

**EARLY YEARS PROVISION IMPROVEMENT STRATEGY**

**SOUTHAMPTON CITY COUNCIL**

**April 2013**

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## 1. VISION

- 1.1 All children in the City have access to high quality early years provision. This strategy, whilst outlining the Local Authority's statutory responsibilities, articulates our working partnership with providers to achieve our vision.
- 1.2 There is universal agreement that children deserve the best start in life. This includes access to high quality early years provision which is supportive and challenging of them and their families.
- 1.3 High quality provision can be defined as provision which achieves at least a 'good' judgement at Ofsted inspection.

## 2 CONTEXT

### Why is the quality of provision so important?

- 2.1 The Effective Provision of Pre School Education research project (Sylva, 2004) set the context for understanding the importance of quality in early years' settings and consequent increased benefits for young children.

All young children deserve the support of the best quality provision, but for some children this will be particularly important. There is a growing body of evidence showing the negative impact on children's life chances if they do not develop to their full potential in their earliest years, (Field, 2010, Allen, 2011). For society, the future costs across an individual's life course may be high as poor development in the early years can result in, for example, poor health outcomes, long term unemployment and continuing cycles of poverty and deprivation.

The experience of a high quality pre school can mitigate against this and have a significant impact on enhancing a child's abilities; we also know that the higher the quality of this provision, the longer it's impact can be seen on.. (any)... child's education trajectory' (Field, 2010).

The quality of provision is dependent on committed and well qualified staff. 'Babies and young children must have the very best early education and care. 'If those working with young children have the necessary skills, knowledge and understanding they have the potential to offer the formative experience all young children deserve' (Nutbrown, June 2012).

### Legislation

- 2.2 The Childcare Act 2006 placed new legal requirements on Local Authorities to ensure sufficient quality early years' provision that responds to needs and is adequately resourced.

#### Box 1: Childcare Act 2006

- Places a duty on local authorities to secure free early years provision for eligible children in their area, section 7.
- Gives local authorities the power to place conditions of funding on providers of childcare, section 9.
- Places a duty on local authorities to secure the provision of information, and training to childcare providers and childcare workers, section 13.

- 2.3 These requirements were reiterated in September 2012, in new statutory guidance for Local Authorities, 'Delivery of Free Early Education for Three and Four Year Olds and Securing Sufficient Childcare', when the Government set out its intention to hold Local Authorities responsible for ensuring:
- "All children are able to take up their entitlement to free early education in a high quality setting. Evidence shows that higher quality provision has greater developmental benefits for children particularly for the youngest children. The biggest single indicator of high quality provision is the qualification levels of staff in a setting."
- 2.4 Whilst access to high quality provision provides children with an excellent start in life, it is also a vehicle through which their wellbeing can be improved and inequalities between children can be reduced.
- 2.5 Therefore the partnerships developed with private and voluntary providers across the city are designed to ensure the delivery of the free entitlement to all our three and four year olds, as well as those most disadvantaged two year olds. Our aspiration is that all provision is provided through early years providers who deliver the full Early Years Foundation Stage and are registered as 'good' or 'outstanding' with Ofsted. The only exemption to this is where a school provides the early years provision as schools are exempt from separate early years registration with Ofsted.
- 2.6 Delivery against our vision is dependent on sufficient numbers of providers of early years' provision with the capacity and competence to secure Ofsted registration and achieve 'good' or 'outstanding' inspection judgements. To support the development of the market, access to high level information, advice and training is available.
- 2.7 Provider, who achieve and maintain high quality provision are included in the local authority Early Years Provider Register. Providers listed in the register are funded for each eligible three and four year old who takes up a place. This statutory entitlement is extended to the most disadvantaged two year olds from September 2013. Children's individual entitlement is to 570 hours of early education each year.

### **Local**

- 2.8 Southampton's under 5s population, in April 2012, stood at 16,322. Of these, 6,205 children were eligible for free early years' provision in 2012-2013. Year on year there has been a 7% increase in this cohort.
- 2.9 At the last count, December 2012, there were 122 providers of the entitlement to free early years' provision across the city. This comprises: 37 childminders, 37 private; 39 voluntary and 5 school or public sector providers.
- 2.10 Currently 78% of all provision in the City is judged as 'Good' or 'Outstanding' by Ofsted. Our commitment is to support and challenge all providers to acquire this judgement.
- 2.11 In addition to the external validation of Ofsted, there are locally developed quality criteria. The criteria were developed in partnership with our providers and supports providers in working towards and sustaining improvements which meet these Ofsted grades. Providers are supported to achieve minimum standards and beyond through an Early Years Support Team. The Early Years Support Team comprises multi disciplinary early years specialists.
- 2.12 Providers who wish to provide children in the city with access to early years' education funded through the local authority will also enter into a Nursery Education Providers Agreement. This agreement is signed annually and makes a number of demands on providers, see box 2.

### **Box 2: Extract from the Nursery Education Providers Agreement**

- Demonstrate a commitment to quality improvement in order to deliver the free entitlement and improve outcomes for young children.
- Complete, implement, evaluate and update an annual written development plan 'Setting Story' or an equivalent self assessment.
- Keep records of children's progress using 'Learning Stories in Southampton' or any other agreed alternative.
- Offer good quality, wide ranging activities and experiences which enable children to work towards the Early Learning Goals of the Early Years Foundation Stage (Childcare Act 2006).
- Undertake and sustain a Quality Assurance programme.
- Attain an Ofsted inspection result of at least satisfactory with the additional attainment of one or more of the eligibility criteria set out in the statutory guidance titled 'Statutory Guidance for Local Authorities on the Delivery of Free Early Education for Three and Four Year Olds and Securing Sufficient Childcare'.
- Ensure that all practitioners undertake 20 hours professional development per year.

## **3. EARLY YEARS WORKFORCE**

- 3.1 Early education has the biggest impact when it is of high quality, and the quality of the workforce is the most important factor in achieving this, see Appendix 1. To support the development of the market and the professional competence of practitioners in the field a programme of high quality continuous professional development is available to the workforce, see box 3.

### **Box 3: Continuous professional development**

- Subsidised Childminder Pre Registration courses.
- Subsidised Professional Development and Safeguarding programme.
- Bespoke training.
- Continuous Professional Development Fund to achieve qualifications.

- 3.2 Each provider is expected to have in place a Workforce Development Plan. The plan will identify training, based on the needs of staff identified through completion of the 'Setting Story', Ofsted inspection and outcomes of the Environmental Rating Scale.
- 3.3 All continuous professional development is provided through a highly experienced tutor base. Training provision is regularly quality assured. Whilst the recommendations of the Nutbrown Review, Foundations for Quality published in July 2012, is welcomed and supported in strengthening the workforce, current training is aligned with existing good practice standards and regulations.

## **4. THE IMPROVEMENT STRATEGY**

- 4.1 High quality provision is dependent on the implementation of a personalised improvement programme. Providers are encouraged to develop/adopt a suitable improvement programme that responds to their needs.

- 4.2 The Local Authority uses an improvement strategy based on a cycle of: Plan, Review, Do and Evaluate. This simple, but effective tool is accessible to all providers: private, voluntary and public sector, inclusive of childminders.
- 4.3 In working with providers the Local Authority first undertakes a base line review of provision, with the provider. This is to secure hard and soft data on the current performance of the provider. Once a base line of performance has been established and agreed with all parties, the provider is supported to develop a robust improvement plan. As the desire is for all providers to be 'Good' or 'Outstanding' improvement plans identify activity that enables this outcome.
- 4.4 The diversity of provision is greatest between childminders and group settings. Points 4.5 to 4.20 detail the different approach to working with these two types of provision.

### **Childminders**

- 4.5 Childminders are registered with Ofsted to look after one or more children under the age of eight to whom they are not related on domestic premises for reward and for a total of more than 2 hours in any day.
- 4.6 All childminders are supported. Childminders, working with the City's children included on the Early Years Provider Register are of the highest quality. To achieve this standing a Childminder will:
- Have been assessed by Ofsted as 'Good' or 'Outstanding'.
  - Be a member of the Children Come First (CFC) Accredited Network.
  - Have signed an agreement to meet the aims, policy and standards relating to the CFC Network.
  - Be regularly assessed by the Network Coordinator to ensure that they continue to meet the required CFC standards.
- 4.7 Childminders will require different levels of assistance to secure this standard. Therefore support through the National Childminding Association is available to work with individuals to develop their professional practice once they have acquired their registration with Ofsted. The Association also provides the Accredited Network for our highest quality childminders.
- 4.8 On the rare occasion a Childminder is not able to meet the minimum quality standards the National Childminding Association will recommend that the childminder be withdrawn from the Network and the Early Years Provider Register. Any proposed removal will be agreed with the Local Authority and will initiate additional support and improvement opportunities if the childminder wishes to work towards re inclusion on the Network.
- 4.9 A Childminder wishing to appeal against removal from the Early Years Provider Register can do so initially using the National Childminding Association appeals process.

### **Group settings**

- 4.10 Group settings provide early education on non domestic premises, this can range from a purpose built nursery or a church hall, for reward for more than 2 hours in any day.
- 4.11 The City's children attend a breadth of registered group settings, including privately run day nurseries, pre schools registered with the charity commission and maintained nurseries. Individual settings are supported at one of three levels: Light Touch; Medium and Intensive support. In the main collective agreement is reached on the level of support needed to ensure the quality of provision.

- 4.12 The level of support is dependent on a number of factors, but generally includes:
- The use of 'The Setting Story', see Appendix 2, assessment tool which contains automatic alerts. If one of these is triggered the setting will automatically move into intensive support.
  - The outcome of Ofsted inspections.
  - The outcome of the Environmental Rating Scale. All settings participate in the Environment Rating Scale Audits (see Appendix 3). These identify any gaps or areas for improvement and enable a setting, working alongside the Early Years Support Team, to produce their Improvement Plan and agree the level of support required.
- 4.13 The level of support provided to an individual setting can be changed at any time by agreement with the provision and the Early Years Support Team.

### **Levels of support**

- 4.14 Support for group settings is provided at 3 levels:
- Light touch support.
  - Medium support.
  - Intensive support.
- 4.15 The types of support provided at each level varies, see box 4.

#### **Box 4: Definition of levels and types of support.**

##### **Settings in receipt of light touch support:**

Will be supported in preparing an Improvement Plan and will have a minimum of three visits during a year from a member(s) of the Early Years Support Team.

Indicative criteria for light touch support: 'outstanding' Ofsted inspection judgement. Score of over 50% in Green section of The Setting Story.

##### **Settings in receipt of medium support:**

Will be supported in preparing an Improvement Plan which will identify how weaknesses are to be addressed. These settings will have a minimum of six targeted visits a year from the Early Years Support Team who will review progress against the Improvement Plan, which must contain specific targets for improvement with defined timescales.

Indicative criteria for medium support: 'good' Ofsted inspection judgement. Score of 50% or more in The Setting Story in Red and Amber.

##### **Settings in receipt of intensive support:**

Will have a high level of support from the Early Years Support Team in developing, implementing, and sustaining an Improvement Plan. This plan must have clear timescales and measurable targets. The Support Team and the setting will come to an agreed judgement about the areas to be addressed and will discuss and agree the support and challenge to be provided to the setting. A range of approaches, including visits/training/working alongside, will be used to develop practice and provision.

Indicative criteria for intensive support: 'inadequate' or 'satisfactory' Ofsted inspection judgement. Score of 50% or more in Red or automatic trigger in The Setting Story.

- 4.16 Similarly to childminders, there will be occasions when group settings, for a range of reasons, struggle to meet minimum standards for care and education. So that the development of our children is protected, where failure to meet minimum standards occur a range of action which drives settings to improve, with input from our Early Years Support Team, will be implemented.
- 4.17 An example of when failure to meet minimum standards occurs includes an 'Inadequate' or 'Satisfactory' Ofsted judgement. Settings in Southampton that are inspected by Ofsted and judged to be "Inadequate" or "Satisfactory" will receive a letter outlining the requirement to develop and implement an Improvement Plan within a specified timescale. The flow charts on pages 8 and 9 show this process.
- 4.18 Settings judged to be 'Inadequate' and who fail to significantly improve in accordance with the Improvement Plan targets and timescales agreed, will have their Nursery Education Funding withdrawn.
- 4.19 Settings judged to be 'Satisfactory' and who fail to evidence a commitment to improve quality through compliance with one or more of the 'additional eligibility criteria' as set out in the "Statutory Guidance for Local Authorities on the Delivery of Free Early Education for Three and Four Year Olds and Securing Sufficient Childcare" will have their Nursery Education Grant funding withdrawn.
- 4.20 To be included in the register, after exclusion, the provider will need to demonstrate improvement against the Improvement Plan in a timely manner. The provider will receive time limited support from the Early Years Support Team. Expectations will be outlined in writing, so that a provider has absolute clarity on the conditions for reengagement on the register.

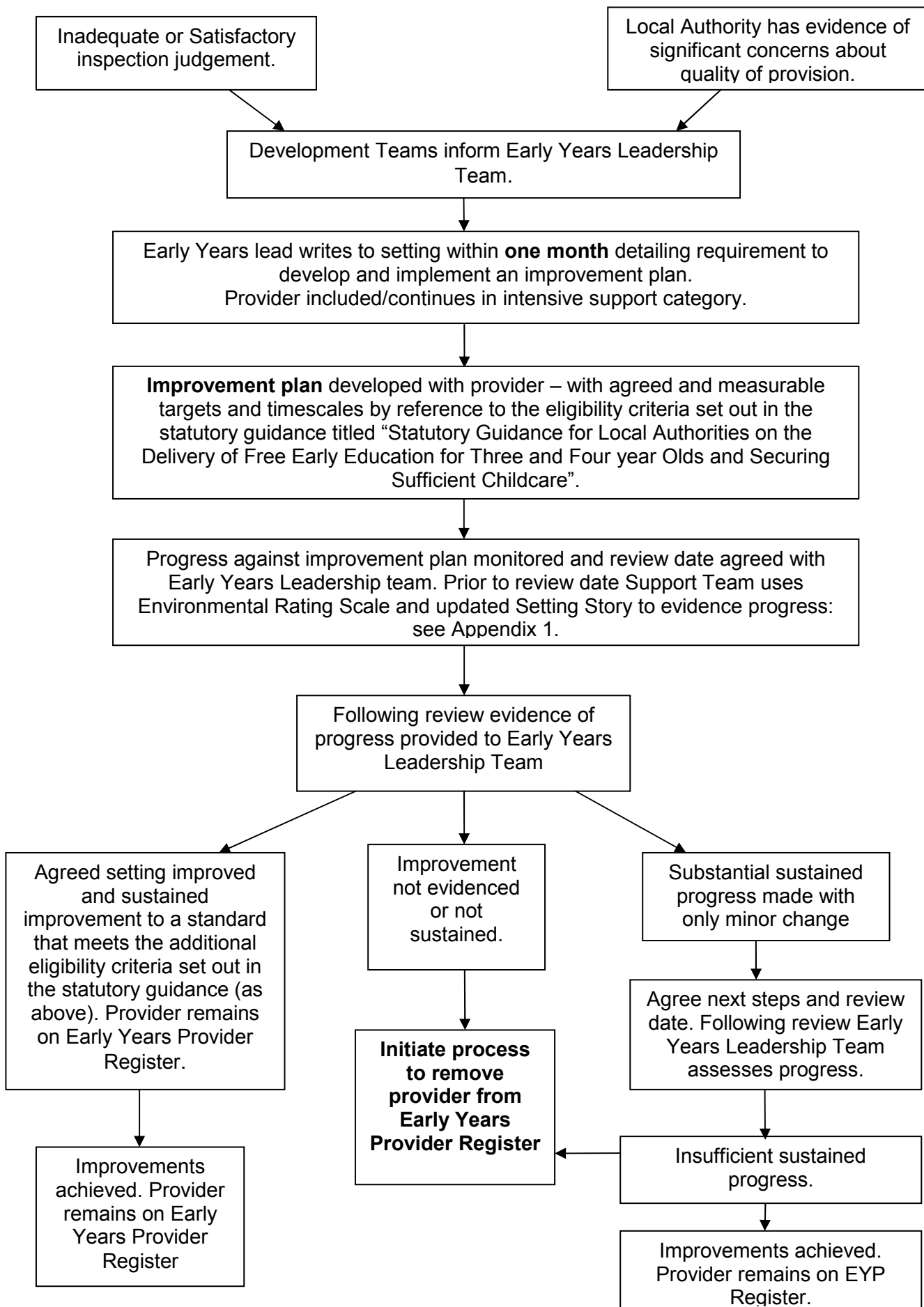
### **Early Years Support Team**

- 4.21 The Early Years Support Team will support the setting in evaluating its provision using an Environmental Rating Scale, see Appendix 3 in developing their Improvement Plan. The team will regularly review progress in implementing the Improvement Plan. Interim reviews against the plan will be held, as a minimum, once a term or three monthly (depending on the type of setting). A final review date will be agreed with the settings management and the Lead Practitioner. At final review the setting must be able to demonstrate that it:
- Can sustain the provision of a wide range of good quality experiences and positive interaction with children and families.
  - Has effective management and leadership in place.
  - Implements robust financial processes that adhere to our Audit procedures contained in the Early Years Funding agreement.
  - Has evidence of parental involvement and carries out and responds to consultation with parents.
  - Meets one or more of the additional eligibility criteria specified in The Statutory Guidance for Local Authorities on the Delivery of Free Early Education for Three and Four Year Olds and Securing Sufficient Childcare- September 2012.
- 4.22 Following completion of the Improvement Plan, the level of sustained improvement in the day to day practice in the setting will be jointly assessed by the setting and the Early Years Support Team, on an agreed date, using the relevant Environmental Rating Scale. The outcome of a re inspection by Ofsted during the improvement plan period will also be taken into account. However the Local Authority assessment and processes ( for example use of The Setting Story and Environmental Rating Scales) may override this if the Authority is satisfied that the setting can evidence that it is likely to significantly improve on re-inspection or can evidence significant commitment to improving the quality of provision by meeting one or more of the additional eligibility criteria .All assessments of improvement will include the capacity and competence of the leadership, management and governance arrangements.

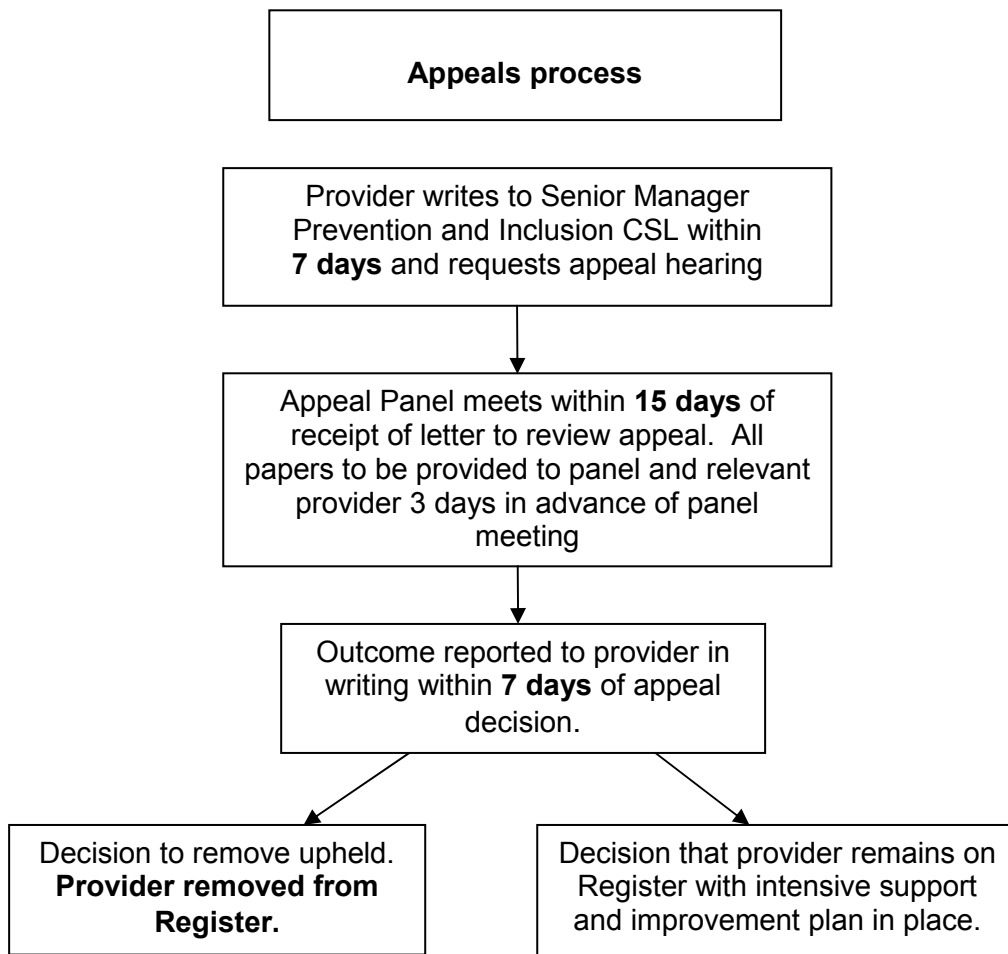
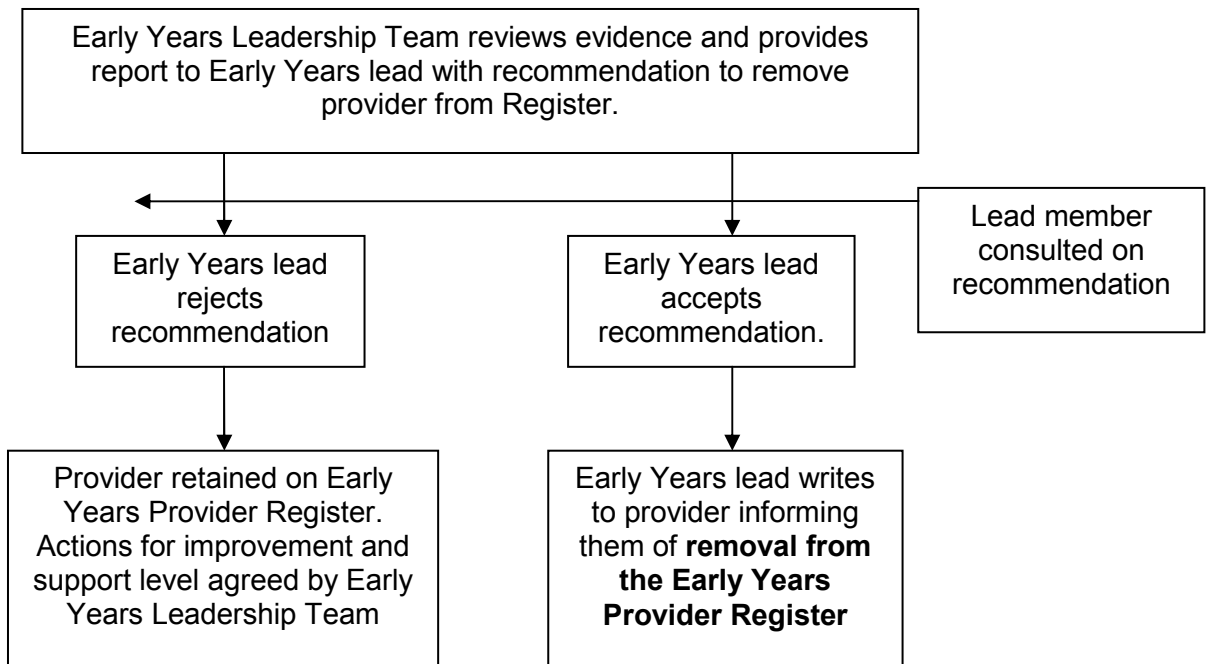


- 4.23 Failure to improve or sustain improvement within the agreed timescale will result in removal of Nursery Education Grant.
- 4.24 If a provider is being removed from the register they should not participate in a quality assurance scheme or offer student placements.

**5. Process for intervention with early years providers following a satisfactory or inadequate OFSTED judgement**



## 6. Process to remove provider from Early Years Provider Register



## References

Allen, Graham; *Early Intervention - The Next Steps; An independent report to Her Majesty's Government*; January 2011.

Field, Frank; *The Foundation Years: preventing poor children becoming poor adults The Report of the Independent Review on Poverty and Life Chances*. December 2010.

Sylva, K; *The Effective Provision of Pre School Education (EPPE) Project*. 2004

## Appendix 1

### Statutory Guidance for Local Authorities on the Delivery of Free Early Education for Three and Four Year Olds and Securing Sufficient Childcare: September 2012, extract from page 8:

“Local authorities **should**:

3.4 Not refuse free entitlement funding to providers who have not yet been inspected by Ofsted, where the local authority is satisfied that the provision is of sufficient quality.

3.5 Not fund providers rated ‘inadequate’ by Ofsted unless the local authority is satisfied that the setting is likely to improve significantly at re-inspection or within an agreed timescale.

3.6 Secure alternative provision, as soon as is practicable, for children who are already receiving their free entitlement at a provider when it is rated ‘inadequate’ by Ofsted, and where the local authority is not satisfied that the setting is likely to improve at re-inspection or within an agreed timescale.

3.7 Only fund providers rated ‘satisfactory’ if they can also evidence a commitment to improving the quality of their provision by meeting at least one of the following additional eligibility criteria:

- active participation in a quality improvement programme that the local authority considers appropriate;
- active participation in a peer-to-peer support network (including childminding networks) that the local authority considers appropriate;
- assessed as sufficiently high quality through a local authority quality assessment system;
- a level of workforce qualifications that indicate higher quality provision (for example, all staff having or actively working towards a level 3 qualification, or having a graduate leader).

3.8 Consider whether to require providers rated ‘satisfactory’ to meet more than one of the additional eligibility criteria in para 3.7, in order to raise the quality of provision in the area or if there is sufficient high quality provision already available.

3.9 Consider whether to require providers rated good to meet one or more of the above additional eligibility criteria in para 3.7 to promote further quality improvement in their area.

3.10 Fund providers rated ‘good’ or ‘outstanding’ by Ofsted to deliver free early education places for three and four year olds, unless the local authority has reason to believe that the quality of provision has deteriorated significantly since their last Ofsted inspection, or the provider has ceased to meet any eligibility criterion (as set out in para 3.9) that the local authority required it to meet.

3.11 Ensure that providers are aware of the quality criteria they have to meet in order to deliver free places to three and four year olds.

**3.12 Withdraw funding as soon as is practicable from providers who are not demonstrating the sufficient quality improvement required to deliver the free entitlement.”**

<http://www.education.gov.uk/childrenandyoungpeople/earlylearningandchildcare/delivery/Free%20Entitlement%20to%20Early%20Education/g00209650/code-of-practice-for-las>

## Appendix 2

## Early Years Foundation Stage Quality Improvement Classification

## The Setting Story

## General Information

<b>Setting Name:</b>	<b>Date Completed:</b>					
<b>Private</b> <input type="checkbox"/>	<b>Independent</b> <input type="checkbox"/>					
<b>Voluntary</b> <input type="checkbox"/>	<b>Local Authority</b> <input type="checkbox"/>					
<b>Name of Organisation/Registered Provider:</b>						
<b>Manager/Lead Practitioner/Owner/Childminder</b>						
<b>Setting Details</b>	<b>Contact Address (if different)</b>					
<b>Address:</b>						
<b>Telephone/Mobile:</b>						
<b>E-mail/Website:</b>						
<b>Registration Company Number (if applicable):</b>						
<b>Registration Charity Number (if applicable):</b>						
<b>Ofsted URN/DFES Number</b>						
<b>Previous Support Level (date):</b>						
<b>Approximate % availability of spaces:</b>						
<b>Locality/Children Centre area:</b>						
<b>Early Years Support Teacher Name:</b>						
<b>Development Worker Name:</b>						
<b>Are Conditions of Registration and Insurance Certificate displayed? Yes <input type="checkbox"/> No <input type="checkbox"/></b>						
<b>Opening Times:</b>		<b>Mon</b>	<b>Tue</b>	<b>Wed</b>	<b>Thur</b>	<b>Fri</b>
	<b>open</b>					
	<b>close</b>					

Children on roll Date:				Setting Age Range	
<2	2yrs	3yrs	4yrs	Youngest	Oldest

Total number of children with SEN	
Total number of children Early Years Action	
Total number of children Early Years Action Plus	
Total number of children with Inclusion Support Grant	
Total number of children with Local Support Package	
Total number of children with Statement/Requesting Statutory Assessment	
Total number of children with an SEN Funded Place if you are a SEN Funded Setting	
Total Number of 2 Year Olds Funded	
Total Number of Sure Care Places	
Total number of Children Looked After	
Total number of Children with a Pre-CAF	
Total number of children with a CAF	
Total number of children identified as CiN/Family of concern (Health Visiting definition)/Known to Social Care	
Total number of children with Child Protection Plan	

Settings Involvement	Comment
2 year old Funding Scheme/Community Placements	
Sure Care Placements	
ECaT Programme: Clubs attended? Audits returned?	
Social Care Placements	
Developmental Movement Play	
Inclusion Networks Attended	
Pre School Learning Alliance Committee Forums (if applicable)	
Quality Assurance (name):	
Healthy Early Years Award (HEYA)	
Southampton Music Service Project	
Attendance at Children Centre Multi Agency Forum	
Regular attendance at Lead Practitioner Meeting	

Notes

Date of Latest Ofsted Report											
Date of Last SEF Review											
Overall Effectiveness of the Early Years Provision			The Effectiveness of Leadership & Management of the Early Years Provision			The Quality of the Provision in the Early Years Foundation Stage			Outcomes for Children in the Early Years Foundation Stage		
Grade	OFSTED	SEF		OFSTED	SEF		OFSTED	SEF		OFSTED	SEF
How well does the setting meet the needs of the children in the EYFS?			How effectively is the EYFS led and managed?			The quality of the provision in the Early Years Foundation Stage			Outcomes of children in the Early Years Foundation Stage		
The capacity of the provision to maintain continuous improvement			The effectiveness of leadership & management in embedding ambition and driving improvement						The extent to which children achieve and enjoy their learning		
			The effectiveness with which the setting deploys resources						The extent to which children feel safe		
			The effectiveness with which the setting promotes equality and diversity						The extent to which children adopt healthy lifestyles		
			The effectiveness of safeguarding						The extent to which children make a positive contribution		
			The effectiveness of the setting's self-evaluation, including the steps taken						The extent to which children develop skills for the future		



	to promote improvement				
	The effectiveness of partnerships				
	The effectiveness of the setting's engagement with parents and carers				

**Key:    4 = Inadequate    3 = Satisfactory    2 = Good    1 = Outstanding**

**Classification Criteria**  
Please refer to supporting document for evidence

	Red		Amber		Green	
<i>Focus area:</i>	Quality criteria for settings needing Intensive Support.		Quality Criteria for settings needing Medium Support		Quality criteria for settings receiving Light Support	
<b>Ofsted</b> Completed by EYST/DW	Satisfactory Ofsted Grade	<input type="checkbox"/>	Good Ofsted Grade	<input type="checkbox"/>	Outstanding Ofsted Grade	<input type="checkbox"/>
<b>ECERS-R/etc</b> Completed by EYST/DW	Inadequate provision (1 or 2) in 4 or more items	<input type="checkbox"/>	Range of scores between 1 and 7.	<input type="checkbox"/>	All scores 5 or above	<input type="checkbox"/>
<b>Leadership and 3 Management</b> Completed by EYST/DW	New manager or key staff in previous 12 months	<input type="checkbox"/>	Manager and/or key staff in 2 <sup>nd</sup> year of role	<input type="checkbox"/>	Manager and key staff stable for 2 years or more	<input type="checkbox"/>
	SEF grade for Leadership is 3	<input type="checkbox"/>	SEF grade for Leadership is 2	<input type="checkbox"/>	SEF grade for Leadership is 1	<input type="checkbox"/>
	Ofsted judgement on Leadership is 3	<input type="checkbox"/>	Ofsted judgement on Leadership is 2	<input type="checkbox"/>	Ofsted judgement on Leadership is 1	<input type="checkbox"/>
	Manager is unaware of Whistle Blowing Procedures	<input type="checkbox"/>	Manager is aware of procedures for managing allegations.	<input type="checkbox"/>	Manager has attended training that includes managing allegations.	<input type="checkbox"/>
	Manager/CP Lead has not had higher level safeguarding training within the last 2 years	<input type="checkbox"/>	Manager/CP Lead has had higher level safeguarding training within the last 2 years	<input type="checkbox"/>	Manager/CP Lead has had higher level safeguarding training within the last 2 years and has attended extra safeguarding briefings/training	<input type="checkbox"/>
	High level of staff changes (50% or more)	<input type="checkbox"/>	Staff changes (25% to 49%)	<input type="checkbox"/>	Staffing has been stable for past 12 months (under 25%)	<input type="checkbox"/>
	Below mandatory requirements for staffing qualifications – no plans for development of qualification levels of workforce .	<input type="checkbox"/>	Qualifications meet requirement and plans in place for staff development	<input type="checkbox"/>	EY Graduate practitioners in place/ Practitioners with EYP status; Plans in place to extend qualifications of current workforce	<input type="checkbox"/>
	Managers are not implementing written appraisals and supervisions with all staff	<input type="checkbox"/>	Managers are implementing comprehensive appraisals and supervisions with SMART targets set and reviewed for all staff	<input type="checkbox"/>	Targets are linked to individuals CPD, setting's action plan and SEF	<input type="checkbox"/>

<b>Learning and Development</b> Completed by EYST/DW	Non compliance or inconsistent implementation of the EYFS	<input type="checkbox"/>	Consistent implementation of EYFS across the setting	<input type="checkbox"/>	Effective implementation of EYFS across the setting	<input type="checkbox"/>
	The Learning and Development requirements are not met	<input type="checkbox"/>	Meeting statutory requirements	<input type="checkbox"/>	Assessment at all ages is precise, sharply focused and includes all those involved in the child's learning	<input type="checkbox"/>
	Staff have little or no understanding of the ECM outcomes; SEF grade for ECM is 3	<input type="checkbox"/>	Staff have a satisfactory understanding of the ECM outcomes; SEF grade is 2	<input type="checkbox"/>	All staff have a good understanding of the ECM outcomes; SEF grade is 1	<input type="checkbox"/>
	Learning Stories being used inconsistently to monitor and promote children's progress	<input type="checkbox"/>	Learning Stories completed and being used effectively to monitor and track children's progress	<input type="checkbox"/>	Learning Stories are monitored and used to secure timely interventions and support, based on a comprehensive knowledge of the child and their family. Strategies to support children's next steps in Learning at home are shared with parents/carers.	<input type="checkbox"/>

<b>ECAT</b>	Inconsistent submission or completion of audits	<input type="checkbox"/>	Audits completed accurately and submitted on time.	<input type="checkbox"/>		<input type="checkbox"/>
	Little evidence of next steps incorporated into Learning Stories and planning	<input type="checkbox"/>	Evidence of next steps are incorporated into Learning Stories and planning	<input type="checkbox"/>	Managers, ECAT Lead, SENCO and Parents work collaboratively to plan next steps	<input type="checkbox"/>
	Little monitoring of audit and use of data	<input type="checkbox"/>	ECAT lead monitors completion of audit and use of data.	<input type="checkbox"/>	Managers, ECAT Lead and SENCO monitor audit to ensure consistency and accuracy across the setting	<input type="checkbox"/>
	Inconsistent attendance at ECAT Club and/or gap task not completed	<input type="checkbox"/>	ECAT clubs are attended and gap tasks completed consistently	<input type="checkbox"/>	All staff are involved in gap task and evidence of impact is apparent	<input type="checkbox"/>
	Little ECAT information is cascaded to setting staff and parents/carers	<input type="checkbox"/>	ECAT information is cascaded to setting staff and parents/carers	<input type="checkbox"/>	Evidence of ECAT initiatives involving parents/carers and setting	<input type="checkbox"/>

	Red		Amber		Green	
<i>Focus area:</i>	Quality criteria for settings needing Intensive Support.		Quality Criteria for settings needing Medium Support		Quality criteria for settings receiving Light Support	
<b>Parents Completed by EYST/DW</b>	Limited or no information exchanged with parent/carers	<input type="checkbox"/>	Basic information exchanged with parents/carers	<input type="checkbox"/>	All parents have access to a full range of information	<input type="checkbox"/>
	Minimal engagement with parents	<input type="checkbox"/>	Engagement with parents is satisfactory	<input type="checkbox"/>	Strong parental engagement with continuous improvement	<input type="checkbox"/>
	No variance in methods of communications with parents	<input type="checkbox"/>	Variety in methods of communication with parents	<input type="checkbox"/>	Effective communication used to inform, advise and engage parents	<input type="checkbox"/>
<b>Partnership Completed by EYST/DW</b>	Limited or no information exchanged with professionals	<input type="checkbox"/>	Basic information exchanged with professionals	<input type="checkbox"/>	All professionals have access to a full range of information	<input type="checkbox"/>
	Minimal engagement with professionals	<input type="checkbox"/>	Engagement with professionals satisfactory	<input type="checkbox"/>	Strong professional engagement with innovative practice	<input type="checkbox"/>
	No variance in methods of communications with professionals	<input type="checkbox"/>	Variety in methods of communication with professionals	<input type="checkbox"/>	Effective communication used to inform, advise and engage professionals	<input type="checkbox"/>
<b>Transition Completed by EYST/DW</b>	Limited or inconsistent information sent to next provision	<input type="checkbox"/>	All relevant Information sent to next provision	<input type="checkbox"/>	Comprehensive information is sent to next provision	<input type="checkbox"/>
	Limited liaison with next provision	<input type="checkbox"/>	Some liaison with next provision	<input type="checkbox"/>	Regular liaison with next provision and planned transition experiences for children	<input type="checkbox"/>
	Limited information shared with other provisions attended if applicable	<input type="checkbox"/>	System in place to share information with other provisions attended if applicable	<input type="checkbox"/>	Effective communication channels are established to engage partnership working	<input type="checkbox"/>
	Limited evidence of transition planning or record sharing with parents/carers	<input type="checkbox"/>	Transitions planning and record sharing with parents/ carers is in place	<input type="checkbox"/>	Parents and carers are fully involved within the transitions	<input type="checkbox"/>
<b>Sustainability &amp; Business Completed by DW</b>	No or unsatisfactory business plan in place	<input type="checkbox"/>	Satisfactory business plan in place	<input type="checkbox"/>	Business plan in place which is regularly reviewed monitored and updated.	<input type="checkbox"/>
	No or unsatisfactory 'cash flow' forecast in place	<input type="checkbox"/>	Satisfactory 'cash flow' forecast in place	<input type="checkbox"/>	'Cash flow' forecast in place and used and managed effectively	<input type="checkbox"/>
	Significant sustainability issues	<input type="checkbox"/>	Sustainability issues are being addressed	<input type="checkbox"/>	No issues of sustainability.	<input type="checkbox"/>
<b>Inclusion Completed</b>	Insufficient evidence of inclusive practice	<input type="checkbox"/>	Evidence of inclusive practice	<input type="checkbox"/>	Strong inclusive practice	<input type="checkbox"/>

by Area Senco	Vulnerable children are not identified or identified but not given targeted support	<input type="checkbox"/>	Vulnerable children are identified and supported effectively	<input type="checkbox"/>	Strategies/IEP's evident in planning and provision	<input type="checkbox"/>
	Limited attendance at CPD for SENCOs	<input type="checkbox"/>	Attendance at CPD has impact upon SEN practice	<input type="checkbox"/>	Attendance at CPD informs the review and evaluation of the SEN policy and provision	<input type="checkbox"/>
	Children at risk of low achievement not identified or not given targeted support	<input type="checkbox"/>	Children at risk of low achievement identified early and receive appropriate provision and target support as required	<input type="checkbox"/>		
	Limited regard to the SEN Code of Practice	<input type="checkbox"/>	There is regard to the SEN Code of Practice	<input type="checkbox"/>	SEN Code of Practice is fully implemented systematically monitored, evaluated & reviewed	<input type="checkbox"/>
<b>Continuous Professional Development</b> Completed by EYST/DW	Minimum requirements from LA [NEG agreement] are not met for CPD activity	<input type="checkbox"/>	Minimum requirements are met	<input type="checkbox"/>	Minimum requirements are exceeded	<input type="checkbox"/>
	No CPD plan linked to identify priorities of setting or linked to performance management	<input type="checkbox"/>	CPD plan linked to identified priorities and performance management with sound evidence of impact	<input type="checkbox"/>	Good evidence of impact of CPD undertaken and monitored by management	<input type="checkbox"/>
	No or limited attendance at external CPD events	<input type="checkbox"/>	Attendances at a range of CPD events	<input type="checkbox"/>	Attendance at a range of CPD events which links to identified priorities	<input type="checkbox"/>
	Satisfactory use of in-house training opportunities	<input type="checkbox"/>	In-house training opportunities are used well to meet the requirements of setting and workforce	<input type="checkbox"/>	Good evidence of impact of in-house training undertaken and monitored by management	<input type="checkbox"/>
	Child Protection/Safeguarding training for most staff in last 3 years	<input type="checkbox"/>	All staff have received CP/ Safeguarding training in the last 3 years	<input type="checkbox"/>	All staff have received CP/ Safeguarding training in the last 3 years plus additional Safeguarding training	<input type="checkbox"/>
			Currently undertaking QA Accreditation	<input type="checkbox"/>	Completed QA Accreditation	<input type="checkbox"/>
	Not completed or updated	<input type="checkbox"/>	Qualification audit tool is completed and regularly updated	<input type="checkbox"/>	A written copy of individual's CPD is kept in their personnel file	<input type="checkbox"/>

	Red		Amber		Green	
<i>Focus area:</i>	Quality criteria for settings needing Intensive Support.		Quality Criteria for settings needing Medium Support		Quality criteria for settings receiving Light Support	
<b>Safeguarding and Welfare</b> Completed by setting	Not all staff have an up to date understanding of Safeguarding and promoting children's welfare.	<input type="checkbox"/>	All practitioners have an up-to-date understanding of safeguarding children issues.	<input type="checkbox"/>	All practitioners have an up-to-date understanding of safeguarding children issues and are able to implement the safeguarding children policy and procedure appropriately with continuous improvement.	<input type="checkbox"/>
	No clear complaints procedures/log	<input type="checkbox"/>	There is an up to date complaints procedure displayed.	<input type="checkbox"/>	The complaints procedure is displayed clearly, is current and reviewed regularly and known to parents, including how to complain to OfSTED.	<input type="checkbox"/>
	Outings are a concern: i.e no written permission from parents, inadequate risk assessments	<input type="checkbox"/>	Risk assessments and ratios are satisfactory for outings.	<input type="checkbox"/>	Outings are carefully planned and there are written risk assessments in place.	<input type="checkbox"/>
	Concern about procedures for medicines or illness ie. Administering non prescribed medication	<input type="checkbox"/>	Clear procedures for administering medicines and excluding sick children are in place. including written consent forms	<input type="checkbox"/>	Effective implementation of the policy on administration of medicines and illness. Only named suitable staff administer medicines and exclusions are displayed for staff to see	<input type="checkbox"/>
	No First Aid trained person on site/outings at all times	<input type="checkbox"/>	Paediatric First Aid trained person in setting at all times	<input type="checkbox"/>	Majority of staff are paediatric first aid trained and there is someone always on site with full first aid at work.	<input type="checkbox"/>
	There are concerns about the food and drinks provided. Fresh drinking water is not readily available at all times. Those responsible for preparation and handling food are not competent to do so.	<input type="checkbox"/>	Meals, snacks and drinks are healthy, balanced, nutritious and varied. Fresh drinking water is readily available at all times.	<input type="checkbox"/>	Children and parents contribute to menus. Setting undertaking or completed H.E.Y.A.	<input type="checkbox"/>
	An Ofsted action regarding	<input type="checkbox"/>	No Ofsted welfare	<input type="checkbox"/>		

	welfare in the last twelve months which has been addressed but not yet imbedded into practice.		actions		
	Visitor book inconsistently completed	<input type="checkbox"/>	Visitors register is completed including date, time and contact details. System to verify the identity of visitors – badge ID requested and recorded	<input type="checkbox"/>	Visitor's badge given and worn <input type="checkbox"/>
	Not registered with Local Authority Environmental Health Department	<input type="checkbox"/>	Registered with Environmental Health and all practitioners have Food Hygiene	<input type="checkbox"/>	<input type="checkbox"/>
Suitable People	Limited or inconsistent induction procedures	<input type="checkbox"/>	There is a clear induction process. New staff are monitored appropriately	<input type="checkbox"/>	All new staff are monitored appropriately and allocated a mentor. Staff 1:1s are increased during the probationary period. <input type="checkbox"/>
	Staff often start work before all checks are completed.	<input type="checkbox"/>	Occasionally staff commence work prior to receiving a clear CRB but are always supervised appropriately with no lapses.	<input type="checkbox"/>	All references and checks are done prior to commencing work Portable CRB;s are never used <input type="checkbox"/>
	EY2s or enhanced CRBs are not in place for all relevant people.	<input type="checkbox"/>	EY2s and enhanced CRBs are completed appropriately and in place for all relevant people	<input type="checkbox"/>	EY2s, enhanced CRBs and EY3s are completed and in place for all relevant people. Processes for renewal and storage of information meets requirements. <input type="checkbox"/>
	Lead Practitioner and Deputy are often not on site	<input type="checkbox"/>	Lead Practitioner, competent Deputy or competent room leader are on site but not always with the children.	<input type="checkbox"/>	Lead practitioner or competent deputy are on site and working with the children. <input type="checkbox"/>
	Ratios have been a concern in the last twelve months.	<input type="checkbox"/>	Ratios meet legal requirement.	<input type="checkbox"/>	Ratios consistently exceed legal requirement. <input type="checkbox"/>
	An Ofsted 'Suitable Person' action identified in the past twelve months – which has been addressed but not yet imbedded into practice.	<input type="checkbox"/>	No outstanding Ofsted actions regarding 'Suitable People'	<input type="checkbox"/>	

	Red		Amber		Green	
<i>Focus area:</i>	Quality criteria for settings needing Intensive Support.		Quality Criteria for settings needing Medium Support		Quality criteria for settings receiving Light Support	
	Not all staff and committee members are aware of their roles and responsibilities.	<input type="checkbox"/>	All staff/committee/volunteers are aware of their roles and responsibilities.	<input type="checkbox"/>	All staff/committee/volunteers have a clear understanding of their roles and responsibilities and consistently apply them.	<input type="checkbox"/>
	Inconsistencies in the recruitment process.	<input type="checkbox"/>	Recruitment procedures are thorough	<input type="checkbox"/>	Manager and committee on recruitment panel have undergone Safer Recruitment Training	<input type="checkbox"/>
	Infrequent 1:1 supervisions that includes Safeguarding.	<input type="checkbox"/>	Half Termly 1:1 supervisions that includes Safeguarding	<input type="checkbox"/>	Monthly 1:1 supervisions that includes Safeguarding	<input type="checkbox"/>

Suitable premises, environment & equipment	A full risk assessment has not been completed in the past twelve months	<input type="checkbox"/>	A full written Risk assessment is in place and reviewed annually. Action taken to rectify identified issues within appropriate time scales	<input type="checkbox"/>	A full written Risk assessment is in place and reviewed each term, and more regularly if required. Actions taken to reduce any identified risks within realistic time scales.	<input type="checkbox"/>
	No fire drills have been practised	<input type="checkbox"/>	Fire drills are practised by all children and staff termly.	<input type="checkbox"/>	Fire drills are practised more than once per term using all exits and recorded in fire log. Fire training undertaken	<input type="checkbox"/>
	There are some cleanliness concerns that have been identified	<input type="checkbox"/>	Cleanliness is good.	<input type="checkbox"/>	Clear cleaning routine for the premises –inside and out and all resources and equipment. A designated place of safety is agreed	<input type="checkbox"/>

	There has been an Ofsted suitable premises action identified in the past twelve months and/or previous concerns have not been addressed.	<input type="checkbox"/>	No outstanding suitable premises, environment and equipment Ofsted actions	<input type="checkbox"/>		
	Concerns about the safety and security of the premises either indoor or outdoor.	<input type="checkbox"/>	Premises are safe and secure. Both indoor and outdoor.	<input type="checkbox"/>	The premises are safe and secure both indoor and outdoor with additional measures in place and there is effective management and reviewing.	<input type="checkbox"/>
	Not informing Ofsted about	<input type="checkbox"/>	Ofsted are informed	<input type="checkbox"/>		



	any notifiable changes, ie. to premises or effecting operations.		when there any notifiable changes			
Organisation	Inconsistent approach from Key Persons.	<input type="checkbox"/>	All children have a consistent key person who is clearly known to them.	<input type="checkbox"/>	There is evidence that key persons help children form secure emotional attachments and provide a strong base that promotes each child's well being and independence	<input type="checkbox"/>
	Children's next steps are not planned.	<input type="checkbox"/>	Children's next steps are planned and shared with parents.	<input type="checkbox"/>	Comprehensive next steps planned for each child using all available observations and evidence. E.g. Learning Stories, ECAT audit etc and shared with individual child	<input type="checkbox"/>
	There is little or no variety of resources and activities offered to the children both outside and inside	<input type="checkbox"/>	There is a variety of resources and activities offered to the children both outside and inside	<input type="checkbox"/>	There is a well balanced variety of resources and planned activities offered to the children both inside and out throughout each term	<input type="checkbox"/>
Documentation	The policies and procedures do not meet the requirement for the safe and effective management of the setting. Policies have not been reviewed within the past twelve months and/ or some concerns about policies, registers, or paperwork from staff, PDW or Ofsted with in the past twelve months	<input type="checkbox"/>	The policies and procedures meet the requirement for the safe and effective management of the setting. All policies have been reviewed in the past twelve months and amended as required.	<input type="checkbox"/>	All staff, parents and management committee are involved with amending/ updating policies and procedures and are reviewed and amended in line with any new legislation and current best practice.	<input type="checkbox"/>
	No certificates displayed and parents have no access to policies.	<input type="checkbox"/>	Certificates are displayed and parents have access to policies.	<input type="checkbox"/>	All certificates are displayed clearly for parents, staff and visitors. Parents are given copies of policies.	<input type="checkbox"/>
	Incomplete details and registers of children.	<input type="checkbox"/>	Details and Registers of children are clear and completed	<input type="checkbox"/>	Details and Registers of children are clear, completed, well organised and appropriately accessible.	<input type="checkbox"/>
ECERS-R and ITERS-R Personal Care Routines	Scores for Personal Care Routines are below minimal in more than one item.	<input type="checkbox"/>	Scores for Personal Care Routines are good, with no more than 1 item score below 5	<input type="checkbox"/>	Scores for Personal Care Routines are all 5 or above.	<input type="checkbox"/>

	Red		Amber		Green
<i>Focus area:</i>	Quality criteria for settings needing Intensive Support.		Quality Criteria for settings needing Medium Support		Quality criteria for settings receiving Light Support

<b>Automatic alerts to support level:</b> Completed by EYST/DW  <b>ANY</b> of these statements automatically determine the level of support	Inadequate Ofsted or lower OfSTED grade than previously.	<input type="checkbox"/>						
	No SEF or evidence of reflective practice reviewed in last 12 months	<input type="checkbox"/>						
	Unforeseen circumstances indicate potential closure	<input type="checkbox"/>						
	New Registration	<input type="checkbox"/>						
	Failure to engage with LA support	<input type="checkbox"/>						
	Major building works or re-location	<input type="checkbox"/>						
	No 'Whistle-blowing' policy or procedures	<input type="checkbox"/>						
	No phone, social networking and camera policy	<input type="checkbox"/>						
	No Safeguarding Lead Officer or inadequate practice.					Name of Lead Officer:		
	No SENCO or inadequate SEN practice	<input type="checkbox"/>						
Red alert in Leadership and Management, Safeguarding and Welfare, Learning and Development	<input type="checkbox"/>							
No identified lead for ECAT or inadequate engagement								
<b>Formula for support level</b>	Setting requesting intensive support and can evidence justification	<input type="checkbox"/>	Setting requesting Medium Support and can evidence justification	<input type="checkbox"/>	Light Support <input type="checkbox"/>			

**If less than 50% over all criteria boxes, the support level will be at the discretion of the EY Support Team in relationship to evidence provided.**

Provisional overall support allocation	Total no. indicators	Agreed level of support
Light (Green)		
Medium (Amber)		
Intensive (Red)		

Allocation of Support to include (Specific)	Action	Responsibility

Completed by: \_\_\_\_\_

Date: \_\_\_\_\_

Team Manager: \_\_\_\_\_

Date: \_\_\_\_\_

For office use only	
Confirmed Categorisation:	
Letter sent:	
Responses/Conclusion:	



### **Appendix 3: Environmental Rating Scales**

There are three scales used in Southampton.

#### **The Early Years Environmental Rating Scale (ECERS-R)**

ECERS-R is an internationally used scale which identifies, in an objective way, the quality of any early years setting. There are seven sub scales (with 49 items) rated at inadequate, minimal, good and excellent and provides a score for each item. Early years settings should aim to score 'good' across all seven sub scales with an aspiration to become 'excellent'. In this way settings will achieve a standard of provision which greatly exceeds the minimum standards inspected by OfSTED.

#### **The Infant and Toddler Environment Rating Scale (ITERS)**

This is a similar tool and used by settings working with children under 3.

#### **The Family Child Care Rating Scale (FCCRS)**

This may be used instead in Day Care or Childminder settings.