

Monitoring quality in ECEC

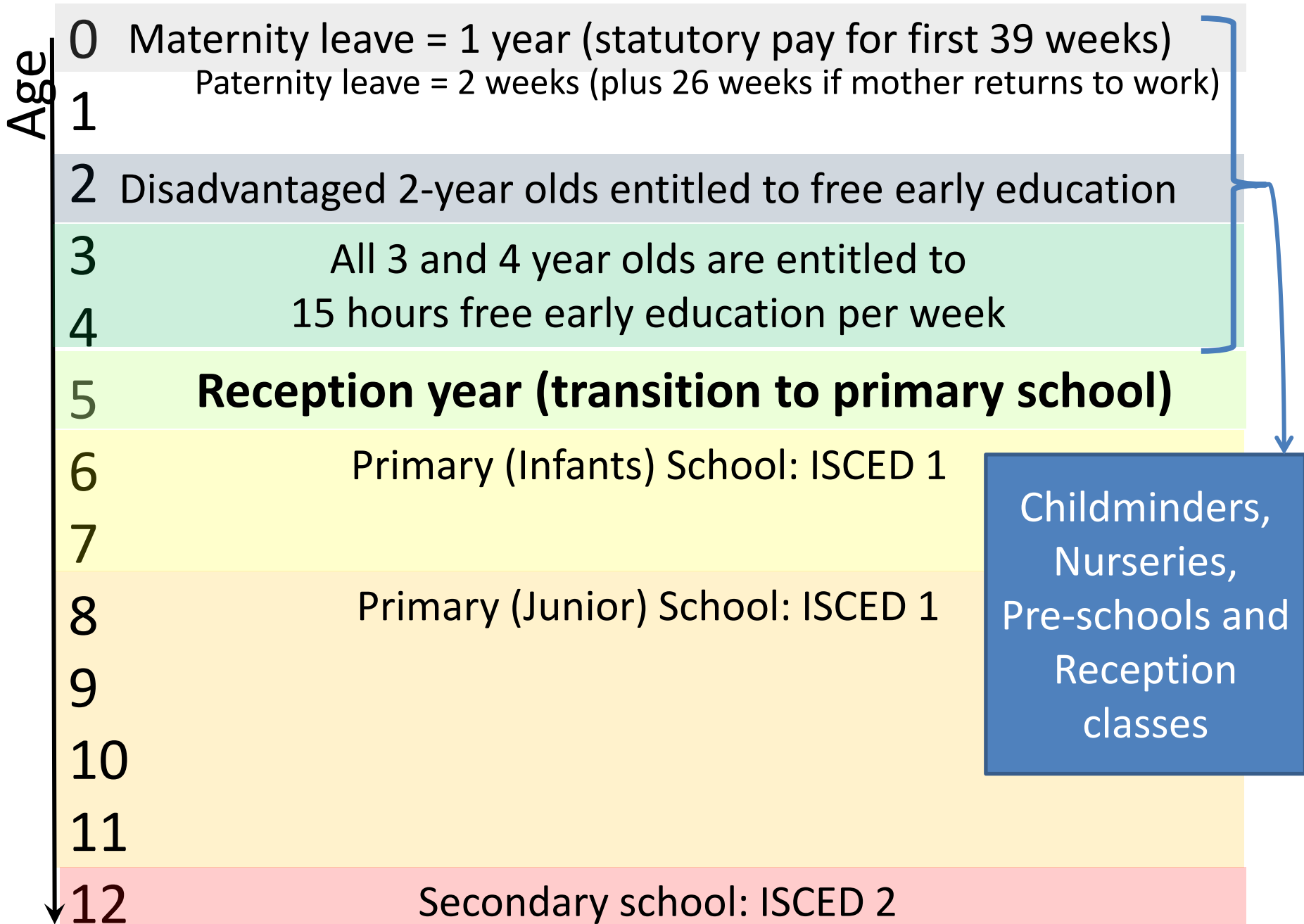


- England -

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ISCED 0 in England: the **Early Years Foundation Stage (EYFS)**

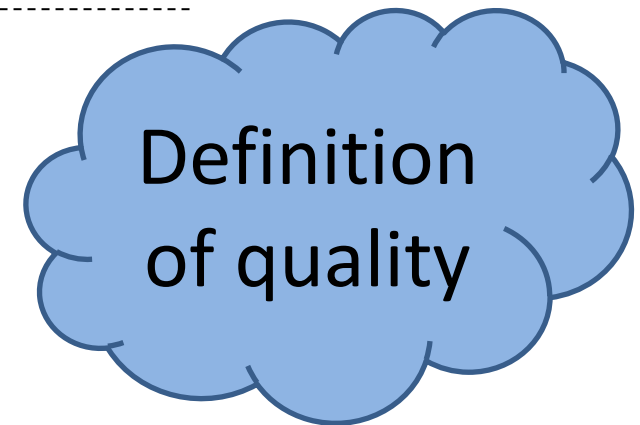
- Regulates staff ratios, qualifications, safeguarding, health & safety etc;
- Sets expectations for the learning, development and care of children from birth to 5 years old.

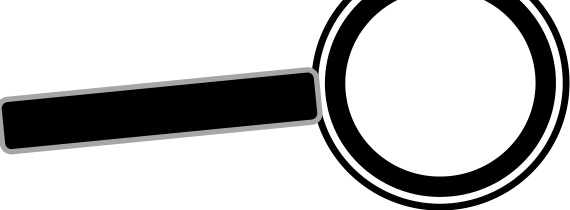
- **EYFS** framework outlines learning goals with respect to:

1. Communication and language;
2. Physical development;
3. Personal, social and emotional development;
4. Literacy;
5. Mathematics;
6. Understanding of the world;
7. Expressive arts and design.

- Outcomes assessed by:

- ✓ **EYFS Progress Check** between age 2 and 3 (practitioner);
- ✓ **EYFS Profile** at age 5 (teacher of reception class).





Inspection

- Registered providers (and any receiving public funding) are subject to Inspection by OFSTED within 7 months of registering

- Inspections include...
 - ✓ Preparatory research e.g. previous inspection reports;
 - ✓ Observation in setting;
 - ✓ Individual child case tracking;
 - ✓ Interview with the setting manager and selected practitioners;
 - ✓ Parental views;
 - ✓ Inspection of paperwork (recruitment, qualifications, accounts);
 - ✓ Formal feedback and published report

- ...and result in judgements of:
 - “Outstanding”, “Good”,
 - “Requires improvement” > re-inspection in 6 months;
 - “Inadequate” > improvement plan or statutory closure.



Challenges

- Increased provision for 2-year olds – competitive provider market?
- Regulation – correct inputs?
- Inspection – limited, input-based accountability?
- Outcomes – correct focus and expected standards?
- Subjective assessment – baseline for future performance?



Change: Free entitlement for disadvantaged 2-year olds (40% of 2-year olds in 2014-15).

Aim: Evaluation of market providers and policy

Consultation (Nov-Dec 2013): “What quality criteria would you like to be used to fund the providers?”

Next steps: development of inspection criteria for providers, linked to funding

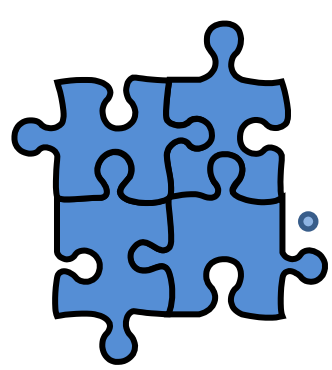


Change: Baseline assessment on entry to school (starting: 2015-16?)

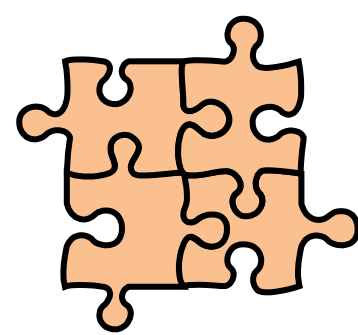
Aim: Non-subjective, reliable assessment of school-readiness to be used for primary accountability.

Current research: Analysis of non-compulsory baseline assessment already used in some primary schools.

International analysis of what children can do on entry to school in England, Scotland, Australia & New Zealand.



Knowledge gaps



What works in ECEC, how and why?

How do ECEC outcomes differ internationally?

Are performance gaps already inherent on entry to school?

- * How are different elements of quality monitored?
- * Pedagogical approaches –
 - What/who directs the approach?
 - What evidence is it derived from?
 - What pedagogical training / qualifications do practitioners have?
- * Which aspects of ECEC systems are regarded as crucial for specific development objectives?
- * How are outcomes, child progress and pedagogies integrated with the formal school system to ease transition?