

#OfstedBigConversation Minutes

Eastbrook, Shaftesbury Road, Cambridge CB2 8DR

6th February 2019

Present: Linda Baston-Pitt (Chair), Lesley Barrett, (SHMI Early Years), Cheryl Langley (SHMI Early Childhood), Kirsty Mulvaney – (OFSTED), Sheena Gibson- (Ofsted), Trudy Mather (Central Bedfordshire), Dina East (Suffolk), Caroline Maryon – (PACEY), Lisa Weston Old School House , Clare Chapman Childminding Agency East Anglia, Karen Davis – (Bedford Borough), Claire Champion, Lorraine Moody (West Suffolk College), Judith Ward – work based learning manager – (Cambridge)

Apologies: Ruth Pimentel (Co-Chair CEO Eduko), David Shaylor (Munns Farm Day Nursery), Dawn Wilson (Bedford Borough), Laura Ross (Central Bedfordshire), Lesley Yelland (PSLA)

Item		Action
1	<p>Linda welcomed everyone to the group and gave an overview of OBC and how it operates in the Eastern region.</p> <p>Linda gave an update on the rewriting PANco standards, and informed that there are now 3,000 PANco's trained.</p>	
2	<p>Ofsted Update</p> <ul style="list-style-type: none"> • Regionalisation has taken place, EY's inspectors are insourced and the secretary of state inspection schedule now in regions. The team are now all in one place managed by 3 senior officers. • The first month has been successful • QA happening in region rather than nationally • Aim to provide high quality regulation inspection and quality in the area – looking at evidence-based reviews and making sure inspectors are doing as they expect. • EIF now in consultation, launched in Peterborough a few weeks ago. • Looking for more OI's – look at commercial site and register interest 	
3	<p>Education Inspection Framework (EIF)</p> <ul style="list-style-type: none"> • All OI's are linked to an EYOI. They now have a team of over 60 staff from a team of 11. • Now open for consultation • Has been controversy about wording of planning • Friendly pilots now in progress. Will be no judgements or report – if anyone knows of any providers that would be of interest in the summer to let KM know, this includes OOSC also. Would provide mutual cpd. • EIF slides are online: <p>https://www.slideshare.net/Ofstednews/working-towards-the-eif-2019-ofsteds-approach-early-years</p> <p>https://www.slideshare.net/Ofstednews/working-towards-the-eif-2019-ofsteds-approach-schools</p> <ul style="list-style-type: none"> • Inspecting the substance of education 	

<https://www.gov.uk/government/consultations/education-inspection-framework-2019-inspecting-the-substance-of-education>

- It was noted that there is difference between the school handbook EY's and EY's handbook
- Staff wellbeing – what does this mean and look like in practice – KM the backdrop of this is still in the EYFS. There are no imminent changes to this framework.
- Staff supervision linked to safeguarding, operational and leadership and management. Where supervision is lacking, inspection may highlight other things that are not as good for example limited teaching and learning opportunities for staff to grow and develop. If staff motivation is low, could demonstrate low ambition for themselves in their learning or development and thus not providing ambitious learning and practice for children. They will consider what staff tell them regarding staff needs not being met.
- Supervision – what you do with this in practice and what is the value.
- KM shared the launch slides with the group.
- Inspectors will triangulate evidence to ensure they look at things from different aspects to make their judgement. Ofsted make it clear that the inspectors are not looking for anything that the EYFS statutory framework is not saying.
- Paperwork – must meet the requirements of the setting, not something Ofsted will specifically look for, they will always ask what the value for the staff/children/practice is.
- Ofsted will want to see how well the practitioner know the children – what they can do and what they can do next and whether they know them well enough. Can the practitioner tell Ofsted the challenges the child experiences, do they know if other agencies are involved in the child's life? Are the practitioners aware of the parental literacy and how they will support. The inspector will want to ascertain from the practitioners the real genuine interest in a child's life and the difference the setting can make. This is the curriculum for the child.
- The key is putting the curriculum at the heart of the framework – the curriculum is what you do every day with that child.
- Emphasis on the quality of education and care and not separating the two – how are children enabled and encouraged.
- Behaviours and attitudes – the output – what we can see in children
- Personal development – the input – how adults are supporting, what adults are doing to engage children to support the development of behaviours and attitudes.
- Leadership and Management – Off rolling – this is seen when providers 'nicely' discourage access to their setting by what they say to parents – about how well their child will fit in, and how they will not be able to meet the child's needs as well as another setting, before the child accesses their entitlement. It's about integrity Ofsted will ask about admission criteria, NDNA has put together a flow chart for practitioners to support children to access provision. If a setting does not feel able to meet the needs of a child and cannot therefore admit them – Ofsted will ask why they have reached that decision, why they have left provision etc. If the support is not available, need to make sure (setting, LA, Ofsted) to escalate these issues.
- If safeguarding is ineffective – so will leadership and management – likely to result in an overall inadequate

	<ul style="list-style-type: none"> • Quality of education – intent, implementation – the ability of the practitioner to deliver the curriculum and how it is assessed, the impact (how the setting adds value – it’s about the child’s journey and the impact and not just end results). • Cultural Capital – when some children arrive at an EY’s setting, they have had poorer experiences than others – what do settings do to even this out? • EYFS provision in schools – read the evaluation schedule in schools and EY’s handbooks – there are some discrepancies – comment on this in the consultation • Curriculum workshops – invites have been sent to LA’s, there are 6 sessions available 	
4	<p>Trends from Inspections</p> <ul style="list-style-type: none"> • Lost child is still a regular occurrence • Safeguarding policies not being followed. The signs are not being picked up by staff. Inspectors are concerned when all practitioners can tell them the 4 ‘traditional’ areas of abuse, staff are not identifying safeguarding issues or what an allegation against a team member is when faced with it or know what to do with it. 	
5	<p>Recruitment and Retention</p> <ul style="list-style-type: none"> • See CEEDA report - <i>About Early Years: The Independent sector research programme: Early Years Sector Skills Survey.</i> • 55% of providers finding gaps in skills (problem solving, interest and enthusiasm in job role and self-confidence, verbal communication and written English) • 75% of providers finding it hard to recruit • Cache have produced an Early Years careers map. Cambridge have developed their own. • Early Years apprenticeships very bust at West Suffolk College 	
	Look at dispatches from this week on channel 4 – Gaps that don’t close – home education	
	Next Meeting: 17 th July 2019 at 10.30 am	