**Early Years Inspection Handbook, August 2015**

*Ofsted grade descriptors for achieving*

*a ‘Good’ inspection outcome*

***Grade descriptors for the effectiveness of leadership and management***

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| **Good (2)**   * Leaders and managers are ambitious and communicate high expectations to all. Self-evaluation is accurate and includes the views of parents, staff and children. Actions taken by leaders to improve the quality of provision, as required by the Early Years Foundation Stage, are carefully planned, concerted and effective. * An effective and well-established programme of professional development helps practitioners to improve their knowledge, understanding and practice. Through effective systems for supervision and performance management, practitioners are monitored regularly and under-performance is tackled swiftly. As a result, teaching is consistently strong or improving steadily. * Leaders ensure that the curriculum provides a broad range of interesting and demanding experiences that help children to make progress towards reaching the early learning goals. As a result, children are well prepared to move on, including, where appropriate, to school. * Monitoring ensures that individual children or groups of children who have identified needs are targeted and appropriate interventions are secured so that children receive the support they need, including through effective partnerships with external agencies and other providers. * Relationships between staff provide a good model from which children learn about how to behave towards others. Leaders have high expectations for consistently good behaviour. * Additional funding for disadvantaged children is used effectively to narrow gaps in outcomes. Partnerships with local providers are leading to improvements in provision and outcomes for children in the setting. * Leaders and managers actively promote equality, diversity and British values through all policies and practice. They tackle instances of discrimination effectively. * Safeguarding is effective and the setting meets statutory welfare requirements. The provider ensures that staff have a good understanding of how to manage, and minimise, risks for children without limiting opportunities for their development. Safeguarding and child protection policies and procedures, including safer recruitment, are implemented consistently; practice is reviewed regularly and clearly evaluated. |

**Grade descriptors for teaching, learning and assessment**

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| **Good (2)**  Practitioners have high expectations of all children based on accurate assessment of children’s skills, knowledge and understanding when they join the setting.  The quality of teaching is consistently strong. Practitioners have a secure knowledge and understanding of how to promote the learning and development of young children and what they can achieve.  Practitioners make regular and precise assessments of children’s learning that they use effectively to plan suitably challenging activities. They observe carefully, question skilfully and listen perceptively to children during activities in order to re-shape activities and give children explanations that improve their learning.  Practitioners teach the basics well and support children to learn the communication and language skills and develop the physical, personal, social and emotional skills they need for the next steps in their learning. Where appropriate, early literacy skills and mathematical development are promoted effectively to ensure that children are ready for school.  The key person system works effectively to engage parents, including those who may be more reluctant to contribute, in their children’s learning. Parents contribute to initial assessments of children’s starting points on entry and they are kept well informed about their children’s progress. Parents are encouraged to support and share information about their children’s learning and development at home.  Practitioners provide a wide range of opportunities for children to learn about people and communities beyond their immediate experience. Resources and activities reflect and value the diversity of children’s backgrounds and experiences. |

**Grade descriptors for personal development, behaviour and welfare**

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| **Good (2)**   * Practitioners provide a stimulating, welcoming environment, both indoors and out, that keeps children motivated and interested in a broad range of activities. Children are keen learners who regularly display the characteristics of effective learning. They listen carefully to adults and each other. * A well-established key person system helps children form secure attachments and promotes their well-being and independence. Relationships between staff and babies are sensitive, stimulating and responsive. * Practitioners adhere consistently to agreed strategies to promote good behaviour and regular attendance. They provide clear guidance for children about what is and is not acceptable behaviour. * Practitioners help children to become independent in managing their own personal needs. * Key persons ensure children are emotionally well prepared for the next stages in their learning. * Children’s good behaviour shows that they feel safe. They gain an understanding of risk through activities that encourage them to explore their environment. * Practitioners give clear messages to children about why it is important to have a healthy diet and the need for physical exercise while providing these things within the setting. * Children are learning to respect and celebrate each other’s differences. They develop an understanding of diversity beyond their immediate family experience through a range of activities that teach them effectively about people in the wider world. |

**Grade descriptors for outcomes for children**

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| **Good (2)**   * Children make at least typical progress and most children make progress that is better than typical from their starting points. This includes disabled children, those who have special educational needs, those for whom the setting receives additional funding and the most able. * Where children’s starting points are below those of other children of their age, assessment shows they are improving consistently over a sustained period and the gap is closing. Any gaps between the attainment of groups, including those for whom the setting receives additional funding, are closing. * Children are working comfortably within the range of development typical for their age, taking account of any whose starting points are higher or any disabled children and those with special educational needs. * Children develop the key skills needed for the next steps in their learning, including, where appropriate, for starting school. |

**Grade descriptors for overall effectiveness**

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| **Good (2)**   * The quality of teaching, learning and assessment is at least good. * All other key judgements are likely to be good or outstanding. In exceptional circumstances, one of the key judgement areas may require improvement as long as there is convincing evidence that it is improving rapidly and securely towards good. * Safeguarding is effective. |

*Taken from ‘Early Years Inspection Handbook’ August 2015 no. 150068. Please refer to the full document on* [*www.gov.uk*](http://www.gov.uk) *for further support and information on the inspection process.*