

# **Ofsted: Every child deserves the best start in life**



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Each of us has only one childhood, and it shapes the rest of our lives. That's why this strategy has a particular emphasis on giving all children the best possible start.



## What we know from our education recovery research

- some babies have struggled to respond to basic facial expressions
- delays in children's speech and language development
- social and friendship-building skills have been affected and children need more support with sharing and turn-taking
- regression in children's independence and self-care skills
- impact on children's physical development, such as delays in babies learning to crawl and walk.





**Best start in life – a research review for Early Years**



## Key messages from part 1

- The curriculum covers all children.
- Adults consider what children already know and can do.
- Children with gaps get extra help.
- Practitioners consider a child's interests when choosing activities.
- Children's play is valued.
- Explicit teaching introduces new knowledge.



## Main findings from part 2

- The prime areas are crucial and are interlinked.
- Communication and language are fundamental to every aspect of young children's thinking and learning.
- PSED underpins children's early learning and emotional well-being.
- Physical development is central to children's health and fitness.

# Key messages for communication and language

- There is a need for careful and deliberate curriculum planning.
- Don't underestimate the importance of social and emotional well-being.
- Introducing and embedding vocabulary and language structures needs careful thought.
- Practice makes permanent.



# Key messages for physical development

Practitioners may want to consider how their curriculum:

- identifies small steps
- helps children build on what they already know
- includes explicit modelling and teaching of fundamental movement skills
- provides activities that deepen and extend a child's capabilities
- gives children the space and time they need to practise.





# Key messages for PSED

Practitioners need to think about how they:

- support children to develop warm, positive relationships and interactions
- support children to develop a positive sense of self
- help children to develop an understanding of emotions
- help children learn how to get along with each other
- providing opportunities for children to explore, prepare and eat healthy food.





**A curriculum by design, not chance**



# Curriculum and pedagogy – how we inspect

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## Ofsted's definition of the curriculum

the framework for setting out the aims of a programme of education, including the knowledge and skills to be gained at each stage.



## The curriculum ...

- is based on proactive thinking
- is the product of clear consideration of the sequence of knowledge necessary for children to make progress
- ensures that all children are ready for the challenges that await them.



# Activities are not enough!

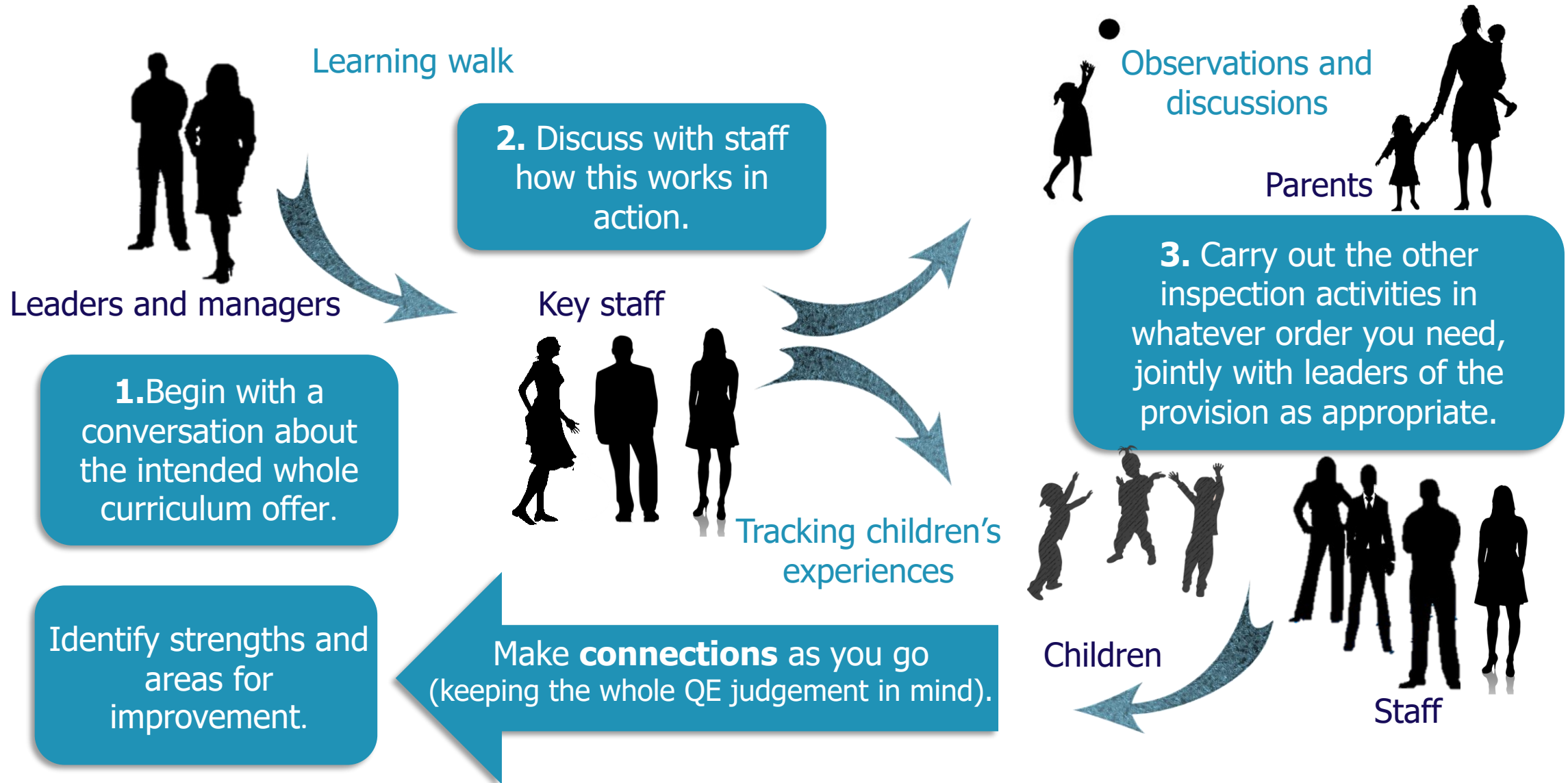
Activities are not a substitute for building increasingly detailed structures of knowledge



Focusing on what  
matters...



# Methodology for exploring areas of inspection focus



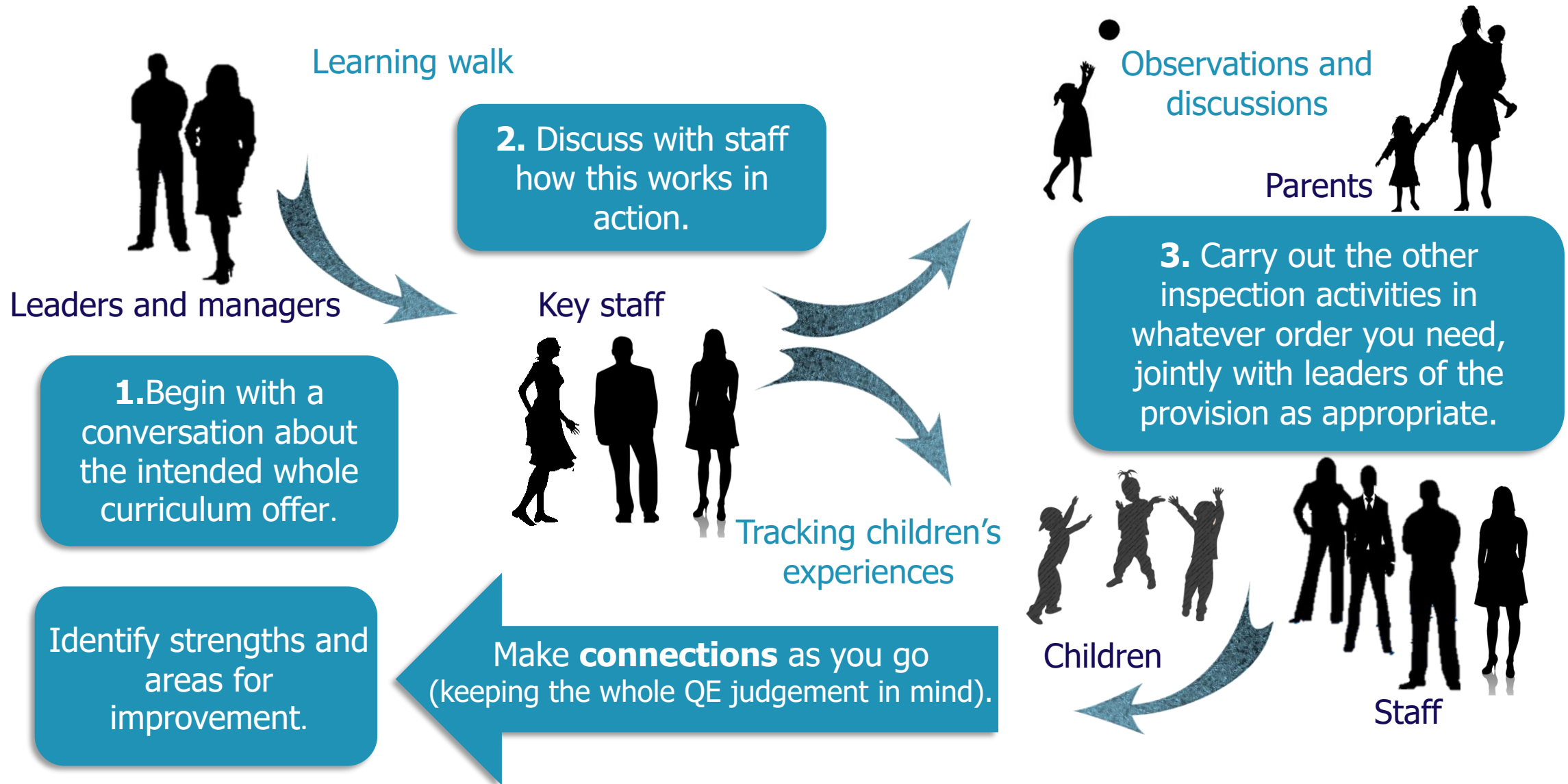


## **In the learning walk, inspectors hear how leaders...**

- know their children and if they have a clear understanding of what it is that they intend children to learn
- organise the early years provision, including the aims and rationale for their EYFS curriculum
- have constructed a curriculum that is ambitious and designed to give children the knowledge and cultural capital they need to succeed in life
- understand the important role that adults play.



# Methodology for exploring areas of inspection focus



# Exploring the curriculum for communication and language

Aims:

Building vocabulary and language structures  
Using new vocabulary and language structures

Through:





# Interactions



## **Stories, rhymes and songs**

## Finding evidence that the curriculum has been learned

- Observations of interactions between you and the children.
- Observations of the children at play.
- Talking to you, the children, any assistants and parents.



# Remember

Ofsted inspectors are **not looking** for files full of assessment evidence on individual children.

You **don't need** to photograph a child with a group of 5 bricks to prove that you have introduced children to the number 5.

If the practitioner has been working with the child, they will know whether the child can recognise 5, can count up to 5, can build a tower of 5, or not.





# Resources for providers and practitioners



# Guidance for EY providers and practitioners and parents

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Guidance

## Ofsted inspections: what EY providers and practitioners need to know

What schools, registered early years providers and childminders need to know about delivering the early years foundation stage (EYFS), and Ofsted inspections under the education inspection framework (EIF).

From: [Ofsted](#)  
Published 22 July 2021  
Last updated 24 January 2023 — [See all updates](#)



A screenshot of a YouTube video player. The video title is "Early years FAQs for providers and practitioners". The video thumbnail shows a woman with a question mark and the text "Should I store my paperwork in a folder marked 'Ofsted'?". The video has 3 videos, 2,837 views, and was last updated on 7 Aug 2023. The YouTube interface includes a search bar, navigation icons for Home, Shorts, Subscriptions, Library, and History, and a "Sign in" button.



# Playlist on Ofstednews YouTube channel

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A screenshot of a YouTube playlist. The playlist title is 'COMMUNICATION AND LANGUAGE' in large, bold, white letters on a dark background. Below the title, it says 'EARLY YEARS CURRICULUM'. The playlist contains five videos, each with a thumbnail that matches the title and includes a 'PART' number in a yellow circle. The video titles and their view counts and upload times are as follows:

- Part 1 - Early years curriculum: The importance of communication and language (4.9K views, 3 weeks ago, 13:56)
- Part 2 - Early years curriculum: A curriculum for communication and language (2.2K views, 3 weeks ago, 22:06)
- Part 3 - Early years curriculum: Making progress through knowing and remembering more (1.5K views, 3 weeks ago, 18:29)
- Part 4 (settings) - Early years curriculum: How we look at communication and language on inspection (1K views, 3 weeks ago, 8:48)
- Part 4 (schools) - Early years curriculum: How we look at communication and language on inspection (867 views, 3 weeks ago, 14:12)

Each video entry has a vertical ellipsis menu icon to its right.






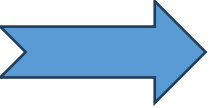


Ofsted



The Big Listen is a wide-reaching and comprehensive effort to hear from the full range of professionals and providers Ofsted works with, as well as the parents, carers, children and learners Ofsted works for.

# What is the Big Listen?



-  We want to see high standards and positive outcomes for all children and learners
-  We will listen to feedback, criticism and ideas for small changes or big reforms
-  If your work, your children, your decisions, your education or your care are impacted by what we do, we want to hear from you
-  Ofsted will carefully analyse all the responses to the Big Listen consultation and publish its conclusions and plans later this year.

# What is the Big Listen?



A wide-ranging consultation focusing on four themes:

- 1 How we report our findings
- 2 How we carry out inspections
- 3 How we can have a positive impact on the sectors we inspect
- 4 What we need to do to be a world-class inspectorate and regulator, trusted by parents, children and the sectors we work with



Independently led surveys and focus groups



Events like this

To take part in the Big Listen:



[gov.uk/ofstedbiglisten](https://gov.uk/ofstedbiglisten)

The consultation closes 31<sup>st</sup> May 2024





# Questions

**Thank you**



# Ofsted on the web and on social media

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