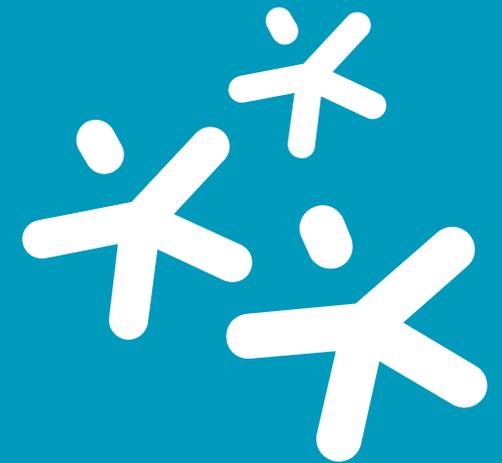


Ofsted EIF inspections and the EYFS

Elaine White
Senior Her Majesty's inspector
Early Years
North West Region

29 September 2021



Today's session

- EIF inspections and EYFS
- Assessment data and workload
- Curriculum thinking
- The role of assessment
- What we are finding





EIF inspections and EYFS

Myth busting... what's new?

Guidance

Ofsted EIF inspections and the EYFS

What schools and registered early years providers need to know about delivering the current and revised early years foundation stage (EYFS)

From: [Ofsted](#)

Published 22 July 2021

EYFS – Overarching principles remain

- Unique child
- Positive relationships
- Enabling environments with teaching and support
- Importance of learning and development



What are the changes?

- The changes to the early years foundation stage (EYFS) framework are being made to:
 - place a stronger focus on children's early communication
 - promote more equal life chances
 - tackle excessive workload
 - put more emphasis on children's health.



Changes to the educational programmes

- Specifically, this means:
 - they are longer, there is more depth, and they contain examples of things that providers can do with children
 - there is a new focus on early language and extending vocabulary, with more examples on how to embed and develop vocabulary skills across all seven areas of learning, because this improves child development in a broad curriculum.



Changes to Development Matters: non-statutory curriculum guidance

- It's shorter, about two-thirds of the length of the previous version, to allow for more freedom to develop the right broad curriculum for the children providers work with.
- The age bands have been simplified to avoid tracking activities that do not support child development. There are now three instead of six:
 - birth to 3
 - 3 and 4-year-olds
 - children in reception.





Assessment data and workload

- What children learn has too often come second to delivering **assessment data**.
- This data focus leads to **unnecessary workload** for early years practitioners.
- **Using assessment in this way** and **narrowing of the curriculum** have the greatest negative effect on the **most disadvantaged children**.



Early years foundation stage 2.2

- 'Assessment should **not entail prolonged breaks from interaction with children**, nor require **excessive paperwork**. When assessing whether an individual child is at the expected level of development, practitioners should draw on their **knowledge of the child** and their own **expert professional judgement** and should **not be required to prove this through collection of physical evidence.**'



Descriptors and mark schemes

- Summative grade descriptors, high-level outcomes, assessment objectives and mark schemes do not, and should not, define progression.
- They should NOT be used:
 - as a substitute for a curriculum
 - when more granular, formative assessment would be more useful
 - to check success learning components of the areas of learning assessed.

Key messages

- Narrowing the curriculum has a negative effect.
- Intensive or continuous assessment has a cost.
- The EYFSP is not an end-point.



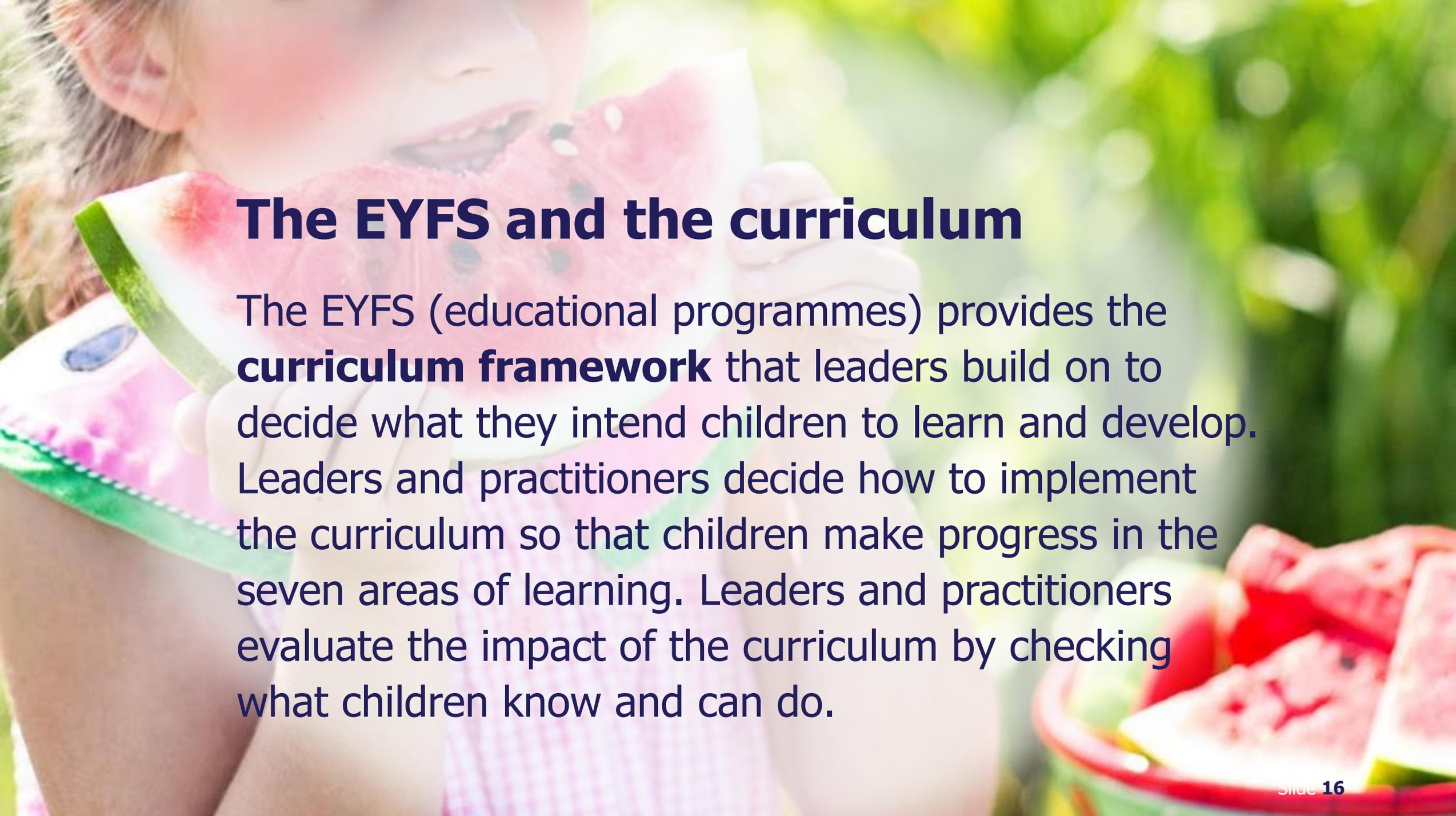


Curriculum thinking

Ofsted's definition of curriculum:

“the framework for setting out the aims of a programme of education, including the knowledge and skills to be gained at each stage”





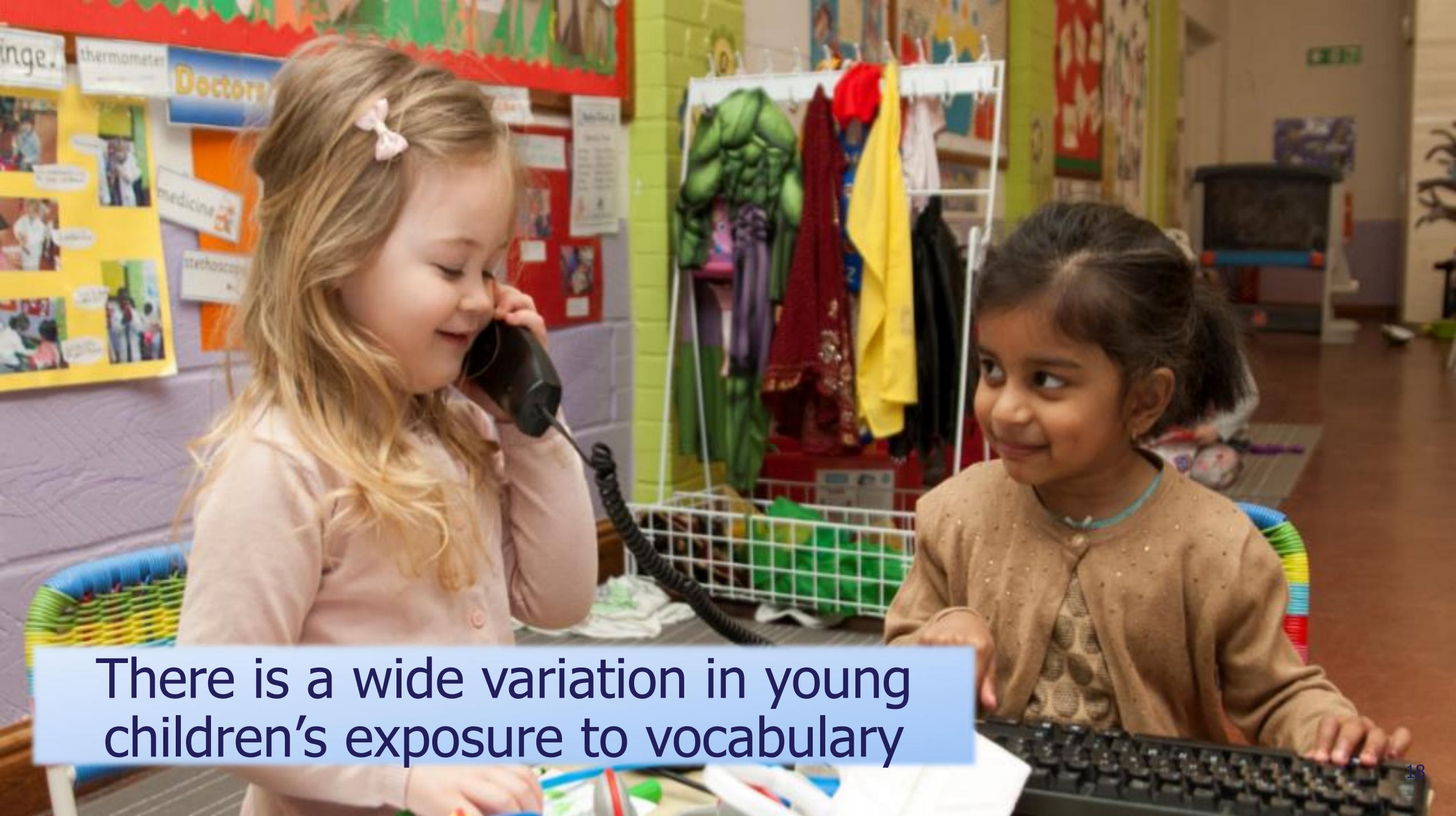
The EYFS and the curriculum

The EYFS (educational programmes) provides the **curriculum framework** that leaders build on to decide what they intend children to learn and develop. Leaders and practitioners decide how to implement the curriculum so that children make progress in the seven areas of learning. Leaders and practitioners evaluate the impact of the curriculum by checking what children know and can do.

How will inspectors consider progress?



'The curriculum as the progression model'



There is a wide variation in young children's exposure to vocabulary

Key messages

- The EYFS provides the skeleton.
- Curriculum, pedagogy and assessment are important but not the same.
- Teaching should not be seen as a top down model.





The role of assessment

What is assessment?

- Assessment is about noticing what children can do and what they know. It is not about producing lots of data and evidence.
- Effective assessment requires practitioners to understand child development. Practitioners also need to be clear about what they want their children to know and be able to do.
- Accurate assessment can highlight whether a child needs extra help and support.
- Assessment should be useful and not take practitioners away from children for long periods of time.



How can we reduce the chance of a child falling behind?

By;

- knowing the children well
- listening to parents
- using informal observations
- responding quickly
- being ambitious.



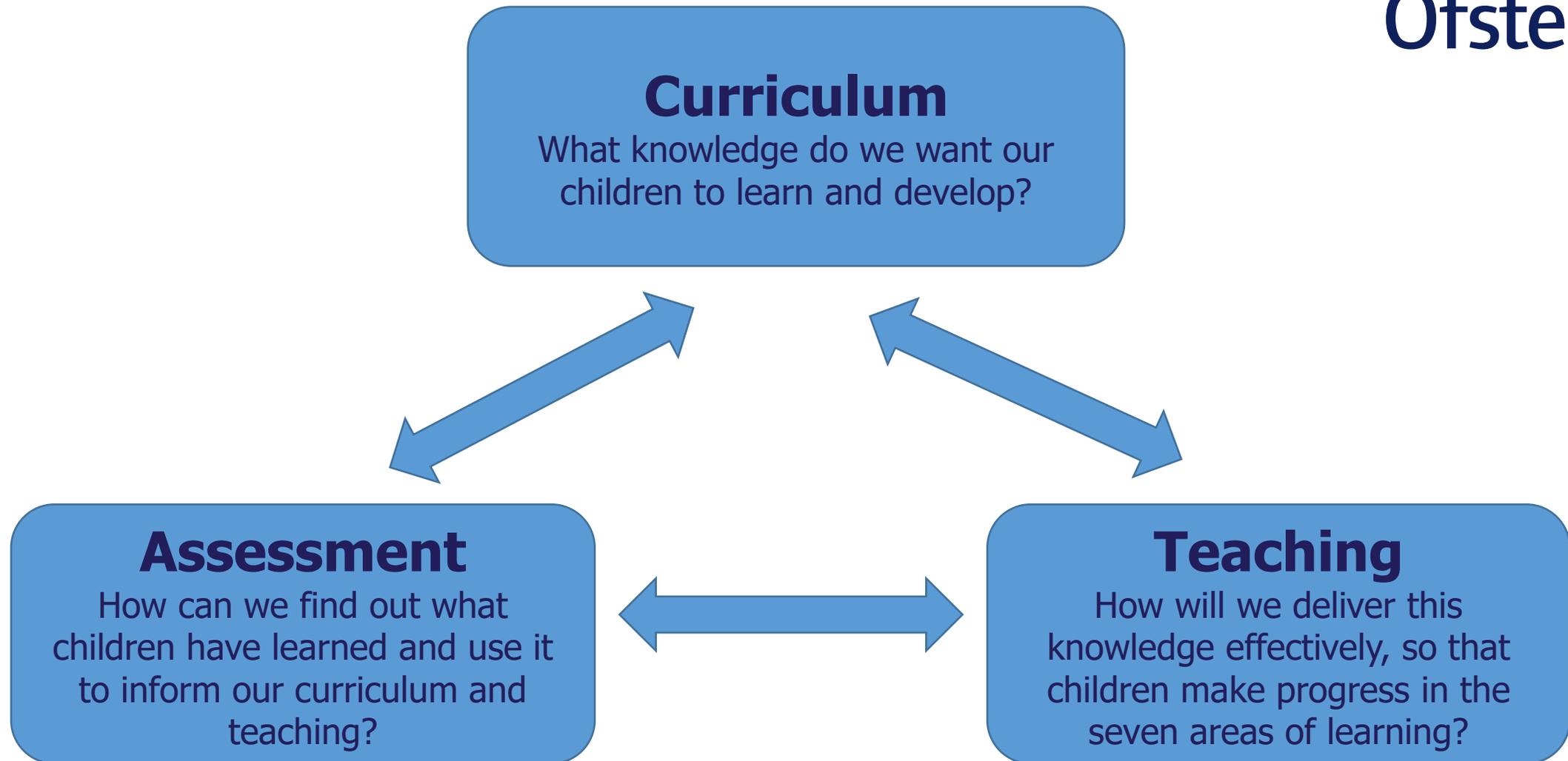
A closer look at some of the most relevant QE framework criteria

| Intent | Impact |
|--|---|
| The curriculum gives the knowledge and cultural capital children need to succeed in life. | Children develop detailed knowledge and skills across the 7 areas of learning and use these in an age-appropriate way. |
| The curriculum coherently builds on what children know and can do, towards cumulatively sufficient knowledge and skills for their future learning. | Children develop their vocabulary and understanding of language across the EYFS curriculum. |
| The curriculum is ambitious and meets the needs of all children, and particularly those with SEND or other disadvantage. | Children are ready for the next stage of education. They have the knowledge and skills they need to benefit from what school has to offer when it is time to move on. |

Key messages

- Assessment should be useful.
- Effective assessment can reduce the likelihood of a child falling behind.





Myth busting... what's new?

Guidance

Ofsted EIF inspections and the EYFS

What schools and registered early years providers need to know about delivering the current and revised early years foundation stage (EYFS)

From: [Ofsted](#)

Published 22 July 2021



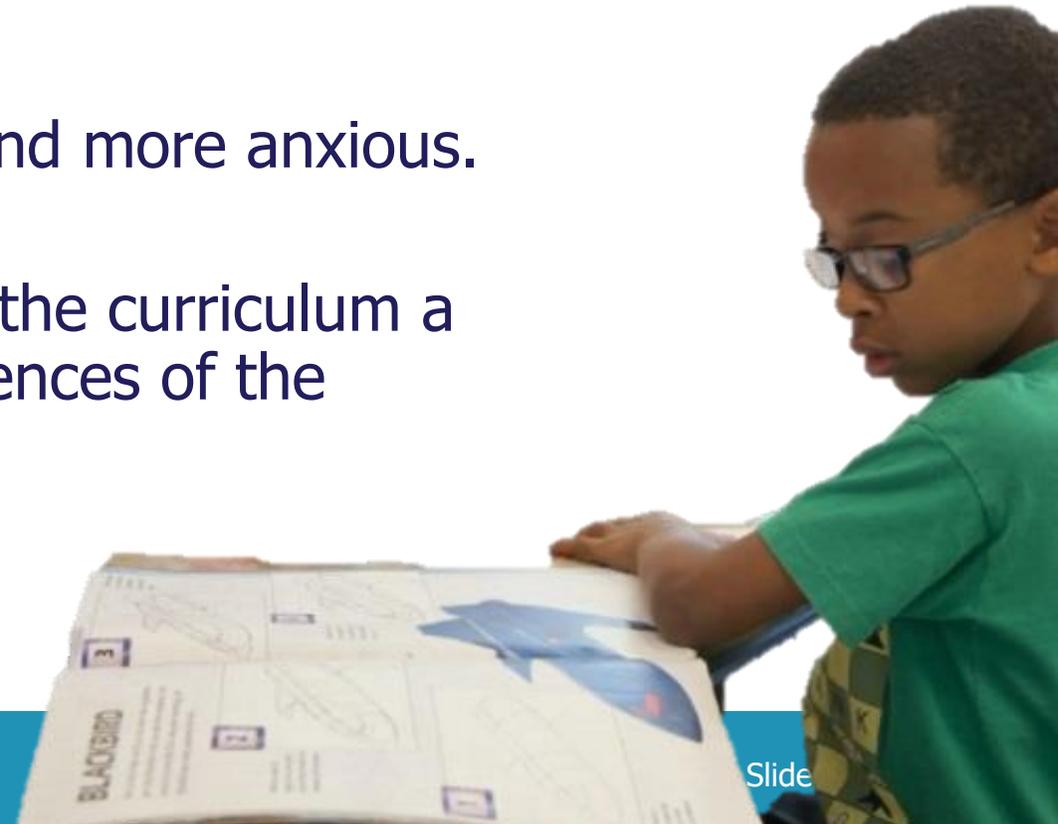
What are we finding?



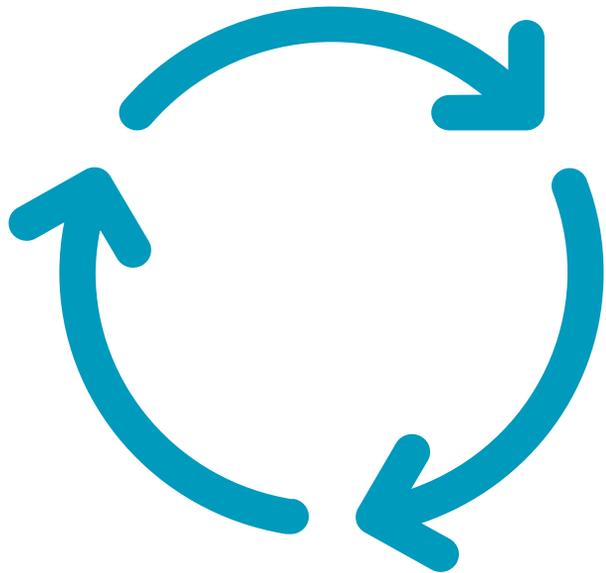
Reflections on EIF inspections of registered early years providers since May 2021

Reflections on return to EIF

- Providers said they are particularly concerned about children's personal, social and emotional development.
- Some children had returned less confident and more anxious.
- Many providers have given some aspects of the curriculum a greater focus as a result of children's experiences of the pandemic.



Inspection window arrangements



- In Autumn 2020, the Secretary of State wrote to Ofsted to outline the change in inspection arrangements.
- Each provider will be re-inspected based on their previous judgment. Once a provider is re-inspected, a new inspection window starts based on their new judgment.
- We will look to inspect all providers within a six-year window.

After the inspection

Reporting follows the policy as outlined in the early years inspection handbook

Draft report

Share a draft report with the provider **within 18 working days** of the end of the inspection.

Comments

Allow **five working days** for the provider to comment on the draft report, process and findings.

Publish

Publish the report **within 38 working days** of the end of the inspection.

Feedback

Ask for feedback about the process through a **post-inspection survey**.

Quality assure

Quality assure **evidence bases and reports and inspections themselves**.

Retention

Retain the inspection evidence base, in line with our **retention and disposal policy**.

Published on GOV.UK

- [Ofsted EIF inspections and the EYFS](#)
- [COVID-19 series Briefing on Early Years October 2020](#)
- [COVID-19 series Briefing on Early Years November 2020](#)
- [Joiners and leavers in the childcare sector](#)
- [Reported coronavirus \(COVID 19\) cases by registered early years and childcare settings](#)





Thank you