



Ofsted Big Conversation
Education Inspection Framework Consolation
18 March 2019

1. Welcome and introduction by June O’Sullivan (JOS) - Chief Executive, The London Early Years Foundation

JOS noted that there are three “new” things being discussed by Ofsted in the proposed changes to EIF: Pedagogy, Cultural Capital, Social Capital. She explained what she understands by this in relation to LEYF as we use our pedagogy to lead the children to learn, underpinned by our values and the voice of the child and our related educational and social science theories. The message is clear, EYFS remains the statutory curriculum and that will work for most people but for organisations which have specific pedagogical approaches with curriculum embedded in the way that the learning is taught. Then it is important to be able to articulate this at an inspection and for the inspector to be able to see what it looks like in terms of staff teaching, environment, relationships and training.

Cultural capital elicited a very rich conversation about the challenges of simplifying a complex issue into a simplistic formula. There was a worry that like British Values it would turn into a display about going to the museum. This was particularly as the concept is new to most people in the sector. There were questions as to what to read up on the subject. The most famous theorist on the subject is Pierre Bourdieu. As cultural and social capital has underpinned the LEYF pedagogy, JOS promised to write up something in a blog or article to explain the LEYF view.

Feedback about Ofsted definition of “Cultural Capital” was as follows:

- The definition should include the term “quality”
 - Use of word “poorer” may be inappropriate as it has loaded meaning
- It was noted that Cultural Capital comes from Teachers, so we need to ensure that Teachers are also able to broaden their horizons through rich experiences to extend children’s experiences.

Further discussion points included:

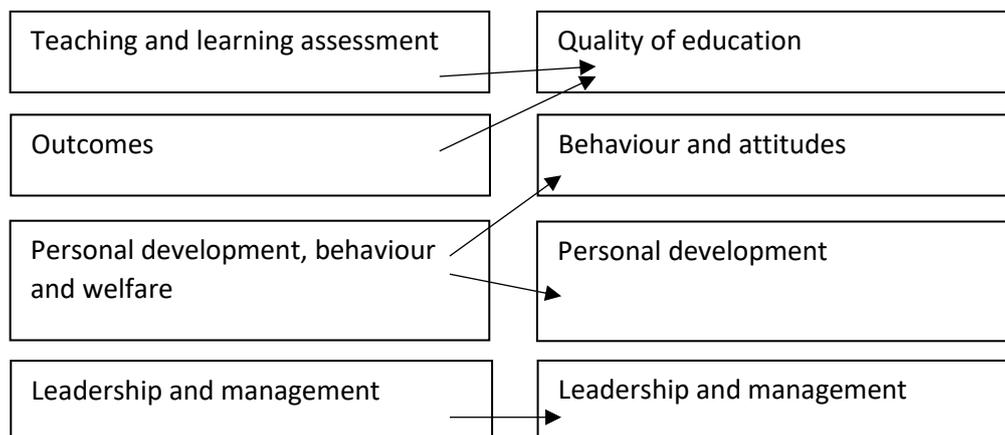
- Inspection at school being different to inspection at nursery, even in cases where children are the same age-group.
- Ofsted collection of off-rolling data e.g. nurseries not taking funded children or SEND children. Collection of such data could be used as evidence to support change.

2. Presentation by Gill Jones (GJ) - Early Education Deputy Director, Ofsted
GJ Shared Slides (available on [Ofsted Slideshare](#) from 1 April)

GJ reminded the room that Ofsted do not set the EYFS, this is the DfE. She also commented on compromises that were made on terminology within the proposed EIF changes, to create a common language for Early Years Education and Schools.

A question was raised from the audience as to whether there were any resources or meetings specifically for Childminders. GJ directed Childminders to the following webinar: <https://www.slideshare.net/Ofstednews/early-years-eif-2019-consultation-presentation-childminder-webinar-4-march-2019>

GJ shared the proposed changes to judgement areas: “evolution not revolution” (diagram below)



3. Communication with Confidence Ronke Kokoruwe (RK) - iVerbalize (<https://iverbalize.co.uk/>)

RK presented on confident communication skills. We were keen to invite RK to reaffirm the power of confident communication when leading an inspection, describing what we do in many situations and just improve communication generally. The main points were:

- Confidence is a skill that can be learnt by all
- “Good communication works for those who work at it”
- **S.W.A.P**
 - S** - Simplicity, keep it short and simple (KISS)
 - W** - Warmth, “*a warm smile is the universal language of kindness*”
 - A** - Authenticity, authenticity requires vulnerability, transparency and integrity. “*Be yourself everyone else is taken*” Oscar Wilde
 - P** - Passion, body language
- **PREP method**
 - Point** - make your point
 - Reason** - explain why you believe that
 - Example** - give a relevant example
 - Point** - remind your audience of your point

“I have learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel.”

Maya Angelou

4. Closing remarks by June O'Sullivan (JOS) - Chief Executive, London Early Years Foundation

Attendees were reminded that discussions on Pedagogy and learning are not about Ofsted inspection or delivering the ELGS. They are about how we make education better for children. JOS urged attendees to consider:

- *What does Pedagogy mean?*
- *What do children learn? How do they learn?*
- *What is Cultural Capital? How can we articulate this with confidence?*

The group agreed to collaborate, talk to each other more and find ways to join forces such as Firm Foundations. Simona McKenzie reminded colleagues of the #BrewEdTwickenham 6th April 2018: <https://www.eventbrite.co.uk/e/brewedey-twickenham-tickets-56321425901>. She also persuaded June to organise one for Crystal Palace late May!

Notes : June O'Sullivan and Grace Essex

