

# Education, Children and Families Committee Sub-Committee on Standards for Children and Families

**2:30pm, Monday, 8 September 2014**

## **Early Years Inspection Feedback**

### **Outcomes from Education Scotland inspections and Care Inspectorate inspections and centre's own self evaluation June 2013 – June 2014**

<b>Item number</b>	7.1
<b>Report number</b>	
<b>Executive/routine</b>	
<b>Wards</b>	All

#### **Executive summary**

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The purpose of the report is to provide the joint standards sub-committee with an analysis of the significant outcomes from inspections from Education Scotland and Care Inspectorate for early years during the period June 2013 – June 2014. This includes inspections from Education Scotland and the Care Inspectorate published for nursery schools and early years centres, partner provider centres and primary schools with nursery classes.

The report also provides information through centres own self evaluation received by July 2014 on the quality of the learner's experiences and meeting learner's need during the same period

#### **Links**

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<b>Coalition pledges</b>	PO5
<b>Council outcomes</b>	CO2
<b>Single Outcome Agreement</b>	SO3

## Early Years Inspection Feedback

### Outcomes from Education Scotland inspections and Care Inspectorate inspections and centre's own self evaluation June 2013 – June 2014

#### Recommendations

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The Sub-committee is recommended to:

- 1.1 note the high number of strengths identified through Education Scotland and Care Inspectorate inspections;
- 1.2 note that steps will be taken to address the identified areas for development;
- 1.3 agree to accept further monitoring reports on progress.

#### Background

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- 2.1 An analysis of the outcomes of inspections from Education Scotland, Care Inspectorate and centres' own self evaluation were used to inform the authority and the sub-committee of the significant strengths and areas for development in early years education.

#### Main report

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##### Programme of inspections

- 3.1 From 2013 – 2014 Education Scotland carried out inspections in six partner providers and one early years centre. Eight nursery classes were inspected as part of the programme of inspections for primary schools. This included one follow through inspection.
- 3.2 Inspections from Education Scotland focus on answering three key questions:
  - How well do young children learn and achieve?  
Quality indicators 1.1 Improvements in performance and 2.1 Children's experiences
  - How well does the school support young children to develop and learn?  
Quality Indicators 5.1 Curriculum and 5.3 Meeting Children's Needs

- How does the school / centre improve the quality of its work?

#### Quality Indicator 5.9 Self Evaluation

- 3.3 Based on 14 inspections for Education Scotland the following grades (56) were applied overall.

Excellent	Very good	Good	Satisfactory	Weak	Unsatisfactory
6	12	15	13	10	0
11%	21%	27%	23%	18%	

#### Sector specific evaluations:

##### Partner Providers: six inspections

Excellent	Very good	Good	Satisfactory	Weak	Unsatisfactory
0	3	7	10	10	0
	10%	23%	33%	33%	

##### Local Authority Nursery Classes: seven inspections

Excellent	Very good	Good	Satisfactory	Weak	Unsatisfactory
1	9	8	3	0	0
5%	43%	38%	14%		

##### Local authority – Early Years Centre – one inspection

Excellent	Very good	Good	Satisfactory	Weak	Unsatisfactory
5					
100%					

- 3.4 Grades of satisfactory or above are deemed to be positive inspections. 81% of establishments achieved positive inspections.
- 3.5 Three centres did not receive a positive inspection. Of these the Council has not renewed partnership with two centres and one centre will receive a follow through inspection from Education Scotland in December. We anticipate that this will be a positive inspection.
- 3.6 Overall the significant strengths from Education Scotland inspections were noted as:
- Enthusiastic, motivated children who are eager to learn
  - The strong welcoming ethos of the establishments

- Other strengths noted include high quality learning experiences both indoors and outdoors and the effective leadership of senior staff

3.7 The significant areas for development were identified as:

- The need to further develop aspects of curriculum for excellence in line with national guidance
- Increase pace and challenge to raise attainment
- Improve approaches to self-evaluation to ensure a positive impact on children's learning

3.8 All early years establishments are required to submit their own evaluations for Quality Indicators (QIs) as part of their standards and quality and improvement plan. Evaluation of QIs 2.1 and 5.3 submitted by 18<sup>th</sup> August are included in this report 100 centres submitted evaluations of QIs 2.1 and 5.3 Evaluations for these quality indicators for nursery classes are included with the school's attainment report and are submitted at the end of September 2013.

Quality Indicator 2.1 – Children's experiences

Excellent	Very Good	Good	Satisfactory	Weak	Unsatisfactory
13%	60%	24%	3%	0	0

Quality Indicator 5.3 Meeting Learning Needs

Excellent	Very Good	Good	Satisfactory	Weak	Unsatisfactory
12%	54%	29%	5%	0	0

3.9 Care Inspectorate inspections for the period: July 2013 – March 2014. Inspections from Care Inspectorate review four main themes:

- Quality of Care and Support
- Quality of Environment
- Quality of Staffing
- Quality of Management and Leadership

3.10 Overall grades for 22 inspections

Quality of Care and Support

Excellent	Very Good	Good	Adequate	Weak	Unsatisfactory
27%	50%	18%	5%	0	0

Quality of environment

Excellent	Very Good	Good	Adequate	Weak	Unsatisfactory
9%	68%	23%	0	0	0

Quality of Staffing

Excellent	Very Good	Good	Adequate	Weak	Unsatisfactory
23%	59%	14%	4%	0	0

Quality of management and leadership

Excellent	Very Good	Good	Adequate	Weak	Unsatisfactory
18%	54%	23%	4%	0	0

3.11 Grades for Under 3s based on 55 inspections

Quality of Care and Support

Excellent	Very Good	Good	Adequate	Weak	Unsatisfactory
14%	45%	33%	4%	4%	0

Quality of Environment

Excellent	Very Good	Good	Adequate	Weak	Unsatisfactory
11%	42%	38%	5%	4%	0

Quality of Staffing

Excellent	Very Good	Good	Adequate	Weak	Unsatisfactory
14%	56%	24%	4%	2%	0

Quality of management and leadership

Excellent	Very Good	Good	Adequate	Weak	Unsatisfactory
13%	40%	38%	5%	4%	0

### **Support to establishments:**

- 3.12 An annual programme of support and challenge from Quality Improvement Officers (QIOs) continues to be the main focus of interaction for all establishments. This includes support prior to and following inspections. The QIO works with staff to support areas for improvement identified through the inspection process and continue to provide support and resources to progress the action plan. A small team of peripatetic teachers can provide additional support as directed by the QIOs.

### **Continuing Professional Development**

- 3.13 A comprehensive programme of continuing professional development (CPD) is offered to support all aspects of curriculum development and key aspects of management and leadership.
- 3.14 The annual early years conference is firmly established as a major focus for national and local priorities. This event is well attended and positively valued.
- 3.15 Opportunities for sharing practice are provided through the annual early years Success in the City Roadshow. A range of initiatives and priorities are showcased to facilitate joint practice development across the city.
- 3.16 A support network for newly appointed nursery teachers continues to offer a range of opportunities to share best practice and engage in discussion around key aspects of early learning and childcare.

### **Consultation / engagement and information sharing**

- 3.17 A series of consultation and engagement events 'Leading and Sharing the Agenda' are offered throughout the year for leaders and practitioners to provide opportunities to share the vision of the early years strategy and the national Early Years Collaborative.
- 3.18 An early years blog address has been set up to enable easier access to a range of curriculum support materials and presentations. This has received positive feedback from staff.
- 3.19 An early years newsletter is distributed termly to ensure that staff are kept well informed of progress and developments with key issues especially around the implementation of 600 hours

### **Resources**

- 3.20 A comprehensive range of resources supporting all areas of the curriculum can be accessed from our Information and Learning department. This facility is well used by both partner providers and local authority settings.

- 3.21 Curriculum support materials have recently been provided to support development of literacy, mathematics and numeracy and science.
- 3.22 New resources funded by the National Youth Music initiative are currently being developed in collaboration with the Arts and Learning team to support mathematics and health wellbeing through music.

### **Support for children under 3**

#### **Early Learning and Childcare for Eligible 2 year Olds**

- 3.23 Following the introduction of the Children and Young Peoples (Scotland) Act 2014, which has introduced new entitlements for early learning and childcare, The City of Edinburgh Council has a number of establishments now offering funded Early Learning and Childcare to a group of 2 year old children. Children will be eligible from the term after their 2<sup>nd</sup> birthday should their circumstances meet the criteria stated in the Act. These places will be available in existing City of Edinburgh Council establishments, with ongoing plans to develop the council's estate, including community centres, to extend this provision across the city in the future.

#### **An Early Years Centres Quality Assurance Group**

- 3.24 An Early Years Centres Quality Assurance Group has been set up to support the introduction and implementation of a quality assurance process for all Early Years Centres. A Pre Birth to Three Self Evaluation Toolkit and Guidance has been developed and now all EYCs should be using this document. A Pre Birth to Three section is now included in the SQIP document and a group has been set up to look at 0-3's information included in the SQIP. The next stage will involve a programme of support visits being carried out to all centres by members of the group.

#### **Future Action**

- 3.25 The support and challenge programme from QIOs will continue on a proportionate basis and respond to National developments and identified areas for improvement from inspections.

Additional support will be provided to support the 'increased expectations' for effective implementation of Curriculum for Excellence with particular focus on QIs 5.1 Curriculum and 5.9 Self Evaluation.

## Measures of success

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- 4.1 The number of positive inspection reports from Education Scotland achieving grades of good or above.
- 4.2 The number of positive inspections from Care Inspectorate with grades good or above.

## Financial impact

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- 5.1 Additional revenue funding to the Council has been confirmed to accommodate the extended entitlement to early learning and childcare for eligible two year olds and additional hours for three to five year old children.

## Risk, policy, compliance and governance impact

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- 6.1 The recommendations in this report do not impact on an existing policy of the Council and there are no health and safety, governance, compliance or regulatory implications that elected members need to take into account when reaching their decision.

## Equalities impact

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- 7.1 This report covers outcomes for all children in early years establishments. Progress of children by gender, ethnicity and those with additional needs is a key part of learning and teaching

## Sustainability impact

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- 8.1 There are no adverse economic, social or environmental impacts resulting from these areas of activity.

## Consultation and engagement

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- 9.1 All early years establishments are required to submit their own evaluations as part of their annual standards, quality and improvement plan. Reports submitted by the 18<sup>th</sup> August 2014 contribute to this report alongside validation activities carried out by the quality improvement officer, reports from education Scotland and the Care Inspectorate.



## Background reading/external references

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- Early Years Framework, Scottish Government and COSLA, December 2008
- Early Year Strategy, Edinburgh Council 2010
- Children and Young People's Act (Scotland) 2014

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## Links

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<b>Coalition pledges</b>	PO5 – Seek to ensure smooth introduction of the Curriculum for Excellence and that management structures within our schools support the new curriculum.
<b>Council outcomes</b>	CO2 – Our children and young people are successful learners, confident individuals and responsible citizens making a positive contribution to their communities.
<b>Single Outcome Agreement</b>	SO3 – Edinburgh's children and young people enjoy their childhood and fulfil their potential.
<b>Appendices</b>	<ol style="list-style-type: none"><li>1. Education Scotland Inspection grades</li><li>2. Care Inspectorate inspection grades</li></ol>