

Quality Improvement, Support and Intervention Framework

For Oldham’s Early Years Education Provision

September 2018



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1. Introduction

Oldham’s approach and commitment to high quality standards in early education is outlined in the Early Education Improvement Strategy. It is a key element of the interim Education and School Improvement Strategy.

Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Therefore, our aim is to ensure that all children receive their early years’ experience in a high quality good or outstanding provision.

Whilst EYs settings’ are ultimately responsible for their own improvement, The Childcare Act (2006) requires local authorities (LAs) to improve the outcomes of all children under 5 and reduce inequalities. Therefore, Oldham’s Learning Service work in partnership with other teams across the Council to ensure statutory early education and school improvement duties are met.

Oldham Council has engaged early education providers as partners in developing its approach to support and challenge set out in this document. The use of Ofsted outcome data and a set of agreed criteria support an assessment of risk that will inform the level of support and challenge required.

This approach to supporting and challenging early education improvement sits within the broader agenda for early years and childcare in Oldham and will be reviewed alongside key national and local drivers for 2016 and beyond.

 ***Our Vision*** for early years and childcare in Oldham which drives this strategy is:

* All settings and schools will share a common intention to work together and with the local authority to develop and share good practice, address under-performance and support schools and settings which are experiencing challenging circumstances
* All settings and schools will take shared responsibility for improving the outcomes of all children in the borough
* The quality of provision and practice will enable all young children to have the best possible start in early years, ensuring they are ready for school and able to achieve to their full potential at all key stages

***Our Values*** to achieve this vision and for outcomes to be the **highest quality** we must:

* ensure that children and families are at the heart of everything we do
* Gather evidence and intelligence on performance and quality to inform effective resource deployment.
* Encourage collaboration and co-construction by promoting success and sharing highly effective practice in order to develop improved systems and strategies for setting to setting improvement.
* Monitor the performance of all providers delivering early years and childcare settings with a focus on outcomes for children.
* Challenge and intervene where poor quality standards and underperformance is identified.
1. Raising Standards – Improving Outcomes
2. What is Quality Improvement?

Quality improvement is focused on ensuring that all early education providers and all early years professionals consider how best to create, maintain and improve provision in order to ensure delivery of highest quality early education for children and their families.

Quality improvement is a continuous cycle based on planning; implementing; reviewing and analysing. It is a constant journey involving children, parents and professionals, not a short-term project.

1. The National Quality Improvement Principles (NQIP)

The National Quality Improvement Network (NQIP)[[1]](#footnote-1) is a specialist body that works nationally and regionally to shape and steer ownership of continuous quality improvement by local authorities, settings, communities and families.

The Network has developed a set of NQIP to provide a framework for local authorities and settings to improve quality outcomes for children and young people.

 The 12 Quality Improvement Principles are:

* Guide and support settings to improve outcomes
* Encourage settings to be inclusive and reduce inequalities
* Strengthen values and principles in settings
* Promote effective practice and its delivery in settings
* Increase the capacity of settings to improve quality
* Promote integrated working within and among settings
* Challenge and support key people in settings to lead quality improvement
* Build on settings’ proven workforce development strategies
* Support settings through the self-evaluation and improvement processes
* Local authorities and national organisations monitor quality improvements and communicate achievements
* Local authorities and national organisations ensure quality improvement is achievable, continuous and sustainable
* Schemes operate fair, inclusive and transparent accreditation processes
1. Statutory Duties

The Childcare Act (2006) requires English local authorities (LAs) and their partners to improve the outcomes of all children under five and reduce inequalities.

Section 13 of the Act[[2]](#footnote-2) requires LAs to secure information, advice and training for early years and childcare providers on the following matters:

* Meeting the requirements of the Early Years Foundation Stage;
* Meeting the needs of children with special educational needs and disabilities, vulnerable and disadvantaged children; and
* Effective safeguarding and child protection

LAs are required to secure information, advice and training on the above for the following providers:

* those registered on the Ofsted Early Years Register who are judged less than ‘good’ by Ofsted in their most recent inspection report;
* newly registered providers on the Ofsted Early Years Register who have not yet had an inspection report published;
* those on Part A (the compulsory part) of the Ofsted General Childcare Register who are assessed by Ofsted as not having met the requirements of registration or the requirements relating to their activities

LAs also have the power to provide information, advice and training to **all** early years if they wish to do so and if requested by childcare providers.

In addition to the Childcare Act the Education and Inspections Act 2006 (section 13a) to promote high standards in schools and other providers so that children and young people achieve well and fulfil their potential.

1. What is Oldham’s Quality Improvement Support and Intervention Framework?

Fulfilling the above duties requires a broad and inclusive strategy that focuses on the provision of high quality early education and care. Therefore, the council is committed to working in partnership with early education providers to ensure high quality services are being delivered in all settings across the borough.

Oldham’s ‘Quality Improvement Support and Intervention Framework,’ draws on the continuous quality improvement principles of the Early Years Foundation Stage (EYFS) Framework and the NQIPs. The framework focuses on promoting an ongoing cycle of continuous improvement through robust self-evaluation and reflective practice.

The council has worked in collaboration with early education providers and key partners to develop a range of quality improvement tools to support this process including:

* Journey to Excellence (J2E) Toolkit has been developed in collaboration with early years providers to support this process,
* Safeguarding toolkit
* Child Assessment and Progress (CHAPs) toolkit.
* New providers induction programme - introducing ‘conditions of grant ’ and local systems and processes

The council will undertake the following functions, which are in line with the Early Education and Childcare Statutory Guidance[[3]](#footnote-3), when working with early education providers to ensure successful delivery of the programme: monitoring, supporting, challenging and intervening.

1. Monitoring

Oldham Council takes a systematic approach to the collection and analysis of evidence and intelligence on the standards of provision and achievement in each setting providing early education across the borough. The council also routinely analyses the information made available by Ofsted and the Department for Education. The process supports the identification of priorities, allocation and deployment of resources and the level of support available to individual or groups of providers.

1. Supporting

This is the process by which the council works in partnership with early education providers to identify and address specific areas identified by the council or Ofsted *as requiring improvement*. Support may be provided directly by council employees or by other organisations or providers working on its behalf. Agreement will be reached with each setting to ensure that support and improvement are timely and appropriate

1. Challenging

Challenge is crucial to improving the quality of early education and outcomes for children. Successful early education providers do this continually challenge themselves to do this. However, the council will ensure that a transparent and constructive challenge process is in place for schools and other early education providers where poor quality standards and underperformance are identified. This may be provided directly by council employees or by other organisations or providers working on its behalf

1. Intervening

This is the process by which the council intervenes to secure alternative provision and suspend or withdraw funding from an early education provider (other than a local authority maintained school), as soon as is practicable. This process is triggered when Ofsted publish an inspection judgement of *inadequate* to an early years provider or childminder agency. The LA will take appropriate action to improve the quality of EYFS provision at a local authority maintained school which has been judged by Ofsted to be *requiring improvement* or *inadequate*.

1. Categorisation

To support Oldham Council in fulfilling its duties and responsibilities to ensure high standards in early education the Support and Challenge for Improvement Framework includes a new process for identifying those schools and early education providers who are vulnerable in terms of underperformance and low quality and also those providers that have been judged by Ofsted to be providing good or outstanding practice.

This process is called categorisation and is used by the Performance Service to prioritise the allocation of resources for supporting and challenging schools and other early education providers. The support available will be delivered at three levels - universal, targeted and intensive. The categorisation process is reviewed annually to reflect any changes in the Ofsted Inspection Framework.

1. Category A - Universal Information, advice and guidance

The universal level of support is aligned to the Section 13 of the Childcare Act (2006) which places a duty on English local authorities to secure information, advice and training. The council will continue to offer support to all early education providers through the following:

* A comprehensive programme of professional learning networks. The aim of the programme is to develop a self-improving system by building leadership capacity
* A welcome to Oldham induction programme for all new early education providers
* Guidance, good practice materials and audits accessible through the Oldham Local Authority website.
* Email and telephone contact through the LA early years team and the district Right Start Team based in children’s centres.
* Local drop ins delivered through children’s centres and facilitated by the Right Start Team
* Access to a professional development programme delivered through Oldham Development Academy (charges may apply)

In order to achieve its vision of greater partnership, collaboration and sustainable self-improvement for early years and childcare, Oldham expects good and outstanding providers to play a central role in building capacity within the system by supporting the improvement of other providers.

1. Category B - Targeted challenge and support

Early years providers are responsible for their own performance and improvement. Therefore, Oldham’s expectation is that any provider judged to be less than good by Ofsted will already be taking immediate action to drive forward improvement.

To support the setting in this process a small amount of additional, time limited support will be available to providers in relation to the actions from Ofsted inspections where the overall outcome is less than good.

This means that there is an expectation that providers will work closely with Council to address the actions identified by Ofsted or the council as *requiring improvement* as quickly as possible and to also put measures in place to demonstrate that the improvements made will be sustained.

Engagement in this aspect of the quality improvement programme is mandatory for all those providers receiving or planning to receive the EEE funding.

Maintained schools that are judged to be ‘requires improvement’ in the EYFS by Ofsted are also expected to engage in the targeted support process.

The council has developed a detailed Requires Improvement Protocol (see appendix 1). This is to ensure that providers receive appropriate and timely support and can achieve significant improvement within an agreed timescale.

1. Category C - Intensive challenge and support

Early education providers judged to be *inadequate* by Ofsted will be required to actively engage in the mandatory intensive challenge and support programme. Providers will be required to submit a focussed improvement plan to ensure rapid progress is made in addressing all actions identified in the Ofsted inspection report.

This level of challenge and support will also be provided to early years settings receiving a second consecutive outcome of *requires improvement* and may also be provided to settings which are due inspection and where evidence available to the council suggests that an overall judgement of inadequate would be likely.

The amount and nature of this support will be agreed with the setting, within the resources available to the council. Maintained schools that are judged to be ‘inadequate’ in the EYFS are also expected to engage.

The council has developed a detailed Inadequate Protocol (see appendix 2). This is to ensure that providers receive appropriate and timely support and can achieve significant improvement within an agreed timescale.

The following table identifies the categories and associated activity that EYs providers, including schools can expect once notified of their status.

| **Cat** | **What triggers this category?** | **What then happens as a result?** |
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| **A** | A provider in category A has a good or outstanding Ofsted inspection outcome; and there is no evidence indicating that this standard is unlikely to be maintained.This includes a school that receives ‘good’/’outstanding’ Ofsted inspection outcomes for the EYFS provision A newly registered early years setting awaiting their first inspection | The setting, childminder and school has access to:* The universal offer of information, advice and training

A newly registered early years setting will have access to Oldham’s induction pack and 3 points of contact.A provider new to Oldham will be entitled to an Induction visit to introduce Oldham services and systems.  |
| **B** | An provider in category B has:* A ‘satisfactory’ or ‘requires improvement’ Ofsted inspection outcome **or**
* Information and evidence suggests a ‘good’ outcome is not likely at next inspection **or**
* Complaints and triggers i.e. high turnover of managers/staff, concerns raised by other council staff or partners

 A school in category B has:* An overall good or better Ofsted inspection outcome, but a ‘requires improvement’ Ofsted judgement for the EYFS
* Less than 30% of children reaching the GLD ( if continuation of GLD agreed locally)
* A drop of more than 20 percentage points in outcomes for the GLD.
 | * Access to the universal offer
* Access to the targeted challenge and support (see Requires Improvement Protocol - Appendix 1)
* Reviewing the settings Focused Improvement Plan (FIP) – *Appendix 3*. The Performance Service will consider with the provider :
1. If it sufficiently focuses on priorities identified by Ofsted as ‘requiring improvement’
2. If the actions are appropriate, with appropriate milestones
* Access to the universal offer and relevant learning network.
* Access to the targeted challenge and support (Appendix 2)
* Reviewing the schools Focused Improvement Plan (FIP) for the EYFS. The Performance Service will consider with the provider:
1. If it sufficiently focuses on priorities identified by Ofsted as ‘requiring improvement’
2. If the actions are appropriate, with appropriate milestones

Dialogue with the school to consider whether the school should commission further external support, and the impact of any support commissioned |
| **C** | A EYs provider in category C has an ‘inadequate’, 2 consecutive RI judgements or ‘not met’ Ofsted inspection outcome and/or are under Ofsted’s monitoring arrangements A school in category C has a good overall Ofsted judgement, but an ‘inadequate’ for the EYFS outcome orA less than good overall judgement and a ‘requires improvement’ or ‘inadequate’ Ofsted outcome for the EYFS | * Access to the Universal Offer
* Access to the Intensive Support Programme
* Reviewing the settings Focused Improvement Plan (FIP) – *Appendix 4*. The Performance Service will consider with the provider:
1. If it sufficiently focuses on priorities identified by Ofsted as requiring improvement
2. If the actions are appropriate, with appropriate milestones

 * Access to the Universal Offer
* Reviewing the schools Focused Improvement Plan (FIP) for the EYFS. The Performance Service will consider with the school:
1. If it sufficiently focuses on priorities identified by Ofsted as ‘requiring improvement’
2. If the actions are appropriate, with appropriate milestones
* Dialogue with the school to consider whether the school should commission further external support, and the impact of any support commissioned
* Access to the universal offer and relevant learning networks
* Actions aligned to the SI categorisation process
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NB: Support and challenge for schools will be allocated in line with Oldham’s School Improvement Strategy following dialogue with the Head of Learning.

1. <http://www.ncb.org.uk/nqin> [↑](#footnote-ref-1)
2. The Childcare Providers (Information, Advice and Training) Regulations 2014 (SI 2014/2319) made under section 13 of the Childcare Act 2006 effective from 24 September 2014 [↑](#footnote-ref-2)
3. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\_data/file/718179/Early\_education\_and\_childcare-statutory\_guidance.pdf [↑](#footnote-ref-3)