**Questionnaire about Ofsted experience – The collated responses**

**What overall judgement did you get?**

Outstanding 7

Good 5

Requires improvement

Inadequate

**Question 1**

What is your role? (highlight the box)

|  |  |  |  |
| --- | --- | --- | --- |
| Manager or senior staff in nursery (e.g. team leader)  8 | Qualified key person staff in nursery  2 | Unqualified staff in nursery | Other  1 (committee chair/ch)  1 (childminder/CM) |

Of our respondents 8 were senior staff, 2 were qualified practitioners, 1 was a childminder and 1 was the chairperson of a committee run pre-school.

**Question 2**

How was the inspection planned and prepared for in the months before Ofsted came? (i.e. before you knew when they were coming, when you knew they were due) (please write in the box)

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| The whole provision | In my team (room) if appropriate | Personally |
| Ongoing programme of staff observations and professional discussions   * Manager and owner had observed and feedback to all teams * We had had observations and constructive feedback from managers on a regular basis * Staff observations * Staff observations and supervisions * Staff appraisal system   Working in partnership with Local Authority   * We had worked with the local authority following previous RI inspection (ch)   Keeping training and knowledge up to date   * Short online training re British Values etc. (CM) * I updated my Professional Development schedule on my Pacey website and did some short online courses while I was on there. There is a link to that on my website so the inspector could see that before she came. (CM) * Online learning via ‘Slideshare’ about the new CIF * Have an Ofsted trained owner who regularly updates Nursery team on current standards * Kept up to date with new info. * We had read the relevant Ofsted docs to prepare us and had been on LA Ofsted training.   Keeping observation and record systems up to date   * Made sure Tapestry was regularly and fully added to. (CM)   Securing partnership working with parents   * Set up a webpage (free) as a place to store and make available all my policies and procedures. This was in an effort to be open and honest with all parties to my setting. (CM)   Keeping policies and procedures up to date   * Made sure all P&Ps were up to date and dated. (CM) * Reviewing policies and procedures     Ensuring that premises and environment were of high quality   * Increased frequency of physical checks of my setting. Updated my list of jobs to be done and why they would benefit the children in my care. This list is available on my website. (CM) * The whole nursery was looked at in terms of appearances, so it looked good, was it all clean? Were display boards up to date. Was there appropriate information on display such as allergies, nappy/toilet information etc.? Was all the paperwork kept up to date and filed away and safely?   Making sure that self-evaluation documents were updated   * SEF * Action Plans in place * Nursery development plans * We completed the NDNA e-Quality Counts QA scheme * We had made sure that SEF was kept up to date and submitted online. Action plan reflected current status and things to work on (as mentioned in SEF) and cohort tracking focus groups.   Ensuring staff were involved in decision making, updates and improvements   * Staff meeting discussions * Looked at the Ofsted videos re Teaching and Play in the Early Years together * Ongoing staff training in house and external * Leaders made sure policies and procedure information was passed on to all staff and up to date * Each staff meeting what to expect was discussed and safeguarding and prevent repeated. Staff were regularly reminded about needing to ’know’ their key children and be 100% happy with how they assessed and progressed the children   Organisation of paperwork etc.   * Folder set up with relevant documents in e.g. SEF, action plan, survey results, cohort tracking, staff training/ qualifications list, any feedback received. | Ongoing focused teaching and learning discussions   * We had discussions in my team about teaching and learning so that we all knew exactly how the activities we had planned linked to the learning objectives for individual children.   Ensure all staff up to date with changes to statutory requirements e.g. Prevent Duty and British Values   * Ensure staff we all aware of new legislation such as prevent and British Values   Room / Team leaders ‘picking up’ and checking staff knowledge and understanding as part of usual practice.   * On the spot training   Regular team meetings to ensure team knowledge and understanding   * Team meetings   Regular observations within room/team by colleagues to gain insight on different practice   * Team / peer observations * Team training   Ensure all key persons secure in their role – understanding their children, knowing their routines and their individual l needs – both for learning and care   * Role of key person   Ongoing keeping room clean, tidy and up to date   * We made sure the room was up to date, so any displays were done and any paperwork was complete. We made sure we knew our children well and all the up to date information about the children. We made sure we had good, appropriate resources | Ensure knowledge of key children is secure   * Making sure I got to know my new key-children quickly * I had been moderating children’s learning journeys to ensure consistent quality. * Cohort tracking was up to date.   Ensure knowledge of teaching and learning objective is secure   * I talked over the planned teaching and learning objectives with managers * Ensuring knowledge and understanding in senior and key roles up to date   Ensure information and documentation is gathered in one place and is easy to access   * Got as much committee info together as I could (ch)   Ensure policies and procedures kept up to date and reflect current best practice and statutory requirements   * Made sure policies were kept up to date * Made sure safeguarding paperwork and training was up to date. I had called in our LA for support due to our ‘owner issues’ and they went through all the basic paperwork to check most things were in order. Made lots of ‘easy read’ action plans to make up for lack of SEF * Updated a few policies and gathered all the paperwork together * Website up to date.   Read and review Ofsted documents including guidance info and previous inspection reports.   * Reading everything relating to ‘Ready for your Inspection’ * Looking at local inspection reports and outcomes * Reflection of previous Ofsted inspections * Gaining information from reading other settings recent Ofsted reports   Kept up to date using other EY sources e.g. FSF, NDNA   * EYFS forum as a resource * From managing e-Quality Counts * Constantly reviewing paperwork, policies, ratios, risk assessments etc. Also checking updates and changes – FSF very useful for this.   Made sure SEF, development plan was kept up to date   * SEF up to date. * Action plan up to date. * Action plan, Updating information/policies   Made sure staff training was up to date   * Staff training up to date (including Prevent and WRAP training)   Made sure parents understand we are being inspected. Reminded parents of safeguarding policies and procedures.   * Notices up to remind parents not to open door etc. |

**Question 3**

How did you prepare for Ofsted coming in the days before they came, once you knew that they were coming on a specific day? (please write in the box)

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| The whole provision | In my team (room) if appropriate | Personally |
| General tidying up and ‘sprucing up’ of environment   * Tidying up display boards * Staff were given the opportunity (Paid additional hours) to check that nursery was ‘looking it’s best’ – we organised and the resources and made sure everything was labelled, organised and clean and tidy * We all made sure the nursery was clean, and any damaged toys were thrown out or repaired * We made sure we completed display boards   Reminders to staff about likely questions, location of folders, team chat.   * Spoke to staff and asked them to remember where the various folders that the inspector would need were kept. (ch) * I told staff on the morning they arrived for work. I know I have a good team and a knew they would stress/panic if they had had more warning. I told them just to be themselves, and not try and put on a show. * Mentally prepared for the questions we felt were most likely to be asked   Everyone checked that their paperwork (Learning Journals/observations/next steps etc.) were up to date. Looked at which children the inspector might focus on for that particular day (2year old, EYPP, EAL)   * Made use of days’ notice and staff supported by ensuring the following;   Paperwork in place, team working in teams – preparing rooms / staff / activities / garden, health and safety   * Booked in extra staff for inspection day * Providing opportunity for staff to ask senior staff questions about anything unsure of * Not much to do, as already had things prepared (we knew that they would come within the school year). Double checked that we had the documents to hand on their list and placed them together. Briefed staff to make sure they were ready to answer questions especially on safeguarding and their key children. * Made sure that everything looked presentable, clean and tidy. Staff came in early on the morning (we are a pack-away setting) to set up and to have a (hopefully) confidence boosting chat.   Asked parents to share their views with the inspector or by completing questionnaire   * Asked parents for their input by sending out a questionnaire– two parents came and spoke to the inspector on the day. (CM)   Staff double checking all their info   * All staff made sure the Special Books and key children paperwork was completed   There was no notice of the inspection   * We had no warning – Ofsted had the wrong phone number and couldn’t find our email address * We had no warning (previously inadequate) | Checking knowledge of all children and details (age/stage) secure and up to date   * Making sure we all knew children key details – ages / stages   Making sure planning and activities were organised and resourced   * I made sure my team were calm, organised and knew what they would be teaching and what we expected the children to be learning * Embedding staff knowledge and understanding * Whole room team made sure we knew what activity we were doing day of Ofsted and made sure we were organised   Made sure room documents and data was up to date and relevant   * Health and safety checks / cleaning * Preparing activities / paperwork * We made new display boards and made sure they were up to date and appropriate * We made sure we knew where to find paperwork or information in case we got asked something   Reassured all staff re: events of the day, knowledge and understanding   * Reassuring staff anxieties | Checking knowledge of all children and details (age/stage) secure and up to date   * Made sure I knew the next steps for my key children * Reflecting on personal practice / role * Re-read some of the setting’s policies and reminded myself of safeguarding protocols. Looked through my key children’s learning journeys. Really this was just to keep myself busy!   Planned out the day and organised resources etc.   * I planned the day out and made sure all the resources and activities were organised   Went through everything I knew about inspections in my head   * After the phone call the first thing I did was take my blood pressure reading! It was sky-high at the top of the red. I then sat down with a cup of tea, did some deep breathing.... I then spent time reading the inspection guidance and printed off EVERYTHING that i thought she would need. Action plans, Lists- you name I printed it. By doing it this way I felt I would be panicking in the morning looking for stuff in folders etc. I even printed off polices I thought she might want to see. That took about an hour or so – after that I relaxed had a glass of wine and chilled out for the rest of the day/evening. I actually had the best night’s sleep I’d had for months. On the day I went in early set up a table in a quiet area and laid out everything she might need, together with all the newly printed off stuff. When she started I told her she was welcome to write and/or make notes on the copies if needed. * made sure I was sure of questions they could ask and I knew the answers   Made sure everything on display was up to date and relevant   * Checked displays. Generally tidied up. Made sure all necessary paperwork was where it should be and easily accessible   Made sure everything was clean and tidy   * made sure to keep toys clean and rooms clean |

**Question 4**

Were there any aspects of the inspection that you were particularly worried about? (please write in the box)

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| I was most worried that … |
| * I didn’t know what to expect because it was my first inspection * I was worried that what we were teaching and encouraging children to explore and investigate wasn’t what the inspector was looking for! * No, previous inspection had focused on one particular child (ch) * I was pretty confident about my provision, but there were some physical failings in my setting that I was worried about – I had neither the time nor money to fix them. But thinking about them and writing down that I knew what the failings were, how they might affect the children, and what I intended to do about making them right, made me feel better about them and demonstrated that I was a reflective practitioner. (CM) * Doing the joint observation * Due to our owner complete lack of interest in the setting I was worried about whether or not we had all the paperwork in order. Things had got really bad in the setting- and I had called the LA advisor in for help just before Christmas and together we’d gone through action plans etc. and we made a set plan to start from Jan... the inspector came the first Tuesday of new term! I was also worried about the joint obs – this was something our advisor had picked up on – we’d never done them; however, they were on our action plan together with a sheet with a copy of the format to be used (I had printed one off for inspector) * Just that we were well prepared enough and had everything in place * New members of staff in team – how they would manage their first experience of Ofsted * Staff would panic and not be able to show what they are capable of. Being self-conscious when being observed. Being stuck in the toilets/dealing with challenging children/dealing with accidents instead of showing Ofsted how Good we are. Forgetting something really simple that would trip us up (e.g. a document out of date). I knew we were Good (all our internal audits had shown us) but we just had to prove it on the day. * Something easily avoidable let us down – our previous inspection we had a water butt without a lid – it was not accessible to the children and had no water in it but it still resulted in an inadequate judgement. I did not want that to happen again. * Joint observation…as this hasn’t been a part of the inspection before…. although we have done them previously * I was asked a question and I couldn’t answer it as I had not long moved to a new group |

**Question 5**

How did what you were worried about turn out on the day? (please write in the box)

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| It turned out that what I was worried about …. |
| * It wasn’t as bad as I thought it would be * It didn’t happen as the inspector seemed to very ‘in tune’ with our ethos * I was worried about the joint observation but it was far less ‘official’ than I thought it would be. It was a quick, 5-minute observation done on a staff member of my choice * We had a wonderful inspector. The joint obs went really well. I was able to choose which staff member to observe rather than her choosing one * It was all good and I was glad that the months of preparation/staff meeting discussions etc. paid off. * Team all did really well on the day and feedback about experience from team was good * Was OK on the day! Staff took a moment to compose themselves and think about what Ofsted wanted to know before answering. I made sure that when inspector popped up near me I talked up what we were doing and why (pre-empting what I thought they would want to know). * We were ok – no ‘silly mistakes’ * Fine …nearly didn’t manage to fit it in and had to change who I was doing it (the joint obs) on as the assistant who I had chosen had been grilled for an hour beforehand! * If the children would remain interested in the activities I was doing and remain engaged |

**Question 6**

If you have been through an inspection before, how did this experience compare? (please write in the box)

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| This inspection was …. |
| * It was less harrowing as the inspector was very smiley and spoke to the children at their level. She also seemed to put staff at their ease by her manner and encouragement to speak to her when she asked them anything * Very thorough, fair and helpful (ch) * Favourably – extremely relaxed. This was the 3rd time this inspector had inspected us. As none of my staff had changed during the 3 inspections it was all very relaxed * I didn’t think it was that much different from previous inspections – was expecting to be put through the wringer being so early in the new framework. I was much better prepared than in previous years though. (CM) * This was much better than our last inspection. * Different due to the CIF covering much more observation time and talking to staff rather than managers going through reams of paperwork etc. * Similar to previous inspection – but completely different to how they have been previous to these * The inspector made us feel at ease but did a thorough job, she didn’t actually observe in our room but observed from another area (which we were unaware of at the time but feedback was all good) * The inspection standards are higher (which made us work harder to meet / achieve them) * We felt better prepared all round having days’ notice * Pretty similar. Appreciated the notice though! This took away the knock on the door panic when a parent comes in late and you think it might be an Ofsted inspector! Took a while through the feedback talk until she told us the result. * We have been unfortunate to have had a few over the last few years to malicious complaints – this latest inspection was on a par to our last one but the one previous to that was horrendous – it was very clear that the inspector was out to fail us and when I commented on some of the things she did to following inspectors were shocked. * Quite different. More organised and clear. Very little on care but lots on education. Felt it was more about our whole provision and less about what was happening on the day |

**Question 7**

If you haven’t been through an inspection before, was this inspection what you thought it would be like? (please write in the box)

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| The inspection was … |
| * It wasn’t as intense as I thought it would be * It was like I thought it would be as they observed play and asked questions but it wasn’t as bad as I thought and they didn’t ask as many questions as I thought they would |

**Question 8**

On the day, did the inspector talk to you and if so, what about? (please write in the box)

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| The inspector asked me … |
| * She praised me on a conversation she had overheard me having with a child, although I didn’t know she was observing me at the time (I was outside and she was inside and she could hear me through a door) * She asked me about organising the group of children, what happened at different points during the day, how we challenged the children and how we encouraged them to persevere with an activity * About committee membership – our details didn’t match the records that Ofsted were holding (ch) * Prevent Duty. (CM) * The children and how I observed them and provided for their needs. (CM) * She was very interested in my Tapestry and how I entered my observations and assessments into it. (CM) * She asked about any changes since our last inspection, any changes we knew about in childcare since our last inspection, safeguarding, asked to see example planning, Tapestry LJs, SENCO children and EYPP children * As the manager she spoke to me about most things, she did spent time ‘chatting’ rather than talking to each staff member. I say chatting as she was very relaxed and informal in her manner. She asked staff about the children’s development and how they supported, she asked about our routines. * As the manager we discussed routines of the day/planning etc. at the beginning and throughout the inspection when the opportunity arose. Then again at the end to cover the areas of management she wanted to discuss and then finally when giving her feedback. * When the inspector asked team member about prevent duty – I stepped in to support staff member and answered follow up questions * About planning for the outside area. I was outside, so when inspector came out I went over and gave her a verbal tour of the outside provision (giving examples of what the children have done in the past as well as what we had on offer that session and why). I related it to how our overall planning and next steps worked as I was unsure of what the leader had already told the inspector. * The inspector spent most of the day with me and we talked about everything – previous inspections, the future of the preschool, all aspects of running the setting, managing staff, managing parents etc. * Safeguarding/complaint/EAL /SEN /and EYPP support/staffing appraisals training and its impact * How old some of the children were in my care. they asked what we were doing with the children - what activity. they asked about the nursery routine, so how it worked and what were we doing next? * I was observed doing some mark making in the garden. This wasn’t prepared for in advance but it went well as the inspector spoke to the children a lot and even when the inspector spoke to me, the children answered for me |

**Question 9**

Were you part of the ‘joint observation?’ if you were, how did this go? Had you prepared for it in advance? (please write in the box)

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| The joint observation was … |
| * The inspector watched a maths activity and then watched the manager feed back to me about how the activity went – what she liked, how I organised it and what she felt were the good parts. I had used this activity in the recent past with another group and so I felt confident to do it again. * I had a couple of things planned, one of which was to play outside with the children. I like to think that I am a child-led practitioner, I followed their leads. The swings were wet and I had to race inside to get a towel. When she asked me if I would have done anything differently I said that I would have made sure I had a towel. I just made sure that resources were accessible and available. (CM) * Favourable. Afterwards she complemented my staff member on her attitude and the ‘skilful’ way she drew the child out * Good. Relaxed and informal * It was with another manager who was supernumerary on the day. The joint observation went very well. It was not prepared in advance, as we didn’t know when the inspector would want to undertake the observation. * Carried out on another member of staff. This was very ad hoc. When inspector asked about doing joint inspection, leader suggested doing it now on staff leading snack as this was going on in front of them. * Yes, I was, I had done 2 with inspectors beforehand so knew what to expect – staff had also been prepared and we had in fact a prepared activity – in the event we did not use it as our planning for the day was ideal – the inspector made it very clear to the member of staff that it was me she was assessing not her and this put the staff member at ease. Definitely worth preparing for and we now do regular joint obs with staff. * Yes, and it was fine. We had done them previously but not practised with a particular activity |

**Question 10**

Were you asked anything at any point during the inspection that you didn’t know the answer to? (please write in the box)

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| The inspector asked me … |
| I was asked about the effects of the training we had done…. I found this tricky to answer quickly as I hadn’t really analysed this |

**Question 11**

As far as you were aware, what did the inspector do during the inspection? (please write in the box)

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| During the inspection, the inspector … |
| * She observed all the areas of learning at every age group – she went into all the teams and observed all the staff. She went everywhere * She observed activities, talked with children about what they were doing, asked the staff what they were doing and why. She looked at the learning environment, looked at resources, displays. She looked to see how children interacted with each other and with the adults. She noticed how confident and self-assured children were, how staff encouraged them to participate in activities increasing their knowledge and practicing their developing skills. * Observed staff interaction with children. Looked at policies and procedures. Looked at outdoor provision and local school where we take the children for lunch. Spoke to every member of staff individually. Previous inspection was on previous framework, new inspection was new framework and so inspector was not concerned about previous and inspected us ‘afresh’. (ch) * Observed the children, observed me, wandered around checking dates on notices. Looked at my website – I’m not convinced she’d accessed it before the visit. (CM) * Looked at sample of policies, staff folders, checked what was on display, chatted to staff * She was very observant of staff and children, and spent the first two hours on the floor with us. she then retreated to her paper mountain table for another couple of hours. * Observed a lot, looked at all the displays and information readily available around the setting, spoke in depth to staff about their key children and other discussions surrounding safeguarding, prevent duty and vulnerable children. * Visited all rooms * Talked to staff about roles, key children, asked staff safeguarding questions * Talked to children * Talked to senior staff and staff with specific roles * Used quiet room to do write up * Feedback with owner and manager * Not a lot! But I had chatted to inspector when nearby and she had observed what was going on around me. Chatted mostly to leader. Typed into their laptop. Sat and watched children and staff. * Meeting with me…introduction to the parents (spoke to them) observed all staff inside and out…. tracked EAL/SEN and EYPP children. Spoke to SENCO and keyworkers at length. Feedback and specific questions regarding a complaint. Recorded masses of evidence but the report is very short. * Observed play, observed the children’s wellbeing and involvement, observed the staff connections with the children, observed the staff awareness of the children’s development, observed the overall setting appearance, observed connections with regards to parents’ involvements |

**Question 12**

If you were inspected again is there anything that you would do differently? Why? (please write in the box)

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| I would … because |
| * I wouldn’t be so worried as I realised that I know more than I think I do * Not be quite so worried about own teaching * Always carry a towel because you never know what might need wiping! (CM) * Ensure that our outside area was more of a reflection of our inside provision – because that is what got us a good rather than outstanding. However, we had no warning, we had one member of staff off sick, only 12 out of 21 children in and it was the end of a very wet and windy week in December! * No, although (as long as I get paid for doing it) I will update the SEF. * Try to showcase more (maybe use a prompt sheet put together in advance) because it is hard to remember all the good things you have done since the last inspection when nervous. * The committee nearly let us down – I am currently in the process of buying out the committee as in my opinion it is not fair how much responsibility they have when they have no training and are not part of the day to day running of the setting – our chair is very good but she did not really answer questions on safeguarding very well – we were lucky as the inspector recognised that the staff and myself were very secure in our knowledge but another inspector and it would have been a different outcome. * Just make sure I’m up to date with info so there are no last minute rushes! |

**Question 13**

Has the inspection or your preparation for it changed the way in which you work now on a day to day basis? (please write in the box)

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| Since the inspection, I now … |
| * On a more regular basis I now challenge the rest of the team to explain why they do certain things in a certain way, or I ask them what else they could do to promote children’s learning * All committee information is now stored centrally within easy reach. (ch) * Made me more confident. I really feel like I’m on the right track. (CM) * It just confirmed I have a great team * Ensure all the preparation we did before inspection is kept in place and up to date * Ensure myself and staff team keep striving to achieve the best outcomes for children (we achieved outstanding but we must keep to that and be outstanding in our roles everyday) * Has made me look and think what more can we do, where can we go next etc. * Carry on as before. * Haven’t really changed anything – the recommendations were very minor and I am not sure I really want to be Outstanding due to the added pressure – all our parents are happy with us and our children are settled, happy and achieving – that is what is important – not the grading from one person in a snapshot of the school. * Supervisions are now planned for and put in the diary otherwise they tend not to get done * I am more aware of general housekeeping, such as making sure the display boards are up to date and looking good. Making sure I am at all times fully engaged with the children and seeing ways in which I could move the children’s development forward |

**Question 14**

What advice would you give to someone who is waiting for their inspection in the next few months? (please write in the box)

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| I would tell them … |
| * You should stay calm and be prepared and it’s not as bad as you think it’s going to be * Don’t panic, but think about all the things they do that ensures children in their care have a happy and successful time with them * Have paperwork in set places * Don’t have too much stuff out. Make resources specifically for children on the day. Think about why resources are available. (CM) * Stop stressing – just ensure that all your ‘legal bits’ are in order. If something works for you and as long as you can explain how it works and why – then fine * Read the guidance and make sure you have all the relevant info handy. * Prepare as a team to be as cohesive and transparent as you can and ensure everyone is up to date with the latest legislative requirements. * Make use of your days’ notice * Make sure staff are prepared, share any anxieties * Be resourceful – find out other settings experiences, use your Early Years Advisor to support * Have your own in-house inspection – like a mock * Make sure everything is up to date. Keep yourself and staff current to any new regulations/training/government initiatives. Keep calm and carry on! * Loads of reminders for staff re safeguarding and Prevent – they need to know it all inside out (not just for inspection but all staff will be asked about it) * Being able to show you know your children and families well and are doing everything to progress them * Practice shared obs – inspector just wanted to see I could assess and be critical if required. Practice helps staff ready for the inspection but is also a very useful tool for staff management. * Try and relax but don’t forget the obvious in the initial panic – checking ID, signing in, showing where toilet and fire exits are etc. – the initial 10 mins can be very scary – call in an extra member of staff if you are able to – the inspector really needs one person’s undivided attention and that is difficult if you are running close to ratios. * Update all policies especially mobile phone and camera and safeguarding. Ensure all first aid training is up to date * Relax. It’s not as scary as what you think |