Managing and Preparing for your inspection – inspiring and leading development of a high quality service

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No preparation needed!

- Ofsted advises " You do not need to do anything to prepare……All you need to do is provide high quality care and early education……We do not expect any provider to make special preparation…..but we do expect every provider to be working towards making their provision outstanding"

Ofsted 2010 Preparation for Inspection. Are you ready for your inspection

…….so as the Meerkat says

- “It’s simples…” ! No panic or stress. OR
- As any good cook or girl guide/boy scout will tell you “It’s all in the planning and preparation”
- But not last minute preparation, it’s more inspirational slow cooking than dynamic quick stir fry

Inspection findings – Ofsted 2009/10 Annual Report

- **Of 126 CC** inspections 70% good or outstanding -13% (17)outstanding
  - 57% (72) good
  - 25% (32) satisfactory
  - 4% (5) inadequate

Similar to early years inspections 2009/10 -68% good/outstanding
- 10% outstanding
- 59% good
- 29% satisfactory
- 3% inadequate

Early Years Education not included in CC inspections to date. But are there any core messages?

Source: Review of Children's Centre inspections for Pen Green Research Centre M. Whalley & S.Finch December 2010

Messages from the best -" it's an on-going process" (1)

- Have your SEF in place – live, active tool
- Outcomes focused action plan – targets & time
- Know your strengths and areas for development – be open and honest
- Clear updated delivery (business) plan
- Strong robust and tested processes
- Policies and procedures exist, known & up dated
- Strong leadership and management
- All staff, parents, partners, governors, informed, involved and up to date
- Improved Governance, Accountability & Performance Management for CC's

Messages from the best – "be confident, know why you are doing what you are doing" (2)

- Use local authority advisory teams for early years and children's centres, constructive challenge, advice, support and information
- Have "mini-ofsted's" done or peer reviews – know your service inside out and from a child/parent/community perspective
- No surprise, no shocks – know it all warts and all
- Conduct regular mystery shopping
- Robust systems for monitoring & evaluating outcomes
- Do nothing for Ofsted – do it because you want to be the very best – always striving to improve – culture of quality improvement – legal framework as foundation stones
- Use Ofsted guide – good, clear info on what to do – tic

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Always being prepared - passionate commitment to improve – capacity to improve

- Focus on outcomes, impact and difference being made – be challenging of your service, standards & aspirations
- Building evidence portfolio, quality and quantity, evaluating what has worked and not, why, with impact – family voices – bring it alive
- Evidence impact across EYFS – standards and links across programmes eg healthy child, attainment, poverty
- Know your community – particularly important for children's centres – not operating in a bubble
- Have files up to date, signed, dated, evidence regular review and discussion incl SLA's, Safeguarding, consent
- "Inspection eye" every day at every staff,& management team and partnership meetings

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Inspire your staff

- Strong performance management
- Staff own and regularly input to SEF & building the evidence of impact and difference being made
- Staff understand & own an analytical action plan
- Strong culture of self reflection and improvement
- Strong culture of receiving and giving constructive criticism
- Strong culture of self and service improvement
- “Religious” about child and family first, joined up integrated outcomes focused work
- Strengths focused – build confident, accountable staff
- Leadership and ownership at every level

Seek, show & tell

- Know what best practice looks & feels like
- Seek out best practice
- Replicate & build on what works
- Know who and what your community is, needs and wants (esp CC's), who should be using your service not just who is- challenge for many early years providers & schools extended to CC's
- Search for ways to improve
- Avoid describing – "so what!" – be analytical – think outcomes and impact
- Approach SEF as friend – 19% 1:5 Early Years providers graded outstanding – completed active use of SEF

New context – Foundation Years - challenges

- Government stated commitment to early years – addressing inequality, narrowing the gap, stronger foundation for life and school, better parenting support, high quality childcare – F.Field, G.Allan
- Focus CC " decrease class based differences.."
- Challenge more targeted approach, no ring fencing of funding for CC's – presents risks - local priorities
- Review EYFS – awaiting outcome
- Reduction qualifications requirement – implications
- Reduction LA capacity to support quality development
- Crucial role effective performance management – robust self-evaluation – especially if a form of payment by results for CC's introduced
- Training, development & support on self-evaluation & effective performance management (Pen Green Research CC inspections)