



Solihull Early Years Education Improvement Service

Setting Improvement Approach

September 2022

The Government Vision for Early Years

The earliest years in a child's life are absolutely critical. There is overwhelming international evidence that foundations are laid in the first years of life which, if weak, can have a permanent and detrimental impact on children's longer-term development. A child's future choices, attainment, wellbeing, happiness, and resilience are profoundly affected by the quality of the guidance, love and care they receive during these first years.

The Early Years: Foundations for life, health and learning, Dame Claire Tickell

Children's life chances are heavily predicated on their development in the period from pre-birth to age 5. Longitudinal studies like the Effective Provision of Pre-School Education (EPPE) project and the Early Childhood Longitudinal Study show that these early years are critical to future health, wellbeing and attainment. The current Study of Early Education and Development (SEED) research is confirming the effectiveness of high-quality provision on children's outcomes and will inform future government policy to support children's readiness for school. The recent pandemic has led to a flurry of reports in support of 'Best Beginnings' and investment in the earliest years. This includes HRH Duchess of Cambridge 'Big Change Starts Small'.

This document outlines of Setting Improvement Approach for September 2022 to August 2023. It will be flexible to meet Council priorities and Government initiatives through the year. The following plan shows the main priorities in the Council plan and in particular the early years priority to narrow the inequality gap.

Solihull Children's Services priorities



Solihull Vision and Purpose

Education Outcomes and Intervention

Our vision

Transforming life chances by holding children and young people at the heart of everything we do.

Our Purpose

To be ambitious for children and young people - ensuring all have access to a high-quality inclusive education which empowers them to lead independent and successful lives.

Solihull Local Authority Early Years Team

To ensure that children in Solihull have access to good and inclusive early years provision and make the required level of progress to enable an effective transition into a statutory education which meets their needs. This will be achieved through building capacity and quality of early years providers across the maintained, private, voluntary and independent sector and by providing a targeted approach to effectively identify, assess and meet individual children's needs holistically.

Success for today and prepared for tomorrow

In Solihull the aim is that every setting will be of high quality, and Early Years Foundation Stage (EYFS) settings will achieve a 'good' or 'outstanding' Ofsted inspection outcome as outlined in the Ofsted compliance and inspection handbooks [Ofsted Early Years Inspection Handbook](#). Schools are also settings and proportionate support will also be available to those who have Early Years Foundation Stage (EYFS) children.

Settings can register with Ofsted on the early years and/or childcare registers.

<https://www.gov.uk/guidance/childminders-and-childcare-providers-register-with-ofsted/the-ofsted-registers>

www.ofsted.gov.uk

Settings who are registered with Ofsted should understand the requirements of their registration and ensure at least the minimum standards are met and they are compliant with legislation [provision is good].

In Solihull, the Local Authority (LA) has appointed an Early Years Team to support this aim. A core role of the Solihull Early Years Team in delivering this vision, is to promote high standards in all early years and childcare settings in the borough. The Early Years Team are part of the Solihull Education Outcomes and Intervention Service.

Solihull Early Years team roles:

Early Years' Service Manager – leads the team

Locality Leads for the North, East and West of the borough – lead locality teams

Lead Practitioners – Setting Improvement Advisers support setting improvement through Solihull Setting Improvement Approach (SIA) visits, training, and advice. Area SENCos support settings to meet the needs of children with Special Educational Needs and Disabilities (SEND) who have higher levels of need.

Early Years Practitioners – support adults caring for children with SEND to meet children's needs in homes and as the transition to settings. These children are identified through the Early Years Team around the Child [EYTAC] panel.

We will:

- Risk-assess quality and need with settings to ensure that all provision is supported to be good or better. Each year we will identify settings in scope for the annual cycle of visits. This supports settings to self-evaluate and identify aspects and support for ongoing quality improvement and the inclusion of all children.
- Prioritise our support to those providers who need it most such as those with Ofsted grades that are less than good and those needing guidance due to the setting context or the individual needs of the children that attend.
- Support early years settings in all aspects of meeting the needs of children with SEND.
- Ensure that LA statutory requirements are met as set out in the 'Early education and childcare: Statutory guidance for local authorities' DfE such as
- To support the development of new settings as well as existing settings to ensure that sufficient quality places for 2, 3- and 4-year-olds are available. [LA sufficiency duty- Childcare Act 2006 sections 6 and 13]
- To fulfil the duty to improve the well-being of children under five and reduce inequalities [Childcare Act section 1 2006].

Settings have responsibility for their own improvement and for making the best use of the professional challenge, support and training available to them. They are also accountable for the deployment and effectiveness of the resources available to them. Settings should have a self-evaluation process in place, along with aspects identified for development. This will be reviewed as part of the SIA and Area SENCo visits.

This document sets out the framework and protocol within which Solihull LA delivers its statutory duties and non-statutory services in support of Solihull settings. A summary of this approach will be available on www.solgrid.org.uk/eyc/support for providers. Setting support from the Area SENCo is also summarised [here](#)

The settings we work with:

- Settings that are registered with Ofsted on the early years register and/or the childcare compulsory register.
- Schools with early years provision.
- Settings that are registered for early education funding (EEF).
- Settings on the voluntary register where a concern has been raised (this will be decided on a case-by-case basis).

Generic training opportunities are available and will be advertised through www.solgrid.org.uk/eyc , this includes some on-line training links. Additional safeguarding training is available through Solihull LSCP at <https://solihulllscp.co.uk/training>.

Solihull Early Years Team will support setting improvement and promote high standards by:

- Monitoring and evaluating the performance of settings by supporting self-evaluation and setting improvement through our annual (August-September) visit cycle. This includes

setting improvement with an EYFS or childcare focus, and also Area SENCo annual visit.

- Providing information, advice and training to early childhood education and care providers in proportion to need; prioritising settings where the need is greatest; for example, when they are in an Ofsted category [requires improvement, inadequate, not met or non-compliant].
- Working with leaders and SENCos to support inclusion for children with SEND, helping ensure all children are fully included in all settings.
- Supporting settings to provide early identification and ongoing support using the Graduated Response for children with SEND.
- Supporting settings to complete appropriate, high quality, referrals to ensure children receive timely and effective intervention by appropriate services.
- Facilitating the sharing of best practice between settings.
- Working together within and beyond the LA to support and share intelligence for best financial and social value.
- This may also involve helping settings to access DfE training and coaching such as through their Professional Development Programme, Experts and Mentors Programme, or developing Stronger Practice Hubs and signposting to other external support such as that through Dingley's Promise.
- Additional school support will be brokered by the Solihull Education Improvement Advisers through the School Improvement Strategy.

Solihull Early Years Setting Improvement Joint- Evaluation Visit

The setting improvement approach support (SIA) visit forms part of the on-going risk assessment of setting. The risk assessment includes intelligence from the Area SENCo and Early Years Practitioner support visits as well as involvement and feedback from other LA services such as SISS, FIS etc. The visits have been designed using Department for Education [DfE] and Ofsted documentation which forms the basis of a framed conversation between the Early Years Lead Practitioner and the setting. It helps to identify settings' strengths and development needs and aid the prioritising of support from the team. Joint evaluation activities in EYFS settings contribute to this review. The risk assessment also considers previous Ofsted judgements.

Solihull LA will use the data from the review to:

- inform resource deployment for support proportionate to need/ Ofsted grade
- identify areas for future training and development.
- inform the LA of the quality of Solihull provision and measure the impact of our support

Allocation of Support

Settings who receive an Ofsted judgement which is less than good, so requires improvement, inadequate, not met or not compliant, will be offered targeted support from Solihull's Early Years Team to help them address areas for improvement and develop high quality practice and provision. This may include signposting to further training.

Settings who are less than good and do not yet meet Ofsted registration requirements should have more detailed plans to outline their development actions. The LA support will be targeted to meet these improvement aspects. EY Team plans should be written to complement setting plans for settings that are inadequate requiring intensive support.

Failure to address concerns raised in the Ofsted inspection report, where the provider has been judged less than good by Ofsted, will result in further formal interactions with senior LA

team members. This will be through written correspondence and/or an invitation to discuss arrangements to address concerns in a face-to-face meeting. Concerns about childcare providers that relate to welfare and safety may be reported to Ofsted through the Applications, Regulatory and Contact (ARC) Team. See [contact details](#) for the team.

Where capacity allows, the team may be able to support good/outstanding settings to maintain quality by providing support targeted to a specific need, and where the setting requires external support to improve.

Area SENCo and Early Years Practitioner Support

This support will be targeted to settings proportionate to the needs of the individual child and setting. Support will be determined on a case-by-case basis. It will depend upon the setting context, needs of the child and capacity of the service.

Working in Partnership

Partnership is a two-way process in which we work together for the safety, well-being, and development of children. We will:

- treat each other with respect
- be open and honest, and act with integrity
- recognise the uniqueness of individuals and settings and take this into account when planning support and challenge
- arrange visits at a time and date agreed in advance
- write and agree a record of the visit together detailing any discussion held, and actions agreed (This is known as a 'note of visit', 'record of event' or a report)
- strive to do what we say we will do and carry out any actions resulting from the visit
- maintain confidentiality unless required to share information to ensure the safeguarding and welfare of children or vulnerable adults, or where it is in the best interests of the setting.

We may share information with other agencies and professionals as appropriate to ensure effective support and positive outcomes for children. Notes of visit are only available to Solihull Education Outcomes and Intervention Service.

Compliments and Complaints Procedure

We welcome positive feedback.

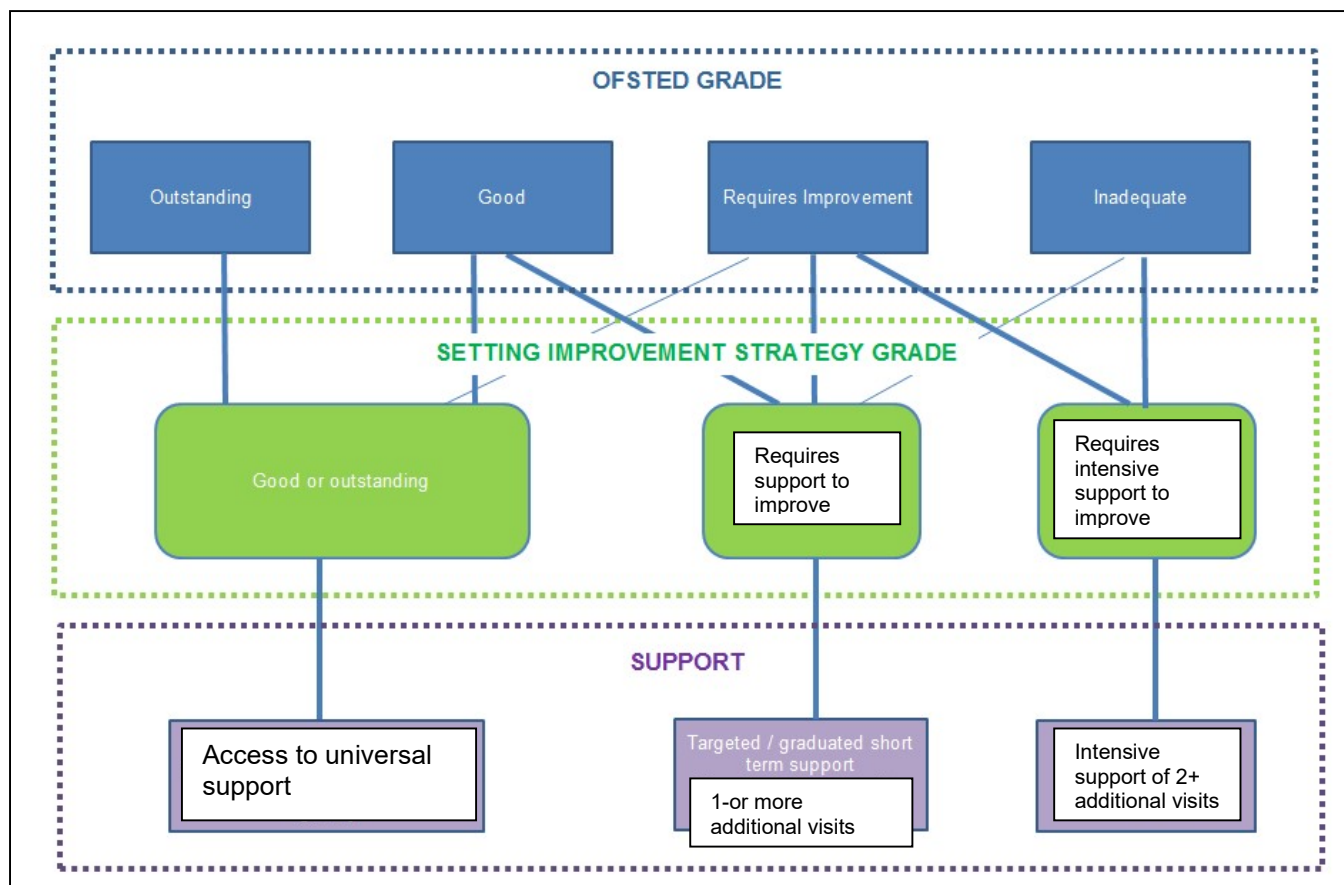
If you are happy or unhappy with any aspect of our support or have suggestions to make about the service provided, we would like to know about it. Please discuss it with the Early Years Team member concerned. If a concern cannot be resolved, please ask to speak to Solihull Early Years Team Manager on 0121 704 6150/ lmorris@solihull.go.uk or contact general early years enquiries via e-mail eyenquiries@solihull.gov.uk to request a call back.

In the event of Solihull Early Years' Service or Family Information Service (FIS) or other agency receiving complaints about a setting, we will refer the complainant back to the setting where appropriate. We will also advise the complainant of their right to refer the complaint to Ofsted.

Key Documents:

- Statutory framework for the early years foundation stage: Setting the standards for learning, development and care for children from birth to five. (DfE 2021)
- Early Years and Childcare Compliance Handbook and Inspection Handbook (Ofsted)

- Early Education and Childcare: Statutory Guidance for Local Authorities (DfE).
- Early years entitlements: operational guidance: For local authorities and providers (DfE)
- Solihull setting visit letter September 2022– www.solgrid.org.uk/eyc
- Information about Early Years Team SEND support - <https://www.solihull.gov.uk/Children-and-family-support/localoffer/Early-Years-Support-and-Assessment-Team>



Solihull Early Years Team Setting Improvement Support summary: EYFS Setting Improvement Approach

Setting should receive a graded re-inspection within 6 – 12 months of the requires improvement/ inadequate grade.

*Providers on the Early Years Register will normally be inspected at least once within a **6-year** window. Ofsted will prioritise the first inspection of newly registered providers on the Early Years Register. This will normally be within **30 months** of their registration date.*

*All provision judged as inadequate will be re-inspected within **6 months**.*

*All pre-school and nursery provision judged as requires improvement will be re-inspected within **12 months**.*

Where possible, Ofsted will also inspect childminders judged as requires improvement within 12 months.

Provision that has been given 2 previous 'requires improvement' judgements is likely to be judged inadequate if there is no improvement at the next inspection. Provision that has been given 2 previous 'inadequate' judgements is likely to have its registration cancelled if there is no improvement at the next inspection. Ofsted may also take steps to cancel a provider's registration at any point if we find that they are no longer meeting requirements.

Where there are no children on roll or present, the inspection will not be a full inspection but will be a check that the provider continues to be suitable to remain registered.