-type: none"> <li>there were no arrangements in place to discuss children's achievements formally with parents so that they could contribute to their children's learning in a meaningful way.</li> </ul> | <ul style="list-style-type: none"> <li>involve and support parents in extending their children's learning by sharing information about their child's progress and achievements, and about how the educational activities are promoting further progress towards the early learning goals.</li> </ul> |

<sup>19</sup> For the standards on which these actions are based, see i, ii and iii, p.35.

<sup>20</sup> For the curriculum guidance on which these actions are based, see v, p.35.



# Annex D

## Complaints about children enjoying and achieving and making a positive contribution

### Examples of the range of complaints received

#### Enjoying and achieving

240 complaints. Concerns alleged that:

- there was lack of interaction between the childminder and a child
- a baby was left to cry and the baby's emotional needs were not being met
- there were too few activities
- a childminder made a child sit on her own for a long time, not allowed to play, and with no interaction to promote development and learning, while others were allowed to play
- children were not permitted to make any sound for extended periods of time
- children were being left in 'bouncy chairs' for extended periods of time and being shaken roughly whilst in them.

#### Positive contribution

720 complaints. Concerns alleged that:

- a child with special needs was neglected
- a member of staff made an inappropriate remark about a child in the nursery
- a childminder displayed aggressive behaviour towards a minded child
- a child was being discriminated against by the setting
- a childminder was using racially abusive language towards children while they were playing in a playground
- the setting did not work in partnership with parents
- the pre-school leader's behaviour towards a child was not appropriate
- a child was restrained in a high chair
- a member of staff attempted to take a child home even though the parent had not given consent
- there was inappropriate supervision and management of behaviour for a child with special needs
- the adults did not have control over the toddlers in a nursery.

### Ofsted's responses

When Ofsted receives a complaint it investigates whether the relevant National Standards are met and whether the provider remains suitable to be registered. Below is the range of responses made to complaints during the year, in approximate order of seriousness. Often, Ofsted took more than one of these steps. Ofsted:

- after investigation, took no further action because there was no evidence, or because the concern had been resolved or the registered person had already taken remedial action
- brought forward an inspection to investigate the concern
- suspended registration pending investigation
- set an action for the registered person to carry out and confirm in writing to Ofsted by a set date that it had been completed
- issued a notice of non-compliance with regulations (Compliance Notice) requiring the provider to take action by a set date
- issued a formal warning letter indicating that a further offence is likely to result in prosecution
- administered a Caution on Record as an alternative to prosecution
- brought a prosecution
- issued a notice of intention/notice of decision to remove, vary or impose conditions of registration
- applied to a magistrates' court for an emergency order to cancel, vary, remove or impose conditions
- issued a notice of intention/notice of decision to cancel registration.

# Annex E

## Questions to help you reflect on your own practice

Everyone involved with children in registered childcare has a responsibility to promote their enjoyment and achievement and to help them in making a positive contribution.

You can use the questions below:

- to reflect on how well you are doing
- to help you identify how you might further improve the experiences and outcomes for the children in your care.

As you consider each question, you will find it helpful to refer to the examples and themes in *Getting on well*, showing an overview of the best practice that inspectors have seen. For guidance on how good practice should look, see also Further reading on page 35. Your local authority and professional association can offer you more advice.

Try discussing the questions with colleagues: better practice is often shaped by sharing experiences and insights with others.

| Enjoying and achieving   | Making a positive contribution   |
|--|--|
| How well do you:   | How well do you:   |
| 1. know how you promote children's enjoyment and achievement?  | 11. know how you help children make a positive contribution?   |
| 2. know about the very best practice and how to plan improvements and review their success?                                    | 12. know about the very best practice and how to plan improvements and review their success?   |
| 3. help children to feel secure and confident and to enjoy themselves at your setting?   | 13. help the range of children to understand and be positive about their own ethnic, cultural and religious identities?                                    |
| 4. help children develop positive relationships?   | 14. help children to understand and appreciate similarities and differences among their peers, the local community and the wider world?                    |
| 5. help children develop independence?   | 15. support children and families whose first language is not English?   |
| 6. know what children are achieving and what progress they are making in their learning?                                       | 16. ensure that children with special needs are included in all your planning to promote the outcomes for children's well-being, learning and development? |
| 7. plan to develop children's learning further (towards the early learning goals if you are providing funded early education)? | 17. help children develop an awareness of right and wrong by involving them in setting realistic expectations and appropriate boundaries?                  |
| 8. identify and provide for children's individual requirements, including the more able and those who need more support?       | 18. support children to manage their own feelings and to respect the feelings of others?   |
| 9. involve children and their parents in planning and reviewing children's learning and development?                           | 19. involve parents in promoting positive outcomes for their children?   |
| 10. ensure that adults involved are continuing to develop their understanding of how children learn?                           | 20. involve the children in planning, reviewing and developing your service to improve outcomes?   |

*Continued on p.34.*

### Questions for children

Most important, involve the children in reviewing your provision. Find out what they think and feel. Help the children choose ways to express their views, individually and together, using language familiar to them. You may find the questions below help focus your conversations with children.

| Enjoying and achieving   | Making a positive contribution  |
|--|---|
| Enjoying: <ul style="list-style-type: none"><li>• What is your favourite toy here?</li><li>• What do you like doing best? Why?</li></ul>   | Planning: <ul style="list-style-type: none"><li>• What have you been doing today/this week?</li><li>• What would you like to do tomorrow/next week?</li></ul> |
| Learning and developing independence: <ul style="list-style-type: none"><li>• What can you do by yourself here?</li><li>• What would you like to try and do by yourself?</li></ul> | Behaviour: <ul style="list-style-type: none"><li>• Do you know the rules?</li><li>• What happens if someone breaks the rules?</li></ul>                       |
| Positive relationships: <ul style="list-style-type: none"><li>• Who do you like to play with?</li><li>• Who don't you know very well?</li></ul>                                    | Managing feelings: <ul style="list-style-type: none"><li>• What makes you happy when you are here?</li><li>• What makes you sad?</li></ul>                    |

#### And finally:

What three things will you do next to further improve the way you help children get on well?

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

Please tell us about any improvements you have made as a result of *Getting on well*. You can send feedback to us via the website version of the report: [www.ofsted.gov.uk/gettingonwell](http://www.ofsted.gov.uk/gettingonwell)

# Annex F

## Further reading

For direct links to the publications, please visit the *Early Years: Getting on well* website:  
[www.ofsted.gov.uk/gettingonwell](http://www.ofsted.gov.uk/gettingonwell).

- i. *National standards for under 8s day care and childminding*, Department for Education and Skills, 2003; [www.surestart.gov.uk/publications](http://www.surestart.gov.uk/publications).
- ii. *Addendum to the national standards for under 8s day care and childminding*, Sure Start, October 2005; [www.surestart.gov.uk/publications](http://www.surestart.gov.uk/publications).
- iii. *Day care and childminding: guidance to the national standards* (HMI 285 to 289), Ofsted, 2001; also *Revisions to certain criteria* (HMI 1786), September 2003; February 2004 (HMI 2089); and (HMI 2573), October 2005; [www.ofsted.gov.uk/publications](http://www.ofsted.gov.uk/publications).
- iv. *Birth to three matters: a framework to support children in their earliest years*, SureStart, 2003; [www.surestart.gov.uk/resources](http://www.surestart.gov.uk/resources).
- v. *Curriculum guidance for the foundation stage* (QCA/00/587), Qualifications and Curriculum Authority, 2000; [www.qca.org.uk/qca\\_5984.aspx](http://www.qca.org.uk/qca_5984.aspx); [www.standards.dcsf.gov.uk](http://www.standards.dcsf.gov.uk). The Foundation Stage is from the age of three to the end of the primary school reception year.
- vi. *Every Child Matters* (CM 5860), Department for Education and Skills, 2003, [www.everychildmatters.gov.uk/publications](http://www.everychildmatters.gov.uk/publications).
- vii. *Early years: protection through regulation* (HMI 2279), Ofsted, 2004 – a report on how Ofsted uses its powers to enforce the law; [www.ofsted.gov.uk/publications](http://www.ofsted.gov.uk/publications).
- viii. *Early years: firm foundations* (HMI 2436), Ofsted, 2005 – a report on best childcare practice inspected from 2003 to 2005; [www.ofsted.gov.uk/publications](http://www.ofsted.gov.uk/publications).
- ix. *Early years: safe and sound* (HMI 2663), Ofsted, 2006 – a website resource on best childcare practice in supporting children to stay safe and be healthy, based on inspections from 2005 to 2006; [www.ofsted.gov.uk/safeandsound](http://www.ofsted.gov.uk/safeandsound).
- x. *Are you ready for your inspection? A guide to inspections of childcare and nursery education* (HMI 2447BBB), Ofsted, 2007, includes a self-evaluation form; [www.ofsted.gov.uk/publications](http://www.ofsted.gov.uk/publications).
- xi. *Inspecting outcomes for children: guidance for inspectors: childminding, day care and nursery education inspections* (HMI 2619), Ofsted, 2006; [www.ofsted.gov.uk/publications](http://www.ofsted.gov.uk/publications).
- xii. *Eating well for under-5s in child care: practical and nutritional guidelines*, Caroline Walker Trust, 2006; to order from [www.cwt.org.uk](http://www.cwt.org.uk). Training resources including a CD-ROM are also available.
- xiii. *Statutory framework for the Early Years Foundation Stage: setting the standards for learning, development and care for children from birth to five*, Department for Education and Skills, 2007; [www.standards.dcsf.gov.uk](http://www.standards.dcsf.gov.uk)



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