



**Cymru**  
National Day Nurseries Association

# Factsheet



## Inspection of Foundation Phase Nursery Provision within the non-maintained sector

**Wales**

# Inspection of Foundation Phase nursery provision within the non-maintained sector.

## Who are Estyn?

Estyn are the education and training inspectorate for Wales responsible for reviewing the quality and standard of education. Estyn is led by her Majesty's Chief Inspector of Education and Training in Wales. Estyn is independent from the National assembly of Wales but they do receive funding from the Welsh Government. The word Estyn is Welsh for 'to reach out' or 'to stretch' and their vision is to improve the quality of education and training and outcomes for all learners in Wales.

As well as inspecting, Estyn also provide advice and guidance to the Welsh Government on quality and standards. They are also extremely keen to share interesting and innovative practice they have witnessed during an inspection and will invite providers to write case studies on said practice to share on their website.

## Why do Estyn inspect?

Legislation sets out the powers of Her Majesty's Chief Inspector of Education and Training in Wales. This includes what the Chief Inspector may or must inspect and report on, how often providers must be inspected and details for publishing inspection reports. Estyn inspect quality and standards in a range of schools, settings and educational establishments including non-maintained settings that receive funding from local authorities. The main primary legislation governing the inspection of non-maintained nursery settings is the Education Act 2005. A setting registered with a local authority to deliver Foundation Phase education (Early Education / Entitlement) to three and four-year-olds will be inspected by Estyn.

## Joint inspections

Since January 2019, Estyn have been working alongside Care Inspectorate Wales (CIW) to complete joint inspections of non-maintained nursery settings, in order to support the streamlining of the way CIW and Estyn inspect children's education and care services. A [guidance handbook](#) for inspecting care and education in regulated non-school settings eligible for funding for part-time education has been produced to set out the way that CIW and Estyn will inspect the care and education within those settings. Joint inspections evaluate the care provided for all children up to the age of 12 years and the education of three and four-year-old children that do not receive education in a maintained setting.

## Prior to inspection.

You will receive 10 working days notice of an inspection. An inspection co-ordinator will contact you to make arrangements for the inspection and query any general health and safety precautions. They will discuss any specific documentation that needs to be shared through the Virtual Inspection Room as soon as possible after the formal notification of the inspection (within 5 working days). The list of documents can be found in Annex B of the guidance handbook. Pre-inspection self-assessment information can be in any format, although Estyn and CIW promote using one large document over multiple smaller documents, whilst ensuring all children are covered within it as well as the care and education standards. Although the document itself is required, inspections will focus in on the 'processes' of self-evaluation and not just the document itself. The inspectors are looking for strategic evaluation, something that is thought about, planned for and routinely reviewed. Self-assessment should be authentic and not just a 'box-ticking' exercise.

The inspection team will consist of a lead inspector and a team inspector. If inspection is led by an Estyn inspector, the team inspector will be an inspector from CIW. If the lead inspector is from CIW, the team inspector will be from Estyn. The registered person / responsible Individual will need to be available to meet with the inspectors during their visit. The lead inspector will contact the setting by telephone before the inspection to introduce themselves and to provide any further information about the inspection. Parents must be informed about the inspection and 'questionnaires' or 'surveys' must be completed to gain their views. It is also good practice to inform the children of the visit to mitigate any increased anxieties of having unknown adults enter the setting on the day. In the days leading up to the inspection, revisit the notion that these people will be visiting the setting and assure the children that they are able to approach and talk with them and that they may be approached themselves and asked some questions.

## The inspection framework

The joint inspection framework contains six themes, each divided into key areas:

- Well-being
- Learning
- Care and development
- Teaching and assessment
- Environment
- Leadership and management.

Themes one and two consider children's outcomes, themes three and four consider how well practitioners contribute towards these and themes five and six consider the quality of

leadership in ensuring good outcomes for the child. Inspectors will make one judgement for each theme across the setting’s whole provision.

	Theme	Key area
C H I L D R E N	1 Wellbeing	1.1 To what extent do children have a voice?
		1.2 To what extent do children feel safe, happy and valued?
		1.3 How well do children interact?
		1.4 To what extent do children enjoy their play and learning?
		1.5 How well do children develop, learn and become independent?
	2 Learning <sup>1</sup>	2.1 How well do children acquire skills and make appropriate progress in their learning?
P R A C T I T I O N E R S	3 Care and development	3.1 How well do practitioners safeguard children whilst keeping them healthy?
		3.2 How well do practitioners manage interactions?
		3.3 How well do practitioners promote children’s development and meet their individual needs?
	4 Teaching and assessment <sup>1</sup>	4.1 How well do practitioners plan learning experiences that meet the needs of children?
4.2 How well do practitioners teach and assess children?		
L E A D E R S	5 Environment	5.1 How well do leaders ensure the safety of the premises?
		5.2 How well do leaders ensure the suitability of the premises?
		5.3 How well do leaders ensure the quality of resources and equipment?
	6 Leadership and management	6.1 How effective is leadership?
		6.2 How effective is self-evaluation and planning for improvement?
		6.3 How effective is the management of staff and resources?
		6.4 How effective are partnerships?

Inspection framework table from the [Guidance handbook for inspecting care and education in regulated non-school settings eligible for funding for part-time education](#), Estyn 2019.

## The inspection itself

The joint inspection visits will normally take place over two consecutive half-days. DO NOT change your usual routines for the inspection. This will upset the dynamics of your setting and the routines of the children, something that the inspectors will notice. You do not need to cancel visits, visitors or family / community activities. The inspectors want to see your setting as it presents itself every other day of the year. If these activities have been planned with careful consideration for the children’s care and education, then leave them in and inform the inspector prior to their visit.

The inspectors work as a team and move around the whole setting. Where settings offer care for children up to the age of 12, please be mindful, that although you only deliver funded

education to your three and four-year-olds, the Estyn inspector will inspect all areas of provision and ages that you are registered for alongside the CIW inspector. The inspectors will collate information from both of their visits to feed into the joint inspection report.

During the inspection, inspectors will gather evidence using a variety of methods: observations of practice; discussions with children, parents, practitioners, leaders and scrutiny of documentation. Documentation that is required during an inspection can be found within Annex C of the guidance handbook. Staff may be asked about the contents of certain policies and procedures. They do not need to know these documents cover to cover. They do however, need to be aware of where to locate the information if needed to and can share this with the inspector should they be asked about it.

Please note that you are not required to provide a place for the inspectors to work in but if the space allows, this may be something you wish to consider and this is where you also may want to hold the post-inspection feedback meeting.

## After the inspection

At the end of the inspection, formal feedback will be provided. The feedback meeting provides the opportunity for leaders and managers to hear and to reflect on the inspection team's findings and judgements. You are able to invite a CWLWM representative to the feedback meeting as well as your Local Authority Early Years Advisory Teacher if you wish to do so. Inspectors will make one judgement for each of the six themes across the setting's whole provision: excellent, good, adequate or poor. All the judgements reported during an inspection are provisional and subject to moderation and validation. They are also confidential and should not be shared with anyone outside of the feedback meeting, including via social media, until CIW and Estyn publish the report on their websites.

Reports will be produced within 45 working days from the start of the inspection.

## Follow-up activity

The inspection team will consider whether the setting needs any follow-up activity and will inform the setting within the feedback meeting. This is based on the judgements and any non-compliance identified for each theme.

A setting will normally require follow-up if:

1. CIW have issued a non-compliance notice

2. CIW have notified the provider of non-compliance but have not issued a non-compliance notice
3. Leadership and management is identified as adequate or poor.

There are two types of follow-up activity:

1. Progress review
2. Focused improvement.

Follow-up work involves activity by either Estyn and / or CIW inspectors. The activity involves increasing levels of intervention in proportion to improvements required. Further information on progress reviews and focused improvements can be found within the '**Follow-up Guidance for non-school settings providing care and eligible for funding for part-time education, and for inspectors**'. You can also look towards your local authority's early years team and your CWLWM representative for further support.

### Further reading and support.

- [Care Inspectorate Wales](#) (CIW)
- [Estyn](#).

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# Factsheet

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We are the voice of the 21,000-strong nursery sector, an integral part of the lives of more than a million young children and their families. We provide information, training and advice to support nurseries and the 250,000 people who work in them to deliver world-class early learning and childcare.

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