

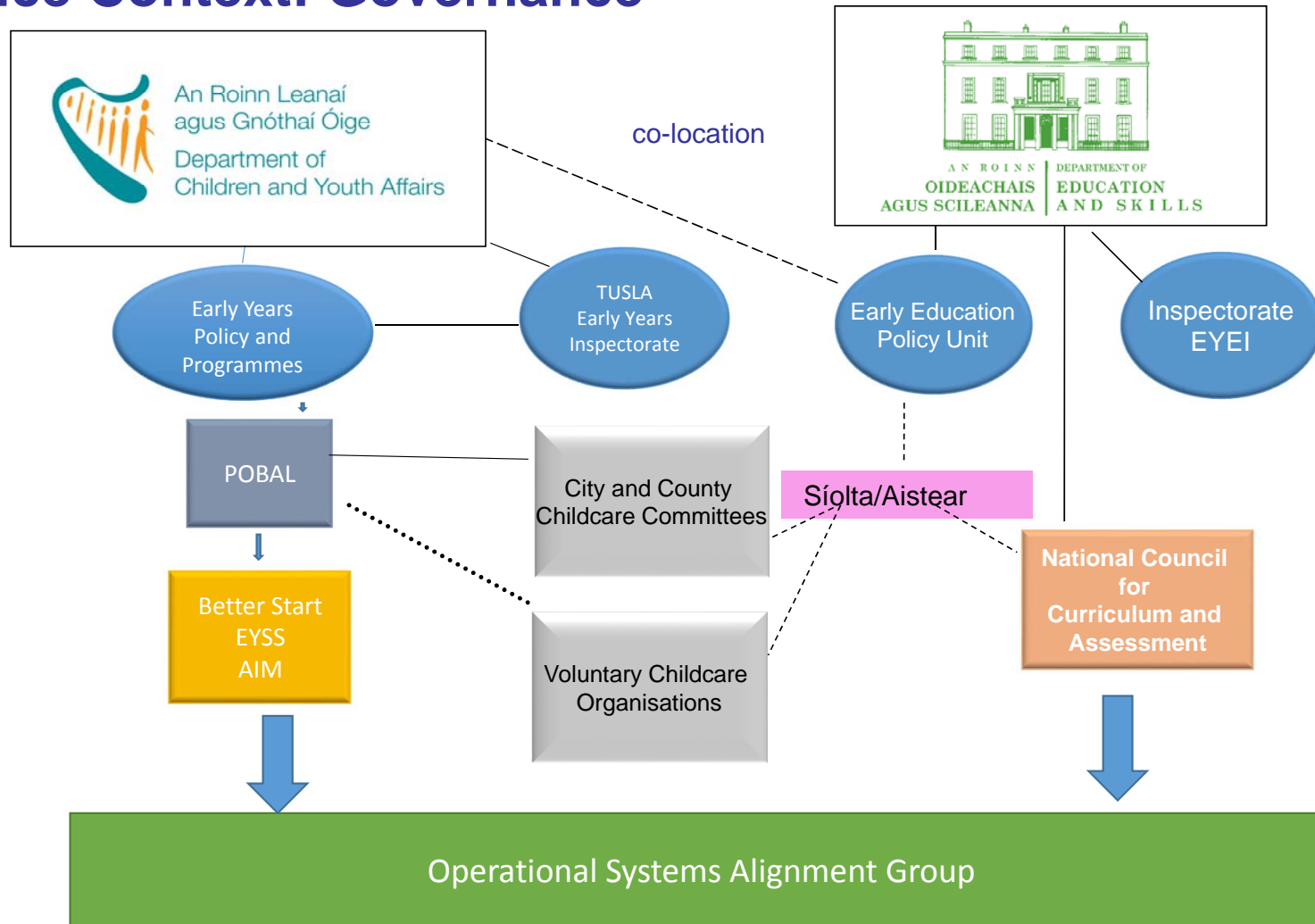
# Early Years Education-focused Inspection Together towards Quality

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Early Years Inspector

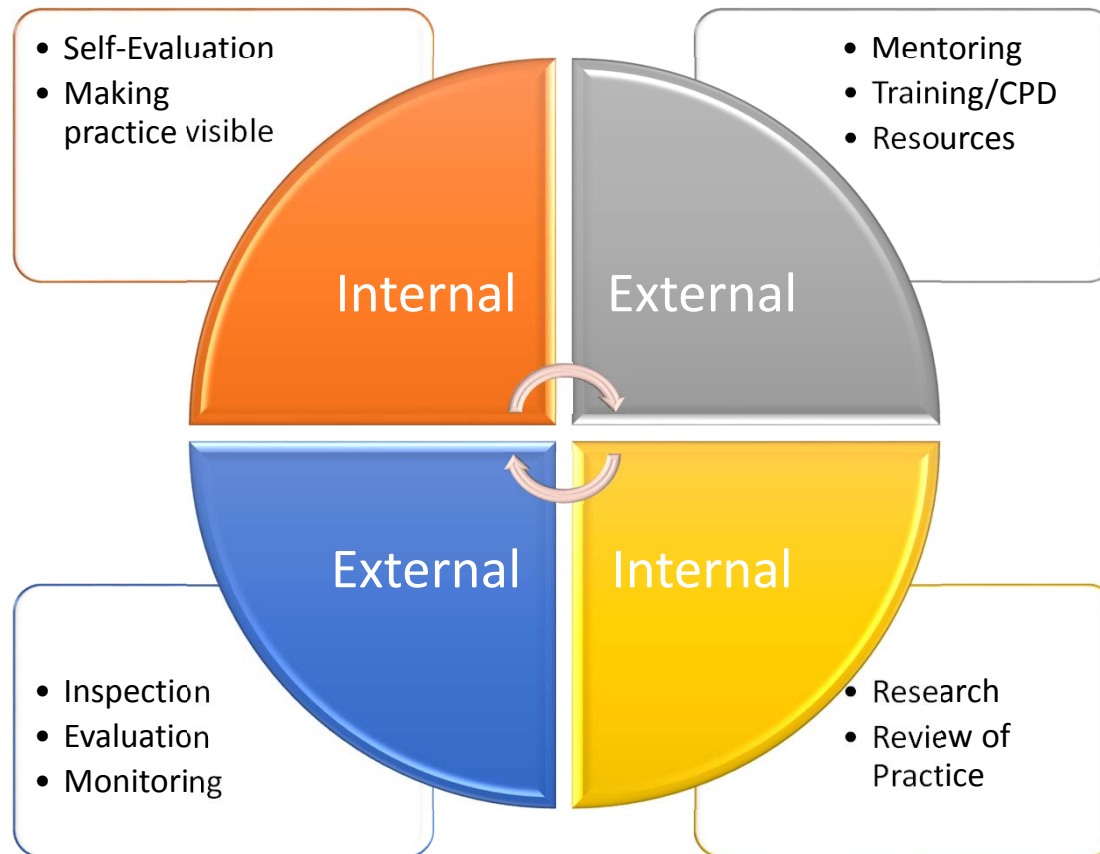
# Development to date...

- Budget 2014 – DCYA commission DES to develop Education focused inspection
- November 2015 – Early Years Inspectors appointed in DES
- April 2016 Minister of education and Minister for Children sign off on EYEI model
- 14 April 2016: Early-years education-focused inspections (EYEI) began
- April – June 2016: 182 EYEIs conducted
- 30 June 2016: first EYEI reports published (44)
- 12 September: EYEI re-commenced

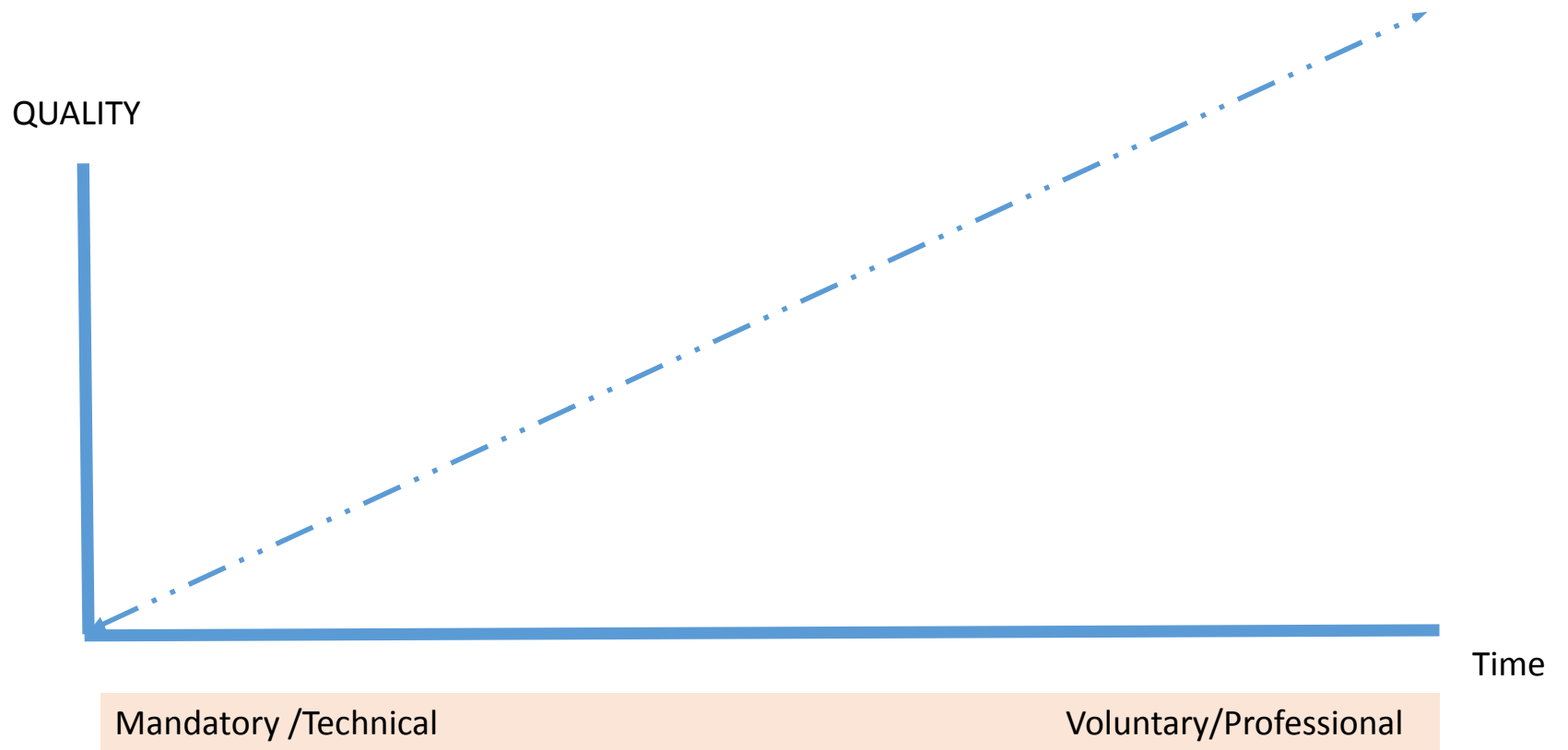
# Practice Context: Governance



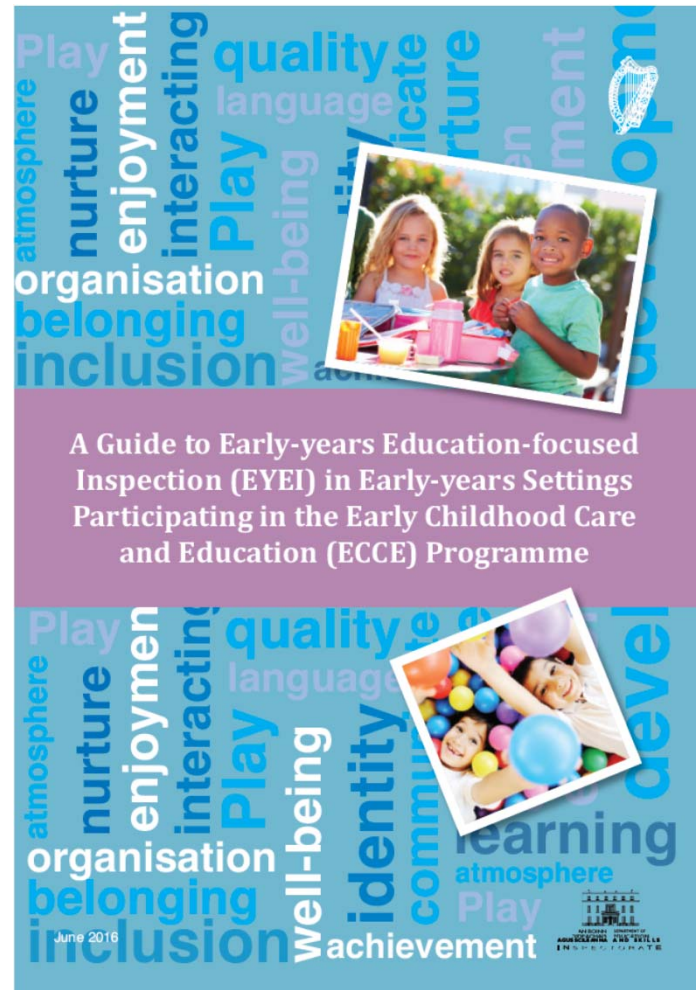
# The ingredients of quality improvement



# Quality Improvement Continuum



- <https://www.education.ie/en/Publications/Inspection-Reports-Publications/Evaluation-Reports-Guidelines/A-Guide-to-Early-years-Education-focused-Inspection-EYEI-in-Early-years-Settings-Participating-ECCE-Programme.pdf>



# A focus on process quality ...

- Promoting children's well-being, learning and development with special attention to:
  - Relationships – respectful and reciprocal (parents, staff and children)
  - Interactions – purposeful, varied and empowering
  - Creating a strong sense of identity and belonging for all
  - Pedagogy – curriculum, strategies, assessment and documentation
- The role of the professional reflective adult
  - Initial and continuing professional education and training
  - Mindful and reflective in practice
  - Valued, supported and rewarded

## A focus on improvement

- Identify and affirm good practice
- Support self-evaluation and review processes in the settings
- Provide advice and support to EY practitioners about how children's learning can be developed
- Complement other national measures to support improvement; work collaboratively with other groups and agencies in EY sector to support practitioners in a cohesive, practical way
- Provide information to the public, including parents – Publication - a catalyst for improvement (Di Maggio & Powell 1983)



# Improvement through professional engagement

- Engage with practitioners in a spirit of trust and respect
  - Effective educational change requires a ‘hearts and minds’ approach (McNab 2004)
- Foster professional conversations that promote reflection and change
  - External inspection is most likely to be effective when based on collaboration, collegiality, and a sense of shared experience between the inspector and those inspected (Whitby 2010)



We are committed to:



# The quality framework

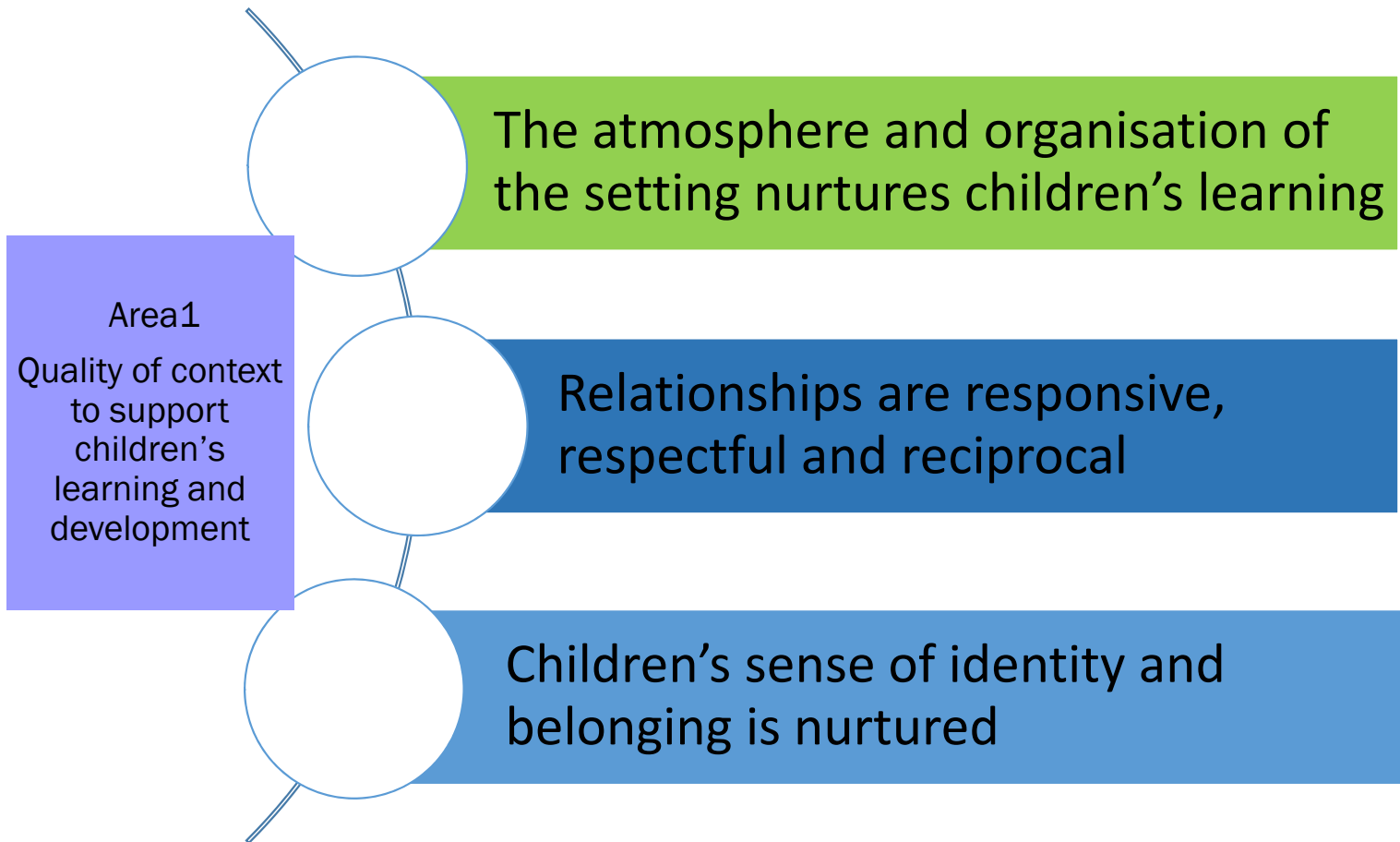


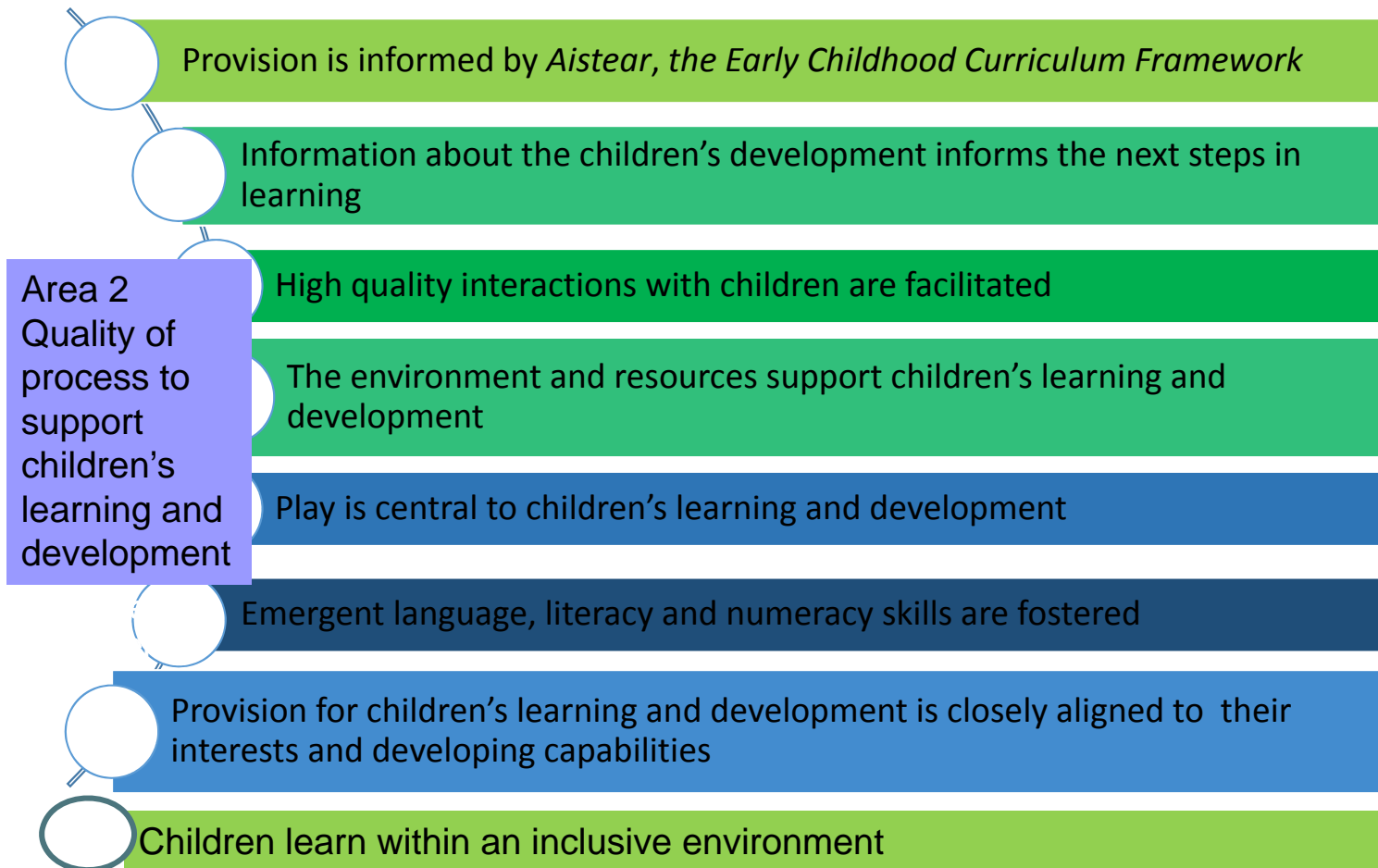
- EYElS – based on a quality framework informed by *Aistear*, *Síolta*, national and international research
- A strong framework – clearly and practically articulated
- Illustrates what effectiveness in EY provision looks like
- Makes clear the focus of EYEl inspections
- Informs both internal review, reflection and developmental processes as well as the external inspection process
- *Inspection systems that set clear expectations regarding what constitutes ‘effective provision’ for settings and their stakeholders are strong determinants of improvement actions (Gustafsson et al 2013)*



## The quality framework

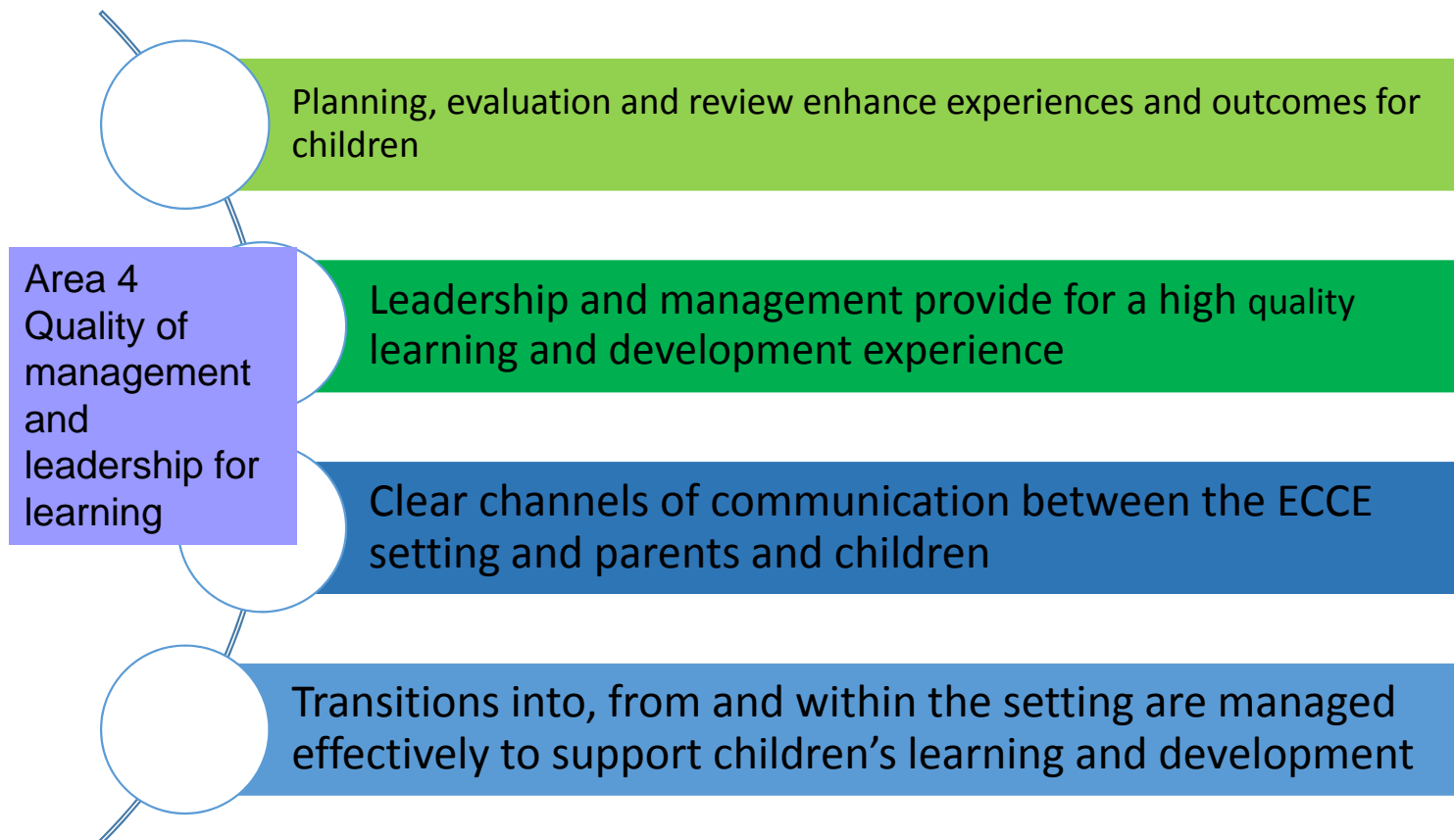
- Strong focus on play
- Categorises provision under four broad areas:
  - Quality of context to support children's learning and development
  - Quality of processes to support children's learning and development
  - Quality of children's learning experiences and achievements
  - Quality of management and leadership for learning
- Key outcomes are identified for each area
- Each outcome further elaborated through 'signposts for practice'





Area 3  
Quality of  
children's  
learning  
experiences  
and  
achievements







# The Inspection Process

- **Before**
  - Selection of early years settings
  - Notification
  - Authorisation
- **During**
  - Initial meeting with leader/staff to introduce setting/inspection process
  - Observation of practice
  - Feedback with leader and staff
- **After**
  - Draft report
  - Factual verification
  - Setting response
  - Publication

# Using the quality framework – the inspection process

## ➤ Inspectors observe:

- Quality of staff interaction and engagement with children
- Opportunities for children to communicate and express their own ideas
- Opportunities for children to learn through play
- Extent to which children can engage in freely-chosen play
- How the environment and resources support learning
- Use of information about children's interests, strengths, prior learning to plan for the next steps in their learning
- Value placed on children's own creative ideas
- The effective use of all time for learning

# Making Practice Visible.....

- A basic requirement of professional activity
- Generated in the **everyday practice** of the setting
- By... the staff team, the children, the parents, the management etc.
- E.g. Parent information leaflets, curriculum plans, observations of children, staff reflections, journals, minutes of meetings, learning stories, creative work, photographs.....etc. etc. etc.
- **Not especially created for inspection!**



# Factual Verification

This is issued as a first draft of the report to allow for any factual inaccuracies such as address, names, number of staff and children to be amended

Draft report issued within **3 weeks** of visit

Setting has **5 working days** to return

<b>Setting name:</b>	
<b>Setting address:</b>	
<b>Setting ID number:</b>	
<b>Type of inspection</b>	
<b>Date of issue of inspection report</b>	
<b>For office use</b>	
<b>Setting name:</b>	
<b>Factual inaccuracies in the report</b>	
Please use the space below to draw the attention of the Inspectorate to any factual inaccuracy that you believe is included in the draft inspection report issued to your setting. Alternatively, please supply details on an attached sheet.	
<b>Page number</b>	<b>Inaccuracies</b>
<b>Signature:</b>	<b>Date</b>

# Setting Response Form

This is issued with the final version of the report for publication to allow the setting to add any relevant comments for publication with the report

**10 working days** allowed for return of Setting Response

Processed for publication – within **1 month**

Setting name:	
Setting address:	
Setting ID number:	
Type of inspection	
Date of issue of inspection report	
For office use	
Setting name:	
Setting name:	
<i>Please choose option A, or B, or C</i>	
OPTION A	The owner / manager accepts the report as the final inspection report and does not wish to respond formally to the report
OPTION B	The owner/ manager accepts the report as the final inspection report and wishes to respond formally to the report. The owner/manager agrees that the response submitted will be included as an appendix to the report. The owner's/ manager's response is submitted below.
OPTION C	The owner/manager does not accept the report as the final inspection report and is making a request for a review of the inspection in accordance with the published procedures of the Department of Education and Skills for the review of inspections. The owner/manager will submit/has submitted a written request for a review to the Office of the Chief Inspector.

**Part A – response of Owner/Manager**

**Please comment on the content of the inspection report (approximately 100 – 150 words)**

*This report is a good representation of the work that we do daily to support the children on our care. We all engaged in the discussion that resulted in the evaluation statements.*

**Part B – Response of Owner/Manager**

**Please indicate the actions that the Early Years setting has taken or plans to take to address each of the actions advised in the report (approximately 350 – 400 words)**

*Area 4 - We have developed a new information leaflet for parents to support them in the transition from preschool to primary.*

# Editing Process

- Factual Verification – to allow any inaccuracies regarding the address, reference number, number of staff, children (present on the day) or any other **factual** errors
- **NOT** – challenges to the evaluation statements/ratings
- Setting Response – to allow the setting to comment upon the final report and outline what plans they have to improve their practice
- **NOT** – identifying comments about the inspectors, staff, children or parents or wider context related matters – either positive or negative!
- Published Report – will include the details of the setting response form where appropriate

# Publications to date

- 44 Reports published June 2016

<http://www.education.ie/en/Publications/Inspection-Reports-Publications/Early-Years-Education-Reports/>

The screenshot shows the Department of Education and Skills website. The main content area is titled "Early-Years Education-focused Inspection (EYEI)". It contains a paragraph explaining that EYEIs are carried out in early-years services participating in the Early Childhood Care and Education (ECCE) Programme. Below this, there is a section for "Related Links" with two links: "Early Years Education Reports" and "Finding Inspection Reports".

Date	School Roll No.	County	Title	School Level	Inspection Type	Subject	Download
14/04/2016	09CN0047	Cavan	Little Willows, 1 The Willow, Chapel Road, Bailieborough, County Cavan, AS2 KT73	Early Years Education	Early Years Education-focused Inspection (EYEI)		
04/05/2016	09CW0003	Carlow	Apple Tree Pre-School, Slate Row Hall, Hacketstown, County Carlow	Early Years Education	Early Years Education-focused Inspection (EYEI)		
09/05/2016	09DL0073	Donegal	Naiomra Loch an Iúir, Cúiliste na Gásige, Loch an Iúir, Anagáire, Leitir Ceannainn, Co Dhún na nGall	Early Years Education	Early Years Education-focused Inspection (EYEI)		

At the bottom of the page, there are social media sharing options for Facebook (2402), Twitter (1), and Email (2405).



# Some emerging themes from Inspection reports

- Use of observation to plan for progression in children's learning
- Incorporation of children's emerging interests into planning for the next steps in their learning
- Promoting play as central to children's learning
- Communicating with parents
- Provision for children with English as an additional language
- Supporting a move away from 'schoolification' models of Early Years provision
- Supporting children's sense of identity and belonging
- Supporting transitions from pre-school to primary school



# A web of trust



- Challenge for all – to build a ‘web of trust’ where we are all engaged and challenged, responsive and reflective, with a constant focus on the child’s experiences, learning and development
- Strong
- Sensitive
- Responsive
- Connected

# Questions and Answers



Míle Buíochas