

Guidance for the inspection of non-maintained settings

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Her Majesty's Inspectorate
for Education and Training in Wales

The purpose of Estyn is to inspect quality and standards in education and training in Wales. Estyn is responsible for inspecting:

- ▲ nursery schools and settings that are maintained by, or receive funding from, local authorities;
- ▲ primary schools;
- ▲ secondary schools;
- ▲ special schools;
- ▲ pupil referral units;
- ▲ independent schools;
- ▲ further education;
- ▲ adult community learning;
- ▲ youth and community work training;
- ▲ local authority education services for children and young people;
- ▲ teacher education and training;
- ▲ work-based learning;
- ▲ careers companies;
- ▲ offender learning; and
- ▲ Department for Work and Pensions contracted employment provision in Wales.

Estyn also:

- ▲ provides advice on quality and standards in education and training in Wales to the National Assembly for Wales and others; and
- ▲ makes public good practice based on inspection evidence.

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Introduction

Purpose of this guidance

This guidance sets out the way the inspectorate will inspect non-maintained settings which provide education for children before compulsory school age for the six-year inspection cycle from 2010. It will be reviewed during 2012-2013 in preparation for the second half of the inspection cycle.

The purposes of inspection are to:

- provide accountability to the users of services and other stakeholders through our public reporting on settings;
- promote improvement in education and training; and
- inform the development of national policy by Welsh Assembly Government.

The inspectorate conducts a core inspection for all settings.. This guidance explains how we will carry out core inspections. Where an inspection identifies a concern in relation to standards, quality of education and training or leadership and management, then the inspectorate will conduct follow-up activity with the setting. This guidance contains information about follow-up activity. This guidance contains information about follow-up activity in Annex 7.

Non-maintained settings can use this guidance to see how inspections work and to help them in carrying out their own self-evaluation. In addition, settings can use the inspectorate's guidance on self-evaluation.

This guidance has two parts that are about:

- carrying out inspection; and
- making judgements.

Further information and guidance about inspections can be found on the inspectorate's website www.estyn.gov.uk

Legal basis for the inspection of non-maintained settings

The inspection of settings which are eligible for funding to provide education for children before compulsory school age is governed by Schedule 26 of the Schools Standards and Framework Act 1998 as amended by the Education Act 2005.

The Act requires Her Majesty's Chief Inspector to keep the Welsh Assembly Government informed about:

- the quality and standards of the nursery education provided;
- how far the setting meets the needs of a range of children in the setting;
- the quality of leadership and management of the setting;
- the contribution that the setting makes to children's wellbeing; and
- the spiritual, moral, social and cultural development of the children.

Settings eligible for funding to provide education for children before compulsory school age have to:

- work towards agreed educational outcomes, namely ensuring that children are making progress towards the Foundation Phase outcomes; and
- be inspected at such intervals as may be prescribed.

This guidance interprets these areas in more detail.

Part 1: Carrying out inspections

Introduction

This section is set out in a way that reflects the sequence of work before, during and after a core inspection.

The reporting inspector¹ is responsible for the conduct and management of the inspection, and for the inspection report. While this guidance focuses mainly on the role of this inspector, all team members must comply with the same inspection requirements².

Principles of inspection

Inspectors will:

- ensure that inspection is of high quality and responsive to the needs of all learners;
- ensure that judgements are secure, valid and based on first-hand evidence;
- involve settings fully in the inspection process;
- use the setting's self-evaluation report as the starting point for the inspection and to identify key issues for investigation in order to make judgements on the validity of its findings;
- keep to a minimum any requirements for documentation and preparation by the setting;
- gain the learners' perspective and that of other stakeholders;
- apply the principle of equality for Welsh and English to all our inspection work, providing bilingual services whenever they are appropriate; and
- be constructive in identifying and supporting settings with important shortcomings.

Code of conduct for inspectors

Inspectors should uphold the highest possible standards in their work. All inspectors have to meet the standards in the Estyn's code of conduct. When conducting the inspection, inspectors will:

- carry out their work with integrity, courtesy and due sensitivity;
- evaluate the work of the setting objectively;
- report honestly, fairly and impartially;
- communicate clearly and openly;
- act in the best interests of learners; and
- respect the confidentiality of all information received during the course of their work.

¹ In non-maintained inspections this term refers to the Registered Nursery Inspector (Foundation Phase).

² In almost all non-maintained inspections there is usually only the reporting inspector. However, in large settings it is possible for a team member to accompany the reporting inspector.

It is important that inspectors judge the effectiveness of provision and leadership on their contribution to outcomes and not on the basis of any preferences for particular methods. The key to the judgement is whether the methods and organisation are fit for the purpose of achieving high standards of work and behaviour for all children.

You should be aware that requests for disclosure of information may be made for details contained in inspection evidence, letters and e-mails. All information (written or electronic) should be recorded in a way that is fit for the public domain.

Expectations of settings

In order that inspection is constructive and beneficial, it is important that inspectors and settings establish and maintain a professional working environment based on mutual courtesy, respect and professional behaviour. Inspectors are expected to uphold the Estyn's Code of Conduct but we also expect settings to:

- be courteous and professional;
- apply their own codes of conduct in their dealings with inspectors;
- enable inspectors to conduct their inspection in an open and honest way;
- enable inspectors to evaluate the provision objectively against the Common Inspection Framework;
- provide evidence that will enable inspectors to report honestly, fairly and reliably about their provision;
- maintain a purposeful dialogue with the inspector or the inspection team;
- recognise that inspectors need to observe practice and talk to staff, learners and other stakeholders without the presence of a manager or senior leader;
- draw any concerns about the inspection to the attention of inspectors in a timely and suitable manner through the senior leader;
- work with inspectors to minimise disruption and stress throughout the inspection; and
- ensure the health and safety of inspectors while on their premises.

Health and safety

Inspectors will carry out inspections in accordance with the inspectorate's guidance on health and safety. If you observe anything that you think constitutes an obvious danger to the safety of staff, visitors or children, you should alert managers at the setting being inspected. You should also notify them if less than obvious threats are noticed. In all cases you should make a separate electronic note of the threat and that the managers were informed of it. This should be copied to the health and safety lead officer in the inspectorate. You should report on obvious breaches of health and safety legislation in Key Question 2.

You should be aware that requests for disclosure of information may be made for details contained in inspection evidence, letters and emails. All information (written or electronic) should be recorded in a way that is fit for the public domain.

Responding to a safeguarding allegation

If an inspector is alerted to an allegation/suspicion in respect of a child, young person or vulnerable adult³, you should follow the procedures as set out in Section 4 of the Estyn's Policy and Procedures for Safeguarding 2009.

The reporting inspector has a crucial role in this process and is responsible for making a safeguarding referral, reporting to the inspectorate's safeguarding officer and informing the setting that a referral is being made.

As directed by the safeguarding policy and pocket guide, inspectors have a duty to:

- report any concerns to the inspectorate's safeguarding officer or deputy;
- follow their instructions regarding information sharing;
- record details on the Estyn safeguarding log; and
- avoid investigating matters relating to safeguarding concerns.

Approach to inspection

This guidance sets out the procedures for core inspections of non-maintained settings. These will be complemented by follow-up activity in those settings that we have found, through their core inspection, to be underperforming.

The starting point for inspection is the setting's evaluation of its own performance. Inspectors will not inspect all aspects of work in depth during a core inspection. They will sample evidence to test the setting's own evaluation of its work. The self-evaluation report will guide how the reporting inspector/team samples the evidence, but the main focus will always be on the standards that children achieve and the progress that they make from the time that they start at the setting.

Settings that do not have an up-to-date self-evaluation report should provide information about their progress in meeting developmental actions over time.

The progress that children make towards the Foundation Phase outcomes from the time that they start at the setting is a key measure of the quality of the education that they have received and of the effectiveness of the leadership and management of the setting. Inspection will focus on the needs of children and the impact that education and training have on raising standards.

We will inspect all non-maintained settings during a six-year programme of inspections.

The inspection period is normally one day or two half-days.

Inspection reports will cover all key questions, quality indicators and aspects of the Common Inspection Framework. However, inspectors should only report on standards and wellbeing when there are six or more relevant children in the setting. If there are five or fewer children in the setting at the time of the inspection, reports should refer only to the provision that the setting makes to enable children to achieve

³ This refers to a young person or vulnerable adult who may be on placement or undertaking work experience at the setting.

high standards in their application of skills, Welsh development and wellbeing (Key Question 2). This approach is required by data protection to avoid identifying individual children. The following statement should be included at the beginning of Key Question 1, when inspectors are not able to report on standard and wellbeing:

There is no report on children's progress, standards in their skills development, Welsh language and wellbeing. This is because the number of relevant children present at the time of the inspection was too few to report on without identifying individual children.

All inspections are carried out in line with our Welsh Language Scheme, available from the inspectorate's website www.estyn.gov.uk and supported by supplementary guidance on inspecting Welsh language development.

The inspection team

Normally, the inspection of a setting eligible for funding for education is undertaken by one inspector. Occasionally, in larger settings, there may be two inspectors. In most instances, inspections are led by an Additional Inspector working under contract to the inspectorate, although inspections are also carried out by HMI and Additional Inspectors on secondment to the inspectorate. In all cases, the person leading the inspection is called the reporting inspector.

The reporting inspector manages the inspection and in larger settings, the inspection team, and is the first point of reference for everyone involved in the inspection.

Contacting the setting before the inspection

The setting will receive four weeks' written notice of the inspection. Following this, the reporting inspector will then contact the setting by phone to set up the arrangements for the inspection. The first contact is an important opportunity to build up a constructive relationship and a climate of trust. During this discussion, the reporting inspector will:

- explain the purpose of the inspection and discuss an outline programme for the inspection;
- discuss the information required before the inspection and make the arrangements for receiving it in an electronic form if possible;
- ask if there are any issues or risks that they should be aware of and ask for a general health and safety briefing at the start of the inspection;
- arrange the availability of supporting evidence, including evidence of children's learning;
- ensure that there are agreed procedures for addressing any concerns or complaints that might arise during the course of the inspection;
- arrange for a member of the voluntary management committee or the proprietor to meet inspectors during the inspection period;
- agree the arrangements for completing stakeholder satisfaction questionnaires;
- organise any domestic arrangements such as a base for the reporting inspector and parking;
- set up the arrangements for feeding back the inspection findings;

- agree the arrangements for completing post-inspection questionnaires; and
- inform the setting that the key matters of the arrangements will be confirmed in writing.

The reporting inspector will request the following information as soon as possible:

- key background information on the setting;
- a copy of the setting's recent self-evaluation report and improvement plan; and
- details of the setting's timetables for the period of the inspection.

If the inspection is to take place early in the setting's year, the reporting inspector may request evidence of children's learning from the previous year. The reporting inspector will ask the setting to inform other partners and stakeholders about the inspection and inform the setting about the procedures for gaining the views of children and stakeholders.

When settings are notified of inspection they will be provided with questionnaires for parents/carers. Inspectors will carry out oral surveys with children during the inspection. The surveys will form part of the pre-inspection evidence. The sample of children should be at least 25% and selected at random by the reporting inspector. In small settings with fewer than six children all children should be spoken to. Questionnaires containing a range of questions about the work of the setting must be sent to all parents'/carers'. The inspector will collate and analyse the results of the questionnaires and summarise the results in an annex to the inspection report.

Planning the inspection

Taking into account the setting's self-evaluation report and any information already held by the inspectorate, the reporting inspector will plan the inspection and, if working with another team member, allocate team responsibilities.

The reporting inspector will arrange to obtain a briefing on the setting from the local authority and Care and Social Service Inspectorate for Wales (CSSIW).

The reporting inspector will complete a pre-inspection commentary (PIC). This will include hypotheses based on the self-evaluation report and other information that the reporting inspector will use to direct lines of enquiry during the inspection. The PIC will be shared with the setting at the start of the inspection.

Inspections involve observation of children and teaching. To facilitate such observations, settings are expected to send the reporting inspector a full plan of all the intended activities during the inspection week. On the basis of the information received, inspectors will select a sample of activities to observe and to evaluate. The sample will reflect the range of the setting's work and support the investigation of lines of enquiry suggested by inspectors' initial hypotheses.

During the inspection

Initial meeting

The reporting inspector should, as far as possible, meet the leader of the setting at the start of the inspection. This provides the opportunity to discuss the setting's self-evaluation report and any issues or hypotheses that the reporting inspector has identified. There should also be a discussion of the strategy for the inspection.

Inspections start from the setting's self-evaluation report. Inspectors will sample, test and validate the evaluations made by the setting. The discussions should centre on the evidence that needs to be reviewed. This will include observations, sampling evidence of children's learning and interviews with children, staff and other relevant stakeholders.

During this first meeting the leader should also provide a health and safety briefing for the reporting inspector.

If it is impossible to arrange a meeting with the leader at the start of the inspection, the reporting inspector should arrange a telephone interview with the leader to discuss the above points.

Gathering and reviewing inspection evidence

The reporting inspector will evaluate the provision and make two overall key judgements. These overall judgements will derive from the judgements made on the three key questions. Each key question is broken down into quality indicators which have a number of aspects.

The reporting inspector will plan the inspection so that they can cover aspects and pursue identified lines of enquiry that are specific to the setting.

The reporting inspector will ensure that he/she have enough time to review the key evidence that is needed to make judgements. The reporting inspector will need to ensure that he/she focuses on the key evidence that can be used to substantiate judgements. The main forms of evidence are:

- briefings from local authorities and CSSIW;
- documentary evidence, such as the setting's latest CSSIW self-assessment report;
- observations of children engaged in activities;
- evidence of children's learning and progress;
- teaching sessions and other activities;

- samples of children's previous learning;
- the views of children and stakeholders; and
- discussions with staff, leaders and managers or the proprietor.

Details of the main sources of evidence relevant to each key question are included in Annex 2.

Direct observation of activities will be used wherever possible to gather evidence to support judgements. Up to approximately 70% of an inspector's time should be spent making observations of children undertaking learning activities. Inspectors will normally spend no less than 30 minutes observing a learning activity. With young children in the Foundation Phase, it is likely that several activities may be taking place at the same time during a 30 minute observation. In this case, inspectors should judge only one activity for children's standards of achievement. Other activities observed should be recorded as examples of provision.

The learner voice is a key source of evidence of their achievement, attitudes and wellbeing. Discussions will provide an opportunity to explore children's knowledge and understanding of their work, how well they feel they are being supported, and to what extent the setting contributes to their wellbeing.

The reporting inspector may choose children that they wish to speak to in order to provide evidence particular lines of enquiry. The reporting inspector may request lists of children from the setting based on various categories, for example those with additional learning needs, Welsh-speakers, minority ethnic groups and those from disadvantaged backgrounds. Inspectors should be mindful of the fact that children in settings are very young and may be reluctant to speak to adults that they don't know well. Discussions should, therefore, be as informal as possible and take place when children are undertaking their normal activities. Photographic evidence may be used as a good starting point to encourage children to talk.

Settings should make information available to the reporting inspector about the results of any on-entry assessments or initial screening tests. This will help inspectors to judge children's progress and to come to a view about the standards children achieve from their starting points.

The reporting inspector will need to consider stakeholders' views on the setting and test out the validity of those views during the inspection in order to inform judgements.

It is important that the reporting inspector meets regularly with the leader of the setting during the inspection to agree any changes in arrangements, discuss matters of concern, clarify inspection issues and obtain further information. In addition, the reporting inspector will discuss emerging findings with the leader of the setting.

Recording inspection evidence

The inspection notebook should be used to record all evidence and judgements. This includes observation of learning activities, discussions with children, interviews with practitioners, interviews with leaders and managers, scrutiny of documentation and evidence of children's learning.

Team meetings

Team meetings will occur when the setting is inspected by **more** than **one** inspector. The main purpose of team meetings is to arrive at an accurate and thoroughly tested corporate view of standards, quality and leadership. The whole inspection team will come to corporate judgements that are based upon sufficient valid and reliable evidence. Meetings will have clear agendas and there will be opportunities for inspectors to:

- test the judgements in the setting's self-evaluation report;
- discuss emerging issues and lines of enquiry;
- resolve pre-inspection issues and hypotheses;
- discuss any gaps in the evidence base; and
- consider main inspection findings and recommendations.

Giving feedback

At the end of an observation, inspectors should, as far as practicable, provide feedback on the work seen. It may be necessary, in some cases, to give fuller feedback at a later time and this should be arranged at the end of the session. The member of staff should be told that these are interim judgements on one aspect of the evidence. All judgements may be amended, on reflection, after scrutiny of children's work or talking to children, or as the result of moderation. For this reason, inspectors should not discuss any levels they may have awarded as a result of the observation.

At the end of the on-site part of the inspection, the reporting inspector will provide oral feedback to leaders and managers. A representative from the local authority should be invited to attend the meeting. The feedback should convey the main judgements and the reasons for them.

The feedback meeting provides the opportunity for practitioners to assimilate and to reflect on the judgements. The feedback should focus on the strengths and areas for improvement, and the factors that contribute to them. The reporting inspector should explain to the practitioners in the setting that issues may be discussed and factual matters may be clarified, but judgements are not negotiable. There should be broad consistency between the evaluations that are fed back and what appears in the written report.

All the judgements that are reported during an inspection are provisional and confidential. They will be reviewed as part of the inspectorate's quality assurance procedures before they are finally published on the inspectorate's website in the text of the final report.

After the Inspection

Follow-up activity

During all core inspections, the inspection team will consider whether the setting needs any follow-up activity.

Annex 7 outlines the inspectorate's guidance on follow-up activity.

The inspection report

The reporting inspector is responsible for producing a final inspection report that is clear to a lay audience and helpful to the setting. Estyn will publish reports bilingually where this has been requested, in line with its Welsh Language Scheme. In most cases, the main body of the report will be about four pages.

The structure of the inspection report is based on two overall summary judgements, three key questions and 10 quality indicators and will take the following form:

Context

Summary

- overall judgement on the setting's current performance
- overall judgement on the setting's capacity to drive its own improvement

Recommendations

Main findings

Key Question 1: How good are outcomes?

- standards
- wellbeing

Key Question 2: How good is provision?

- learning experiences
- teaching or training
- care, support and guidance
- learning environment

Key Question 3: How good are leadership and management?

- leadership
- improving quality
- partnership working
- resource management

The two overall summary judgements and the judgements for the three key questions and the 10 quality indicators will be based on a 4-point scale:.

Excellent
Good
Adequate
Unsatisfactory

The report will be produced within statutory or agreed sector timescales

The reporting inspector will give the setting a late draft report to help check the factual accuracy of the content. The setting has two working days in which to consider the draft report and identify any factual errors.

Meeting statutory requirements

The work of non-maintained settings is governed by a range of statutory requirements including those of their registration by the Care and Social Services Inspectorate Wales (CSSIW). The inspectorate expects settings to evaluate how effectively they meet these requirements through their own normal self-evaluation procedures. They should indicate how well they meet these requirements in their self-evaluation report. Inspectors will use the self-evaluation report and other information to identify any issues in relation to how effectively a setting meets its statutory requirements. Inspectors will investigate these issues further during the inspection where they are likely to have a significant impact on standards and quality.

Failure to meet statutory requirements that affect quality and standards will be reported in the text and may result in a grade no higher than adequate for the relevant quality indicator.

Details of the relevant statutory requirements are included in Annex 3.

Assuring the quality of inspections

The inspectorate is committed to:

- effective selection, training, briefing, support and deployment of inspectors;
- regular dialogue with the lead practitioner during inspection;
- criteria and recording systems that comply with the common inspection framework and guidance;
- careful review and analysis of evidence;
- unambiguous oral feedback on the summary judgements, key questions and quality indicators;
- consistently clear, accurate and well-presented reports; and
- maintaining appropriate internal moderation and quality improvement activities, including the occasional monitoring of inspections.

Settings should raise any concerns about an inspection with the reporting inspector during the inspection. Any objections to the findings of inspection should also be discussed with the reporting inspector as they arise during the inspection. If there is more than one inspector, the quality assurance of the inspection will always be carried out by the reporting inspector in the first instance. A sample of inspections and reports will be quality assured by the inspectorate.

If complaints about the inspection, inspection findings or the report cannot be resolved at this informal stage, then settings should write to the inspectorate's Feedback and Complaints Manager, asking for their complaint to be considered further. A leaflet explaining the inspectorate's feedback and complaints procedure in full is available from the inspectorate's website www.estyn.gov.uk.

Part 2: Making judgements

The guidance that follows shows how to complete the about the setting, summary and recommendations of the report, and sets out the reporting requirements for each key question.

About the setting

This section of the report should contain brief background information about the setting. The content of this section is normally agreed with the setting. Where there is disagreement about the content of this section, the reporting inspector will make the final decision about what to include in the report.

This section should include information about the:

- size, nature and location of the setting;
- background and circumstances of the children, including socio-economic disadvantage, ethnicity, linguistic background and children with additional learning needs(ALN);
- linguistic background of the children;
- features of the area served by the setting;
- admission arrangements for all children including children with ALN;
- number of children and their ages;
- when the setting was last inspected by the inspectorate and CSSIW;
- any significant changes since the last inspection, if applicable; and
- any other relevant factors.

Summary

The summary contains the two overall judgements on the setting's current performance and prospects for improvement. There should be a brief explanation of the reasons for these judgements. The summary must be consistent with the text in the body of the report and the oral feedback to the setting.

Overall judgement on the setting's current performance

The first overall judgement should be based on the judgements made on the three key questions. The greatest weight should be given to the judgement about Key Question 1.

Normally, this overall judgement should be no higher than the lowest judgement awarded to any key question. The overall judgement can be one level higher than the lowest level awarded to any key question, but the reasons for this exception must be explained clearly and fully in the report. During the process of moderating the inspection judgements, such exceptions will be carefully considered.

Overall judgement on the setting's prospects for improvement

The second overall judgement represents inspectors' confidence in the setting's ability to drive its own improvement in the future.

In coming to a judgement about the prospects for improvement, inspectors will consider whether leaders and managers have:

- the capacity and capability to make improvements and implement plans;
- a successful track record in managing change, addressing recommendations from previous inspections and securing improvement;
- clear priorities and challenging targets for improvement;
- coherent and practical plans to meet targets;
- resources to meet identified priorities; and
- appropriate systems to review progress, identify areas for improvement and take effective action to remedy them.

Judgement descriptions

The following descriptions are intended as guidance to help inspectors to make judgements by considering the relative balance and significance of strengths and areas for improvement.

Excellent – Many strengths, including significant examples of sector-leading practice

Good – Many strengths and no important areas requiring significant improvement

Adequate – Strengths outweigh areas for improvement

Unsatisfactory – Important areas for improvement outweigh strengths

Inspectors will need to check which of the above descriptors is the best fit for each of the summary judgements key questions and quality indicators.

Judging key questions and quality indicators

The judgement for Key Question 1 cannot be above adequate when children do not make good enough progress in their learning and standards of achievement.

There is a strong link between outcomes, provision and leadership and management. If leaders and managers are working effectively then this should be reflected in the provision and in the standards that children achieve. Hence, normally, the judgements for Key Questions 2 and 3 will not be better than the judgement for Key Question 1. Where there are differences between the judgements for Key Questions 1, 2 and 3, these should be explained in the text of the report.

Normally, the overall key question judgement should reflect the judgements for the sub-indicators within the key question and should be no more than one level higher than the lowest level awarded to any quality indicator.

If the setting does not have an appropriate safeguarding policy and procedures in place, the judgement for 2.3 (care, support and guidance) should be unsatisfactory.

The judgement on resource management as a quality indicator should not be higher on the scale than judgements for Key Question 1 but it may be lower.

Recommendations

The recommendations should give the setting a clear and specific indication of the areas for improvement that it will need to address in its action plan. The reporting inspector should write the recommendations in order of priority. The recommendations should arise from the main judgements and should provide a clear and practicable basis on which the setting can act. You must refer to any significant matters noted in the report where the setting's practice does not comply with legal requirements.

Key questions and quality indicators

The 10 quality indicators used in inspections are set out below under the three key questions. For each quality indicator, there is a range of aspects. Guidance on how to inspect the quality indicator is set out under each key question.

Exemplification paragraphs for good and unsatisfactory judgements illustrate each quality indicator. These paragraphs should not be used as crude checklists, but as a reference to support the process of coming to a judgement. They should be used in conjunction with the judgement descriptions. Inspectors should weigh up the evidence and determine judgements on the basis of a best fit with the judgement descriptions.

Key Question 1: How good are outcomes?

In coming to an overall judgement for this key question, inspectors will give the greater weight to judgements about standards.⁴

1.1 Standards

1.1.1 achievement and progress in learning across the areas of learning

1.1.2 skills

1.1.3 Welsh language

Issues in inspecting the quality indicator

1.1.1: achievement and progress in learning across the areas of learning

Inspectors' evaluation of children's achievement and progress should be based on observations of children undertaking a variety of activities, scrutiny of children's work, if applicable, and discussions with children. When evaluating this quality indicator, you should consider the progress that children make from the time that they enter the setting. Children's 'starting point' is particularly important as they will enter the setting with very different levels of knowledge, skills and understanding. You should also take account of children's ages, level of ability and any additional learning needs in judging whether they are achieving better or worse outcomes than would be expected.

The areas of learning provide the context for judging progress in learning and the acquisition of new knowledge, understanding and skills. You should evaluate how well children recall previous learning, develop thinking skills, acquire new knowledge, understanding and skills and apply these to new situations.

You should consider whether children:

- achieve good standards bearing in mind their age, stage of development, additional learning needs and their 'starting point';

⁴Please refer to guidance on pages 5 and 6 on reporting on standards and wellbeing where fewer than six children are present.

- make realistic progress in what they can do, in their knowledge and understanding and skills; and
- achieve well in activities that strengthen and develop their learning.

1.1.2: skills

In inspecting skills, the focus should be on whether all children have the skills in communication, numeracy and ICT needed to **access** the whole curriculum and how well the wider curriculum itself develops children's skills.

Inspectors should give most weight to literacy skills. You should observe a range of activities to judge how well children apply their communication skills across the areas of learning. You should also report on standards in communication, number and ICT where children's skills in these areas are particularly good or are underdeveloped and have a detrimental effect on their progress in areas of learning.

You should identify and follow lines of enquiry about the performance of particular groups of learners (such as those who have English as an additional language) and whether they have specific difficulties in accessing the curriculum. In particular, you should look at the standards of children's whose progress may be held back by their lack of communication skills. You should consider the extent to which children's communication skills support or hinder progress in classroom interaction, with practitioners and with peers.

You should evaluate how well children acquire, develop, practise, apply and refine their skills in a variety of contexts across the curriculum. For young children, play and active learning are paramount in developing children's confidence to experiment and explore, take risks, think creatively and imaginatively, solve problems and make decisions. You should consider whether children are developing skills that allow them to grow to become confident learners.

You should evaluate whether children are developing communication skills that encourage them to:

- express their feelings and emotions through gestures, mime, signing and through art and music;
- make themselves understood;
- listen and carry out instructions; use appropriate language in spontaneous and structured play;
- show an interest in books and enjoy their content, with or without an adult, handling them as a reader;
- follow stories read to them and respond appropriately;
- experiment with and enjoy mark-making and writing experiences using a variety of media;
- play with language, as a means of developing their interest in language; and
- understand some of the functions of writing, for example, remembering, a source of enjoyment, organising, and sharing ideas.

Literacy skills learned in one language should support the development of literacy skills in another language.

You should evaluate whether children are developing number skills that encourage them to:

- select and use appropriate mathematical ideas, equipment and materials to solve practical problems;
- use mathematical language in relevant context; and
- recognise patterns, sequences and relationships through play and practical experiences.

You should evaluate whether children are developing an understanding about how information and communication technology can be used to find out things, develop ideas and, create and present information. You should consider whether using technology is encouraging children to:

- listen with enjoyment and respond to stories, poems, songs and rhymes on the computer screen and/or in good quality educational broadcasts;
- become familiar with and confident in using technology in their play and every day activities such as using cash registers and mobile phones;
- learn to programme and control a battery operated toy;
- learn to use buttons and switches to turn on and off equipment such as a listening centre, tape recorder or CD player; and
- develop their creativity through using a computer programme to draw or represent something that has meaning to them.

You will need to take account of children's ages, level of ability and any additional learning needs when considering evidence and coming to judgements about their skills development.

1.1.3: Welsh language

In coming to an overall judgement on children's Welsh language development, inspectors should consider what it is reasonable to expect taking into account the linguistic background and context of the setting and the area it serves.

You should consider:

- the aims and policy of the setting and, where relevant, those of the LA;
- the progress children make in relation to their starting point;
- the transition arrangements to ensure that children, who are studying Welsh (as a first language) in the setting, go on to study Welsh (as a first language) in school; and
- in English-medium settings in particular, children's progress in using Welsh both passively and actively in different contexts, for example, during registration, group sessions and spontaneous play.

Good standards

Almost all children make significant progress in learning from the time that they start in the setting when compared with on-entry data and other information. Most children demonstrate high levels of knowledge and understanding across the areas of learning in line with their ability and stage of development and cope well with challenging activities. They apply their skills securely in a range of contexts and develop wider skills and personal qualities needed to cope with the curriculum

demands. Children make good progress in gaining skills in Welsh language. Most children persevere well with the tasks set and during free choice activities. The outcomes of the parents'/carers' questionnaire indicate a high level of satisfaction with the progress that their children are making.

Unsatisfactory standards

A minority of children do not acquire knowledge and skills at an appropriate rate from the time that they enter the setting to make real progress in their learning. Children struggle to understand basic concepts and achieve limited success with practitioner-led tasks or tasks of their own choosing. Children do not make enough progress in gaining skills in Welsh language. When faced with new experiences, too many children show lack of resolve or react unenthusiastically to the challenge.

1.2: Wellbeing

1.2.1 attitudes to keeping healthy and safe

1.2.2 participation and enjoyment in learning, including behaviour and attitudes

1.2.3 community involvement and decision making

Issues in inspecting the quality indicator

The focus in this key question is on outcomes rather than provision. Other key questions, particularly Key Question 2, will cover the setting's work in promoting the wellbeing of children.

Inspectors should try to judge as far as possible those matters over which the setting has some influence. You should make sure that enquiries focus on the impact of the setting's work in this area. Inspectors should take account of evidence from parent/carer surveys and discussions with children.

1.2.1: attitudes to keeping healthy and safe

When evaluating the extent to which children feel healthy, inspectors may consider whether children have a secure understanding of how they become healthy, both through what they eat and the physical activity they undertake. When evaluating the extent to which children feel safe, you may consider the extent to which children feel safe and are free from physical and verbal abuse in the setting.

1.2.2: participation and enjoyment in learning

When evaluating participation and enjoyment in learning inspectors should consider behaviour and attitudes, and the extent to which children have a say in what and how they learn.

When evaluating behaviour and attitudes, you should consider the extent to which children demonstrate good behaviour in and around the setting. You should observe whether children are considerate, courteous and relate well to each other and adults. In addition, you should look at children's attitudes to learning, in particular their interest in the activities that they are offered or choose for themselves, their ability to sustain concentration and how well they engage in tasks.

Inspectors should consider:

- how children discuss the topics/themes to be covered and help to plan schemes of work and activities; and
- whether children make choices about how and what they learn.

1.2.3: community involvement and decision making

Inspectors should evaluate the extent to which children, including those from different groups, take on responsibilities and play a part in the setting and wider community.

You should consider how well children co-operate and work together. You should take account of the decisions children take about their learning as well as their involvement in making decisions about their life in the setting.

Good levels of wellbeing

Most children show high levels of self-esteem, are highly motivated and engaged in their learning. They develop positive attitudes to new experiences and learning and are aware of and show respect for the needs of others. In line with their ability and stage of development, many children are confident, competent and independent thinkers and learners. Most children enjoy their time in the setting and are keen to communicate with inspectors about what they like doing.

Unsatisfactory levels of children's wellbeing

A significant minority of children lack confidence. They are over dependent on familiar adults emotionally and are reluctant to try new learning experiences without a great deal of adult support and guidance. Children have difficulty in expressing their feelings and empathising with others. Children are reluctant to communicate with adults in the setting and do not appear relaxed in their presence. They are reluctant to take part in physical activity and are unaware of how to keep healthy. Groups of children exhibit poor behaviour regularly and this inhibits other children's progress.

Key Question 2: How good is provision?

In coming to an overall judgement for this key question, inspectors will give equal weight to each quality indicator.

2.1 Learning experiences

2.1.1 meeting the needs of children and the community

2.1.2 provision for skills

2.1.3 Welsh language provision and the Welsh dimension

2.1.4 education for sustainable development and global citizenship

Issues in inspecting the quality indicator

2.1.1: meeting the needs of children and the community

Inspectors should note that settings are free to organise and deliver the curriculum in the way that best suits their circumstances and needs as long as it reflects the Foundation Phase ethos. The main consideration should be how well the needs of the full range of children are met by the model of delivery.

When evaluating this indicator, you should consider how well the learning experiences cater for children's needs and interests and encourage them to learn effectively and make good progress across all areas of learning.

You should judge the extent to which:

- the planning of learning experiences is successful in engaging all children;
- practitioners collaborate to plan flexible, responsive and innovative activities;
- learning experiences encourage children's progress towards meeting Foundation Phase outcomes; and
- the curriculum builds systematically on existing knowledge, understanding and skills as children move through the Foundation Phase.

You should consider whether the learning opportunities that practitioners provide encourage children to:

- form relationships with others and show respect and tolerance for people from all cultural backgrounds;
- take risks, experiment with new experiences, become confident explorers of their environment and become independent learners;
- develop their physical and creative skills;
- develop a better understanding of the world in which they live; and
- understand that all living things should be treated with care, respect and concern.

2.1.2: provision for skills

Inspectors should consider how well the setting plans the development of children's communication, numeracy and ICT and thinking skills across the areas of learning.

You should evaluate how well the setting:

- ensures that children's acquire the necessary literacy, communication, numeracy and ICT skills to be able to access the wider curriculum;
- develops children's skills through activities across the curriculum; and
- makes sure that the provision for these skills is properly co-ordinated so that there is coherence in the children's experience across the curriculum.

You should scrutinise a sample of the setting's planning for this, including schemes of work and lesson plans, to judge how well practitioners have embedded communication, numeracy and ICT skills into the experience of children's across all areas of learning. You may take account of how well settings adapt the curriculum

when children's are working significantly below expected levels. You should expect settings to make certain that work is suitably challenging and demanding for more able and talented children's and that materials and methods of delivery are suitably differentiated to make the curriculum accessible to all children.

You may consider how well practitioners exploit opportunities for developing these skills in the activities that they offer. You may determine if there is continuity in children's learning so that the skills they gain in English/Welsh, mathematics and ICT lessons are reinforced and enhanced across all areas of learning. You should recognise that some areas of learning will naturally provide more opportunities for children's to use these skills than others.

You should give the most attention to how settings ensure that children's develop appropriate literacy skills across the whole ability range and how the setting identifies and addresses deficits.

In judging the quality of provision, you may take into account the impact of any strategies, policies or working arrangements, including monitoring and evaluation, which aim to ensure that children's develop skills systematically, over time and in a broad range of contexts. You should expect settings to do everything possible to help children's achieve good levels of communication, numeracy and ICT skills. Where children's do not have secure or good enough skills, or are falling behind, settings should have support in place to help these children's improve these skills.

2.1.3: Welsh language provision and the Welsh dimension

Inspectors evaluate the extent and quality of the setting's provision for Welsh language development in terms of its impact on the aspects listed under section 1.1.3.

You should evaluate how well the setting provides for children to use the Welsh language as much as possible in their learning, bearing in mind the type of setting and children's starting points. You should judge the extent to which the setting promotes children's awareness of the traditions and celebrations of the cultures of Wales.

2.1.4: education for sustainable development and global citizenship (ESDGC)

Inspectors should consider the extent to which:

- the curriculum helps children to develop the knowledge, understanding, skills and values of ESDGC;
- the setting acts sustainably, for example in using energy, minimising waste, recycling; and
- contributes to global citizenship, for example through developing an understanding of the wider world.

Good learning experiences

The setting provides children with a wide range of interesting and stimulating activities across all areas of learning. High-quality planning and organisation ensure that all children are challenged by relevant activities, which provide continuity and

progression in their learning. Provision for communication, numeracy, ICT and wider skills is coherent and firmly embedded into the experiences for all children. Practitioners use the indoor and outdoor environment imaginatively to encourage children to experiment with new experiences and develop their skills effectively. Children visit places outside the setting regularly and learn from visitors to the setting. Children are actively involved in environmental projects, such as recycling and saving energy. High-quality opportunities are provided for children to develop their personal and cultural identity. They celebrate and learn about Welsh festivals and those of other cultures meaningfully and learn about their role as global citizens.

Unsatisfactory learning experiences

Practitioners provide very limited learning experiences for children and do not make creative use of the resources available to them. There is a poor match between children's learning needs and abilities and the choice of activities provided for them. The setting does not develop or extend children's skills, knowledge and confidence well enough. Children rarely have experiences which take them out of the immediate environment of the setting or allow them to learn about the world around them in a meaningful way. The provision for Welsh language development and cultural understanding is superficial. Children do not have enough opportunities to learn about other peoples and cultures or know anything about the importance of sustainability.

2.2 The quality indicator for teaching

2.2.1 range and quality of teaching approaches

2.2.2 assessment of and for learning

Issues in inspecting the quality indicator

The focus should be on the impact of teaching on learning and not on the use of a particular process in isolation from its impact.

2.2.1: range and quality of teaching approaches

Inspectors should evaluate the extent to which practitioners:

- have up-to-date knowledge of child development and the impact of additional learning needs on development;
- understand the requirements of the Foundation Phase;
- have high expectations of all children, including children with ALN and more able and talented children;
- plan a good balance between child-selected and practitioner directed/led activities that meet children's individual needs flexibly;
- understand the importance of providing opportunities for children to learn through play and active involvement;
- manage children's behaviour effectively;
- are themselves good language models;
- provide a stimulating, challenging and exciting environment both inside and outside which encourages children's involvement, participation and enjoyment;
- use questioning to challenge children;

- use additional practitioners effectively;
- intervene appropriately in children's activities/play.

You should consider how all practitioners are involved in planning and briefed about what they are expected to do.

2.2.2: assessment of and for learning

Inspectors should evaluate the extent to which practitioners involve children in assessing their own learning so that they gradually understand what they need to do to improve.

You should evaluate the extent to which the setting's procedures enable practitioners to:

- assess children regularly and comprehensively and record observations and assessments to measure children's progress;
- use the outcomes of assessment to plan future activities which meet children's needs and interests; and
- involve parents/carers in their children's assessment to ensure that they are aware of their children's progress and what they can do to help them improve.

Good teaching

Practitioners have a secure knowledge and understanding of the Foundation Phase and have high expectations for children's learning. They provide stimulating learning experiences across all areas of learning and use a good range of teaching strategies which are likely to engage and interest children of all abilities. Practitioners make good and imaginative use of resources, including technology, to enhance learning. Adult support is well focused and makes a significant contribution to the quality of children's learning. Practitioners know when it is appropriate to intervene in children's learning and they do so sensitively and skilfully to encourage children to challenge themselves as they learn. Children's progress and wellbeing are tracked across areas of learning and this information is used well to plan children's next steps in learning. Parent/carers are kept well informed about children's achievements, wellbeing and development.

Exemplification of unsatisfactory teaching

Teaching does not fully develop children's knowledge, understanding and skills in some or all areas of learning. Practitioners do not recognise or understand children's additional learning needs and do not manage behaviour well enough. Practitioners use a limited range of teaching strategies and do not always motivate and challenge children enough. As a result, children do not make enough progress in relation to their stage of development and ability. Practitioners intervene inappropriately in children's activities so there are many wasted opportunities to extend children's learning. Assessment takes too little account of children's prior learning and practitioners do not have clear enough understanding of children's needs. Some or many parents/carers do not receive enough information about their child's progress, wellbeing and development.

2.3 The quality indicator for care, support and guidance

2.3.1 provision for health and wellbeing, including spiritual, moral, social and cultural development

2.3.2 specialist services, information and guidance

2.3.3 safeguarding arrangements

2.3.4 additional learning needs

Issues in inspecting the quality indicator

The main focus in this quality indicator should be on the impact of care, support and guidance on children's standards and wellbeing rather than on the procedures and arrangements. In particular, inspectors should evaluate how well the arrangements have a beneficial effect on vulnerable children. In evaluating care, support and guidance, there should be a clear link to the judgements about standards and wellbeing.

2.3.1 provision for health and wellbeing, including spiritual, moral, social and cultural development

Inspectors should evaluate and report on whether the setting has appropriate policies and arrangements for promoting **healthy living** and children's **wellbeing**. The main focus will be on considering how well the setting helps children to achieve their emotional and physical health and wellbeing. In looking at this quality indicator, it is important that you consider views of children and parents/carers.

You should consider whether the setting has appropriate arrangements to encourage children to be healthy, including how well the setting provides for the physical development of children. This depends upon proper nutrition, sufficient exercise, appropriate hygiene, safety and healthy choices.

Inspectors should report on obvious breaches of health and safety legislation under this quality indicator.

You should evaluate the arrangements for dealing with harassment and bullying. This should include the setting's arrangements for helping children to manage their feelings, develop self-awareness and self-respect. Inspectors should check that children know who to approach if they have a concern.

You should judge how well children are involved in and enjoy the life of the setting and whether the setting promotes good behaviour.

In evaluating provision for **spiritual development** inspectors should consider whether pupils have opportunities to:

- develop a sense of curiosity about their own and other people's lives and beliefs; and
- develop a sense of awe and wonder about the world in which they live.

In evaluating **moral development** you should consider whether the setting:

- fosters values such as honesty, fairness, and respect for truth and justice; and
- promotes principles that help children to distinguish right from wrong.

In evaluating **social development** you should consider if the setting encourages children from different groups to:

- take responsibility, show initiative and develop an understanding of living and sharing with others;
- understand simple rules of behaviour such as sharing toys;
- learn how to relate to others and take some responsibility for their own actions;
- contribute to the local community; and
- contribute to decision making.

Inspectors should judge how well the quality of relationships in the setting helps to form children's attitudes to good social behaviour and self-discipline.

In evaluating **cultural development** you should consider whether the setting encourages children to engage with the arts, sports and other cultural activities.

2.3.2: specialist services, information and guidance

Inspectors should assess the coherence and effectiveness of the provision for personal and specialist support. You should evaluate:

- how well practitioners fulfil their responsibilities for guidance;
- whether children are able to make good use of professional support both from within the setting and from specialist services; and
- the effectiveness of the setting's links with specialist agencies such as the health, psychological and social services.

2.3.3: safeguarding arrangements

The inspectorate reports on whether the arrangements for safeguarding children and/or vulnerable adults are appropriate. The inspectorate expects all settings to comply with best practice. References to the legislation that governs this area are included in Annex 3.

You will need to ascertain whether the setting has appropriate policies and procedures in place in respect of safeguarding.

A policy should set out the following:

- the named senior member of staff's responsibilities for dealing with child protection and safeguarding issues and providing advice/support to other staff;
- clear procedures that reflect the All Wales Child Protection Procedures 2008; and
- arrangements for training.

If the setting has an appropriate policy and procedures, the report will state: "The setting has an appropriate policy and has procedures for safeguarding."

If the setting does not have appropriate safeguarding policy or procedures in place, the judgement for 2.3 (care, support and guidance) should be unsatisfactory. In these cases, the report will state: "The setting does not have an appropriate policy for safeguarding. Procedures for dealing with safeguarding issues are not fully developed."

You will need to ascertain whether the setting has in place effective recruitment, disciplinary and reporting arrangements to ensure the suitability of staff and volunteers. These arrangements should meet legal requirements.

2.3.4: additional learning needs (ALN)

Inspectors should evaluate the effectiveness of the setting's identification and monitoring arrangements for ALN and evaluate whether children with ALN receive the short or long-term support they need. For an explanation of ALN, see Annex 6.

You should consider:

- the extent to which the setting offers children with ALN full access to all areas of learning;
- how consistently the setting conducts regular reviews of children's progress;
- whether practitioners consult parent/carers regularly;
- the use of and contribution from support teachers, educational psychologists, medical, paramedical and nursing specialists and other external agencies.
- whether grouping and support systems meet the range of needs without adversely affecting the breadth, balance and continuity of children's learning;
- how well the setting integrates, supports and provides for children with ALN, so that they can progress and achieve appropriate standards;
- the quality of support for children with emotional and behavioural difficulties;
- how consistently the setting conducts regular reviews of children's progress;
- whether practitioners consult parent/carers regularly; and
- the use of and contribution from learning support assistants, support teachers, educational psychologists, medical, paramedical and nursing specialists and other external agencies.

Good care, support and guidance

Effective arrangements exist to support children's health and wellbeing. These arrangements contribute well to children's general development and wellbeing and support their learning effectively. Practitioners know how to respond appropriately if challenges arise in relation to bullying, poor behaviour and safeguarding. Children are happy and secure in the company of the adults at the setting and are willing to ask for help and support. The setting identifies children's learning needs when they join and ensure that these needs are met. There are good arrangements for the support of all children with additional learning needs. The setting is proactive in building on collaborative working with other key agencies to reduce the risk of harm to children. Clearly targeted support for groups of vulnerable children has resulted in significant improvement, for instance in attitudes, behaviour, confidence, achievement or relationships. Induction arrangements ensure that children settle quickly into the setting. Learning experiences promote children's personal development well, including their spiritual, moral, social and cultural development. The setting fully meets safeguarding regulations and responsibilities and ensures the safety of its children at all times. Induction arrangements ensure that children settle quickly into the setting.

Unsatisfactory care, support and guidance

Care and support systems have important shortcomings, which mean that groups of children do not thrive in their learning, development or wellbeing. Individuals' learning needs are not identified early or accurately enough and/or the setting does not make adequate provision for their needs. Children do not have good enough access to the support services they need. Systems to ensure children's health and wellbeing have weaknesses. Some policies and procedures are poor, out of date or are not reflected in the setting's practice. Practitioners are not able to explain fully the actions they would take in relation to safeguarding children. They are too casual in their attitude towards supervision of children and risk assessment of activities. Learning experiences do not promote children's personal development including spiritual, moral, social or cultural development well enough. The setting does not meet or only partly meets safeguarding regulations. Inductions procedures are superficial and children take a long time to feel happy and secure.

2.4 The quality indicator for learning environment

2.4.1 ethos, equality and diversity

2.4.2 physical environment

Issues in inspecting the quality indicator

2.4.1: ethos, equality and diversity

Inspectors should judge whether the setting has an ethos and practice that effectively promote equality, diversity and human rights and encourages children to develop respect for others.

You should judge how well the setting:

- establishes a setting ethos that is inclusive;
- takes into account and values the diversity of children's backgrounds and acts appropriately on this information;
- offers equal access to the curriculum;
- develops tolerant attitudes and ensures that all children and staff are free from harassment;
- promotes the prevention and elimination of oppressive behaviour including bullying, sexism, racism and homophobia;
- deals with specific instances of discrimination or oppressive behaviour through its policies and procedures; and
- has taken reasonable steps to ensure that current and future children with disabilities do not suffer less favourable treatment in the setting or in respect of admissions and exclusions.

You should evaluate whether the setting:

- has a well-understood policy in place that promotes equal opportunities and human rights; and
- monitors and addresses any related issues or complaints that arise.

2.4.2: physical environment

Inspectors should judge whether:

- there are sufficient practitioners who have relevant and appropriate qualifications and experience of working with young children;
- resources are suitable and sufficient to address the requirements of the Foundation Phase curriculum and the specific needs of the children at the setting;
- accommodation is suitable and used effectively; and
- the local environment is used well to enhance the existing facilities at the setting.

Good learning environment

The setting is an inclusive community, where all children have equal access to all areas of the setting's provision. There is a clear emphasis on recognising, respecting and celebrating diversity. The setting has enough practitioners, who have sufficient knowledge and expertise to teach all aspects of the Foundation Phase curriculum. All practitioners create a stimulating environment for learning. There is an ample supply of high-quality resources that are well matched to children's stages of development and additional learning needs, where appropriate. Resources effectively support children's learning in all areas of learning. Resources in the community are used particularly well to supplement class resources and to enrich the curriculum. The well maintained accommodation is used extensively.

Unsatisfactory learning environment

The setting does not do enough to promote equality and diversity: for instance, there are stereotypical views of play and learning. Some practitioners do not have appropriate qualifications and/or inexperienced in working with young children and this adversely affects children's progress. A minority of practitioners do not understand how to create a motivating and stimulating learning environment. The setting has insufficient, poor quality or inappropriate resources which are not suited to the children's needs and interests. Accommodation is unsuitable and there has been no effort to make it attractive and stimulating.

Key Question 3: How good are leadership and management?

In coming to an overall judgement for this key question, inspectors will give equal weight to each quality indicator.

3.1 Leadership

3.1.1 strategic direction and the impact of leadership

3.1.2 work of the management committee or proprietor

3.1.3 meeting national and local priorities

Issues in inspecting the quality indicator

3.1.1: strategic direction and the impact of leadership

Inspectors should consider the extent to which leaders have clear aims, strategic

objectives, plans and policies that are focused on delivering a provision that meets children's needs. You should ask whether these plans are appropriately focused and whether they are being implemented and monitored in a timely way.

In evaluating the strategic direction of the leadership you should judge:

- the extent to which all staff understand and fulfil their roles in direct relation to specific strategic aims, plans and responsibilities;
- how effectively leaders manage their own time and prioritise activities responsively; and
- whether leaders communicate high expectations to those they manage;

In evaluating the impact of leaders, inspectors should focus on the extent to which leadership and management are effective in sustaining high quality and improving provision and standards.

You should consider whether leaders:

- communicate their vision for the setting well and explore how to achieve it in collaboration with others;
- actively support and challenge everyone to do their best;
- created a positive ethos whereby children and staff feel valued;
- set high expectations;
- developed a sense of purpose that promotes and sustains improvements;
- shared their values and norms about learning, behaviour and relationships;
- set clear aims and policies that are focused on children's needs and are understood and implemented by all practitioners;
- manage practitioners and children;
- monitor and evaluate of outcomes;
- establish links with parent/carers and other partners; and
- developed an effective system of practitioners' appraisal that leads to agreed targets.

You should evaluate the impact of leaders in the way they manage the performance of staff in order to help staff to improve their practice. You should also judge whether leaders and managers address issues of underperformance robustly and directly where necessary. You should judge whether performance management identifies individual and setting training and development needs clearly and whether these are prioritised appropriately and addressed fully.

Settings should have effective procedures for identifying individual and whole-setting training and development needs. Training should have a beneficial effect on the quality of teaching, other aspects of provision and the standards children achieve.

You may enquire into the adequacy of arrangements for inducting all staff new to the setting, and for those assuming new roles and responsibilities.

You may check that there are appropriate procedures for performance management and appraisal and that these help practitioners evaluate and improve their practice. You do not have access to individual appraisal records.

3.1.2: work of the management committee or proprietor

Inspectors should judge how well the management committee or proprietor fulfils its statutory obligations and takes full account of relevant legislation and guidance.

You should evaluate how well the management committee or proprietor:

- understand their roles;
- are informed about the performance of the setting and issues that affect it;
- provide a sense of direction for the work of the setting;
- support the setting as a critical friend;
- hold the setting to account for the standards and quality it achieves;
- make sure that complaints are dealt with promptly; and
- take account of relevant legislation and guidance.

3.1.3: meeting national and local priorities

Inspectors should evaluate how successful leaders and managers are in meeting national and local priorities such as the Foundation Phase.

Good leadership

Leaders have a sense of purpose that promotes and sustains improvement. Learning and teaching are managed well and expectations are high. The implementation of policies and initiatives is effective. Leaders communicate high expectations for securing improvement and challenge staff positively to good effect. Leaders make sure that the Foundation Phase is successfully delivered. Relationships with children, parent/carers and carers and the management committee/proprietor are positive and contribute significantly to a sense of community. Leaders and the management committee/proprietor use relevant information about the setting very well and have a sustained focus on achieving progress against the setting's priorities. The outcomes for children are generally good or improving strongly. The management committee/proprietor is influential in determining the strategic direction of the setting. Poor performance is challenged robustly.

Unsatisfactory leadership

There is a lack of strategic thinking, vision and focus from leaders in the setting. Their vision does not focus enough on improving learning and wellbeing outcomes for children and, as a result, they have been largely unsuccessful in making and sustaining improvements. Practitioners are not held to account enough when performance falls short of expectations. Policies are not clear or implemented well. Leaders and the management committee/proprietor lack relevant information about the setting, and/or fail to use it to inform the setting's direction or to respond to national/local priorities. The management committee/proprietor has little real understanding of their role as a 'critical friend'. Most practitioners are not aware of what they need to do to improve.

3.2 Improving quality

3.2.1 self-evaluation, including listening to learners and others

3.2.2 planning and securing improvement

3.2.3 involvement in networks of professional practice

Issues in inspecting the quality indicator

3.2.1: self-evaluation, including listening to learners and others

The focus of this quality indicator is about how good the setting is in identifying its strengths and areas for development and how this information is used to bring about improvements in children's progress and achievement.

You should consider whether:

- practitioners know the setting's strengths and areas for development;
- self-evaluation is ongoing, undertaken effectively and results in positive gains for children;
- practitioners have consulted parents/carers;
- children are consulted as much as possible; and
- self-evaluation draws upon reviews by external agencies where appropriate and results in improvement in standards and quality.

It is unlikely that the quality of leadership and management can be good if the setting does not have effective self-evaluation procedures.

3.2.2: planning and securing improvement

In evaluating the effectiveness of planning for improvement, you should consider the extent to which leaders and managers:

- use information from self-evaluation to prioritise the matters they wish to improve;
- implement sound strategies likely to bring about the desired improvements; and
- ensure that all practitioners play their part in implementing the strategies.

You should consider how leaders and managers ensure that priorities are supported by the allocation of resources. You should evaluate the extent to which leaders and manager define actions for improvement in specified and realistic timescales and allocate responsibility for their delivery.

You should also evaluate whether actions taken have had a positive effect and, where relevant, have led to measurable improvements in standards.

Inspectors should consider how the setting has responded to the recommendations of the last inspection report and whether the setting's actions have led to improvements in standards and quality. You may report on excellent or unsatisfactory progress.

3.2.3: involvement in networks of professional practice

Inspectors should evaluate how well the setting is developing as a strong learning community and achieving a culture of collaboration. You should consider the arrangements to support the active engagement of all staff in increasing their professional knowledge, understanding and skills, including participation in setting learning experiences. Taking into account your judgements under 2.2 on teaching, you should judge to what extent practitioners:

- are supported by continuous professional development;
- acquire new knowledge and skills to develop innovative approaches to learning and teaching;
- share good practice with others within and beyond the setting;
- reflect on their own practice; and
- evaluate the impact of professional learning on their children's learning and wellbeing.

Good quality improvement

Practitioners know their setting well. Strengths and areas for development are recognised and action is taken to maintain good practice and implement change. A positive culture of self-evaluation pervades all the work of the setting. Practitioners are open to new ideas and are willing to try out different ways of working and share their knowledge with other settings/partners. Self-evaluation takes into account the views of children, their parent/carers and other interested partners. Practitioners are able to show how they have improved provision and standards of children's achievement and wellbeing.

Unsatisfactory quality improvement

Not all practitioners are involved in self-evaluation or see its purpose. Judgements are based on a very limited amount of information and/or are unreliable. Practitioners do not want to make changes. The views of others are seldom sought and little is done to address any issues or concerns raised.

3.3 Partnership working

3.3.1 strategic partnerships

3.3.2 joint planning, resourcing and quality assurance

Issues in inspecting the quality indicator

3.3.1: strategic partnerships

Inspectors should evaluate how strategically the setting works with its partners to improve children's standards and wellbeing. Partners include:

- parent/carers;
- feeder primary schools;
- the local authority education services for children and young people;

- community;
- local employers;
- a range of multi-disciplinary agencies and voluntary organisations; and
- post-16 providers.

In inspecting strategic partnerships, you should look at how staff work and liaise , with the settings to which children transfer, organisations and services to improve children's learning and wellbeing, the local authority education services for children and young people (ESCYP) and community and voluntary organisations.

You should consider whether the setting is clear about its role and responsibilities to establish trust and clear communication between partners. You should inspect the way the setting involves parents in making decisions about children's progress and wellbeing.

3.3.2: joint planning, resourcing and quality assurance

Inspectors should consider how well the setting collaborates with others to co-ordinate and deliver learning experiences. For example, you could consider collaboration with the EYDCP in supporting the implementation and delivery of the Foundation Phase. You may focus on how joint working enables practitioners to deliver joined-up programmes that improve children's outcomes and wellbeing.

Good partnership working

A wide range of partnership activities make a strong contribution to children's good achievements and wellbeing. The setting takes a leading role in developing joint working practices. Practitioners take active steps to involve parent/carers and carers in the setting. Parents are regularly informed about all aspects of the setting's work. The setting has strong links with local infants and primary settings and arrangements for transferring assessment information are effective. A positive relationship with the LA advisory teacher and relevant voluntary organisations enhances the work of the setting. Practitioners work well together, share information about children and know who to contact and when and if additional support is required for children. Community links are used effectively to support children's learning.

Unsatisfactory partnership working

Some relevant information is provided to parent/carers, but this is insufficient and irregular. Parent/carers do not know what they can do to help their child at home. Links with local infants and primary settings are superficial at best and assessment information is not always transferred. Visits from the LA advisory teacher are seen as unnecessary and interfering. Practitioners do not make enough use of expertise available to them to support individual children's pastoral or learning needs.

3.4 Resource management

3.4.1 management of staff and resources

3.4.2 value for money

Issues in inspecting the quality indicator

The overall judgement on this quality indicator should not be higher on the scale than the judgement on Key Question 1 but it may be lower. When inspecting the management of resources, inspectors will judge how well the setting plans and carries out effective strategies to ensure and monitor that the setting delivers value for money in the way it manages resources.

3.4.1: management of staff and resources

Inspectors should judge how efficiently and effectively leaders and managers plan and carry out strategies to manage staff and resources. You may consider whether there are any clear management features that contribute to or detract from the efficient management of resources.

- You should consider ensure that children have enough appropriate learning resources.

You should concentrate less on the detail of the financial budgets than on the extent to which the setting's spending decisions and broad financial planning are based on priorities for expenditure on improvement over time.

You should consider how well leaders and managers:

- ensure that the setting is appropriately staffed to teach the curriculum effectively;
- deploy staff to make best use of their time, expertise and experience;
- identify and meet the development needs of all staff through appraisal and performance management systems; and
- provide the best standards of accommodation possible within its budget.

You should consider the extent to which leaders and managers:

- know the costs of existing programmes and activities, keeps them under review and questions whether they are cost-effective;
- have systematic and accurate budgeting arrangements, including appropriate arrangements for contingencies; and
- identify priorities and areas for development and allocates resources appropriately and according to clear criteria to reflect the setting's agreed objectives.

3.4.2: value for money

When inspecting value for money, inspectors will judge the effectiveness of the setting in achieving high-scale judgements for outcomes, in Key Question 1. However, if resources are poorly managed, even if outcomes are good, the overall judgement should reflect the areas for development identified.

You should evaluate:

- the effectiveness with which the setting deploys its own resources;
- the extent to which the setting successfully balances the effectiveness of its

- provision against costs, including staffing costs; and
- the extent to which it makes good use of the funding it receives.

Good resource management

Resources are managed and deployed effectively to support learning. Leaders and managers have an appropriate understanding of their budget and prioritise their spending in line with their planned actions for improvement. Financial decisions are evaluated by the management committee/proprietor to make sure that there is a direct and positive impact on outcomes such as on children's standards of achievement, progress and wellbeing.

Unsatisfactory resource management

Spending priorities do not always have a clear educational purpose. Financial resources are not linked to priorities for action and expenditure is not budgeted for systematically. The levels of expenditure are not reflected in the quality of outcomes for children.

Annex 1: Common Inspection Framework

Estyn 2010: Common Inspection Framework

K Q	Quality Indicator	Aspect
1 O U T C O M E S	1.1 Standards	1.1.1 achievement and progress in learning across the areas of learning 1.1.2 skills 1.1.3 Welsh language
	1.2 Wellbeing	1.2.1 attitudes to keeping healthy and safe 1.2.2 participation and enjoyment in learning 1.2.3 community involvement and decision making
2 P R O V I S I O N	2.1 Learning experiences	2.1.1 meeting the needs of learners and the community 2.1.2 provision for skills 2.1.3 Welsh language provision and the Welsh dimension 2.1.4 education for sustainable development and global citizenship
	2.2 Teaching	2.2.1 range and quality of teaching approaches 2.2.2 assessment of and for learning
	2.3 Care, support and guidance	2.3.1 provision for health and wellbeing including spiritual, moral, social and cultural development 2.3.2 specialist services, information and guidance 2.3.3 safeguarding arrangements 2.3.4 additional learning needs
	2.4 Learning environment	2.4.1 ethos, equality and diversity 2.4.2 physical environment
3 L E A D E R S H I P	3.1 Leadership	3.1.1 strategic direction and the impact of leadership 3.1.2 work of the management committee or proprietor 3.1.3 meeting national and local priorities
	3.2 Improving quality	3.2.1 self-evaluation, including listening to learners and others 3.2.2 planning and securing improvement 3.2.3 involvement in networks of professional practice
	3.3 Partnership working	3.3.1 strategic partnerships 3.3.2 joint planning, resourcing and quality assurance
	3.4 Resource management	3.4.1 management of staff and resources 3.4.2 value for money

Annex 2: Sources of evidence

The main sources of evidence relevant to key questions and quality indicators

	Key Question 1		Key Question 2				Key Question 3			
	1.1	1.2	2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4
Observation:										
Sessions indoors and out of doors	✓	✓		✓	✓	✓				
Scrutiny of samples of children's current and previous work	✓	✓		✓						
The available learning resources and children's and practitioners' access to a range of books, ICT resources and practical equipment, indoors and out of doors						✓				✓
The condition, appearance and use of the setting's accommodation and grounds, where applicable						✓				✓
Specialist accommodation, equipment, aids and other resources						✓				✓
Use of out-of-setting resources, such as educational visits and community resources						✓				✓
Any sessions where visitors are used to enhance provision						✓				✓
The setting in operation, such as the teaching arrangements and support for children with ALN	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Documents:										
The self-evaluation report	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Notes and records of children's progress, including assessments undertaken when children enter or leave the setting				✓						
Parent/carers' views as expressed in questionnaires	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
The induction, transfer and integration arrangements for children		✓			✓					

Annex 3: Regulations and guidance

The documents listed below are required by CSSIW for a setting to achieve and maintain compliance with the Child Minding and Day Care (Wales) Regulations 2002. The regulations are supported by the sector specific National Minimum Standards which provide and define operational practice. CSSIW expects a registered provider to be mindful of the additional regulations that are cited below where they are relevant to their provision. The list is intended as a reference for inspectors. The list is not exhaustive and it is not intended to be a checklist for inspectors to review a setting. They are provided only as a resource for an inspection team should the need arise. Inspectors need to be aware that regulations and measures are statutory documents.

* All of the documents are relevant to Key Question 1 as they define outcomes for pupils.

	Key Question 1*	Key Question 2				Key Question 3			
		2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4
Accident procedures				✓					
Anti-Bullying				✓	✓	✓			
Curriculum: The Education (National Curriculum) (Foundation Stage) (Order) 2008		✓		✓		✓			
Complaints Procedures				✓		✓			
Disability Discrimination Act 1995 (as amended by the Special Needs and Disability Act 2001) DDA, Part IV. DDA, Part III				✓	✓	✓			
Equal opportunities policy					✓	✓			
Exclusion of an ill child – policy and procedure				✓		✓			
Fire Safety Policy and Procedures: (Health and Safety at Work Act) (Fire Safety) Order 2005)				✓	✓	✓			
Lost and or missing child/ child not collected procedure				✓		✓			

Medication policy and procedures				✓		✓			
Operational procedures for safe conduct on outings				✓		✓			
Race Equality & Equal Opportunities: Race Relations (Amendment) Act 2000				✓	✓	✓			
Safeguarding: Safeguarding Vulnerable Groups Act 2006 Protection of Children Act 1999 The Children Act 2004 and 2006; United Nations Convention on the Rights of the Child				✓		✓			
Settling in procedure				✓		✓			
Special Needs: Special Educational Needs and Disability Act 2001		✓	✓	✓		✓			
Statement of purpose						✓			

Annex 4: Questions for children

- 1 Do you like coming here?
- 2 What do you like doing best?
- 3 Can you choose what you want to play with?
- 4 Can you use any toys you like or do you have to ask?
- 5 Can you go outside to play when you want to? What sort of things do you do outside?
- 6 Have you got a best friend? Can you spend enough time with your best friend?
- 7 If you hurt yourself or are upset, who do you go to?
- 8 If you don't know how to do something who do you ask to help?
- 9 Do you help tidy-up? What do you do?
- 10 Do you help to make snacks? What types of snacks do you make?
- 11 How do you know when you've done something really well? Who tells you?
- 12 What happens if you break a toy deliberately or spoil someone's game?
- 13 What don't you like about being here? Does anything make you sad?
- 14 Is there anything that you'd like to do but cannot do here?
- 15 How do you help the adults decide what goes on in your role-play area?
- 16 Do you sometimes go out on trips or visits to special places? Can you remember where you've been and what you did there?
- 17 Do you ever have any special visitors here to talk to you? What sort of things do you do with them?

Annex 5: Parents'/carers' survey

		strongly agree	agree	disagree	strongly disagree	don't know
1	Overall I am satisfied with the setting					
2	My child likes this setting					
3	My child was helped to settle in well when he or she started at the setting					
4	My child is making good progress					
5	Children behave well in the setting					
6	Teaching is good					
7	Practitioners expect my child to work hard and do his or her best					
8	Home tasks build well on what my child learns in the setting					
9	Practitioners treat all children fairly and with respect					
10	My child is encouraged to be healthy and to take regular exercise					
11	My child is safe in the setting					
12	My child receives appropriate additional support in relation to any particular individual needs					
13	I am kept well informed about my child's progress					
14	I feel comfortable about approaching the setting with questions, suggestions or a problem					
15	I understand the setting's procedure for dealing with complaints					
16	The setting helps my child to become more mature and take on responsibility					
17	My child is well prepared for moving on to setting					
18	There is a good range of activities including trips or visits					
19	The setting is well run					

Annex 6: Children with additional learning needs

Learner and other stakeholder views are sources of evidence for all key questions. Inspectors must ensure that evaluation of the 10 quality indicators includes the achievements, attitudes and wellbeing of all children, taking particular account of outcomes for children with additional learning needs (ALN).

The term ALN applies to learners of all ages, adults and children, whose learning needs are additional to the majority of their peers. Learners with ALN include those who:

- are children and young people with special educational needs;
- are disabled;
- have medical needs;
- have emotional, social and behavioural difficulties and/or mental health needs;
- are more able and talented;
- are learning English as an additional language; and
- have basic skills needs.

Children are more likely to have ALN when they also belong to vulnerable groups including:

- minority ethnic groups;
- refugees/asylum seekers;
- migrant workers;
- looked-after children;
- children and families in difficult circumstances;
- children at risk of homophobic bullying; and
- gypsies and travellers.

Annex 7: Guidance on follow-up activity

Background

During all core inspections, the reporting inspector⁵ will consider whether the setting needs any follow-up activity.

There are four levels of follow-up activity:

- 1 Good practice case study**
- 2 Local authority monitoring**
- 3 Estyn monitoring visit**
- 4 Estyn focused improvement monitoring visit**

The first follow-up activity involves action by the setting to produce a 'good practice' case study for dissemination by Estyn. The second involves a report to Estyn from the relevant local authority. The last two involve visits from Estyn inspectors. Apart from the good practice case study, follow-up activity involves increasing levels of intervention in proportion to need.

1 Good practice case study

If a setting gains an excellent judgement for at least one of the two overall judgements, then the reporting inspector will have identified one or possibly more examples of sector-leading practice⁶ at the setting that warrant wider dissemination. In which case, the reporting inspector will invite the setting to prepare a written case study of no more than 600 words, accompanied by any appropriate illustrative material if appropriate⁷, describing the sector-leading practice. It should be made clear to the setting that the inspectorate reserves the right to edit the content and presentational style. The case study should describe the context and background of the best practice, the exact nature of the strategy or activity and what the impact has been on outcomes for children. The case study must be one that can be held up as sector-leading practice to scrutiny of other settings.

The case study should be sent to Estyn within four weeks of the end of the on-site part of the inspection. The senior practitioner should send the case study with a letter or email giving permission for the inspectorate to use it to disseminate good practice.

The setting may at a later stage also be invited to showcase their sector-leading practice at one of Estyn's best practice conferences. The example might also be disseminated through various media, including the inspectorate's website, newsletters, best practice publications for the sector and in the Annual Reports of Her Majesty's Chief Inspector (HMCI). Case studies will have a publication life of

⁵ Or team, if there is more than one inspector

⁶ The reporting inspector will have considered such practice when reaching any excellent judgement.

⁷ Photographic images of children require the necessary clearance.

three years, after which they will be removed from the inspectorate's website, to ensure that they remain topical and at the forefront of excellent practice.

2 Local authority monitoring

The least intensive follow-up activity is required when the setting is identified as a generally good setting, but it may have a small number of specific areas for improvement that require monitoring to ensure improvement.

In such cases, the two overall judgements for the setting might be good, but a small number of quality indicators are judged adequate, indicating some areas for improvement. This would include instances where there is a failure to meet statutory requirements that affects quality or standards.

If the setting is judged to require local authority monitoring, the reporting inspector should tell the lead practitioner at the end of the inspection of this judgement and use the Form for settings requiring follow-up activity to write to HMCI and confirm the judgement.

Subject to moderation, the inspectorate will write a letter to the setting, copied to the local authority, identifying the relevant areas for improvement. It is expected that the local authority will monitor progress against the areas for improvement identified in the letter and keep the Estyn link inspector for the local authority informed. If the link inspector judges that insufficient progress has been made then the setting may be subject to an Estyn monitoring visit.

3 Estyn monitoring visit

Normally, this level of activity will be required when at least one of the overall judgements for a setting in a core inspection is adequate, but the setting is not causing concern to the extent of requiring placement in a category of requiring focused improvement.

To receive this level of follow-up, key questions or quality indicators would be judged to be at least adequate. It would be possible that at least some key questions and quality indicators have been judged to be good. However, the setting would have some important areas for improvement that require monitoring.

If the setting is judged to require an Estyn monitoring visit, the reporting inspector should tell the lead practitioner at the end of the inspection of this judgement and use the Form for settings requiring follow-up activity to write to HMCI and confirm the judgement.

Subject to moderation, the inspectorate will write a letter to the setting, copied to the local authority, identifying the relevant areas for improvement and explaining that a small team of Estyn inspectors will visit the setting to judge progress around a year later. The local authority will be invited to send an officer to join the monitoring team. If the team judges that insufficient progress has been made then the setting will be judged to be in need of focused improvement as a result of the follow-up inspection.

4 Estyn focused improvement monitoring visits

Settings placed in this level of follow-up activity are failing to provide an acceptable standard of education and leaders do not demonstrate the capacity to secure the necessary improvements. Settings will require focused improvement if some or all of the following apply:

- the overall judgement in the summary section is unsatisfactory;
- prospects for improvements are unsatisfactory; or
- any key question is judged unsatisfactory.

If the setting is judged to be in need of focused improvement, the reporting inspector should tell the lead practitioner at the end of the inspection of this judgement and use the Form for settings requiring follow-up activity to write to HMCI and confirm the judgement.

Subject to moderation, the inspectorate will write a letter to the setting, copied to the local authority, identifying the relevant areas for improvement and explaining that a small team of Estyn inspectors will visit the setting regularly until such time as the setting is judged to have improved sufficiently or the local authority is advised to remove the setting from the list of settings eligible for education funding.

Glossary

ALN Additional learning needs

HMI Her Majesty's Inspector

ICT Information and communication technology