

Ofsted Toolkit and Operating Guidance Updates 2026

Document: Early Years Inspection Operating Guide for Inspectors	
Current Version (September 2025)	Updated Version (September 2026)
<p>Contents</p> <ol style="list-style-type: none"> 1. About this page 2. Conduct 3. Key principles 4. What to do before arriving on site 5. Notification 6. Planning call 7. After the call(s): when there is a team of inspectors 8. Core requirements throughout the inspection 9. Meeting standards and determining grades 10. Where the evidence indicates a particular grade is likely to be reached 11. What to do on site during the inspection 12. What to do after the inspection 13. Quality assurance and consistency checking 14. Additional guidance to support inspection 15. Additional guidance to support evidence-gathering 16. Specific contexts to consider 17. Other matters 18. Print or save to PDF 	<p>Contents</p> <ol style="list-style-type: none"> 1. About this page 2. Conduct 3. Equality duties on education inspection 4. Key principles 5. What to do before arriving on site 6. Notification 7. Planning call 8. After the call(s): when there is a team of inspectors 9. Core requirements throughout the inspection 10. Meeting standards and determining grades 11. Where the evidence indicates a particular grade is likely to be reached 12. What to do on site during the inspection 13. What to do after the inspection 14. Quality assurance and consistency checking 15. Additional guidance to support inspection 16. Additional guidance to support evidence-gathering 17. Specific contexts to consider 18. Other matters 19. Print or save to PDF <p>Equality duties on education inspection Both inspectors and providers have responsibilities under the Equality Act 2010. Guidance on the equality duties for providers and inspectors is set out in our Equality duties on education inspection policy. This includes what to do if you witness or find evidence of behaviour by leaders and staff that does not comply with the act.</p>

Ofsted Toolkit and Operating Guidance Updates 2026

<p>Preparing for inspection:</p> <ul style="list-style-type: none"> data relating to the context of the local area, including deprivation levels, take-up of the early years pupil premium (EYPP), obesity rates and oral health statistics – this publicly available data will help to inform your discussions with leaders during the planning call. 	<p>Preparing for inspection:</p> <ul style="list-style-type: none"> data relating to the context of the local area, including deprivation levels, take-up of the early years pupil premium (EYPP), obesity rates, education, health and care (EHC) plans and special educational needs and/or disabilities (SEND) and oral health statistics – this publicly available data, which can be found with the <i>Ofsted: explore an area</i> tool, will help to inform your discussions with leaders during the planning call.
	<p>Timing of the call</p> <p>No children on roll or present</p> <p>If the setting is not going to have children present within the next 5 days, find out when children will be present. If this is expected to be within one month, you must attempt to rearrange the inspection to take place when the children will be present. If the inspection has previously been rearranged because there were no children on roll or present, the inspection should go ahead without children on roll or present. Additional guidance for inspections where there are no children on roll or present is provided in the Specific contexts to consider section.</p>
<p>Notifying leaders of inspection</p> <p>Inform the setting that an inspection is taking place and explain the type and length of the inspection.</p>	<p>Notifying leaders of inspection</p> <p>Remind the setting that they can contact a senior Ofsted leader, using the number provided as part of the notification process, to raise any issues or concerns or to seek clarification about the inspection. This should be the only route used to contact Ofsted, as it is the most efficient and helpful way to have these addressed (see the Concerns or Complaints about an inspection section in the early years inspection information pages).</p>

Ofsted Toolkit and Operating Guidance Updates 2026

<p>Reasonable Adjustments and Adaptions Ask whether anyone who will be joining the planning call requires any reasonable adjustments due to a disability and, if so, what arrangements are already in place.</p>	<p>Reasonable Adjustments and Adaptions Ask whether anyone who will be joining the planning call, whether team members or setting staff, requires any reasonable adjustments due to a disability and, if so, what arrangements are already in place.</p>
<p>Confirming key information about the setting Confirm that, immediately following the notification call, an email will be sent to the NI. It will ask the NI to gather factual information about the setting before the planning call. It will also include guidance about the inspection. If the leader on the call is not the NI and is unable to access the email before the planning call, they can provide a temporary contact email address. You should record this so this can be (temporarily) added to our system. The email will then be sent to both the NI and the temporary contact at the setting. Check that the provider's email address is correct and that they agree to electronic communication. You will need this information by the end of the inspection. At the end of the inspection, note any changes or updates to the information held about the setting. At this early stage in the process, explain that during the inspection, you may need to access policies required by the EYFS, as well as other relevant information. Settings can find the list of documents in the inspection information for early years.</p>	<p>Confirming key information about the setting Confirm that, immediately following the notification call, an email will be sent to the NI. It will ask the NI to gather factual information about the setting before the planning call. You will need this information by the end of the inspection. The email will also include guidance about the inspection. If speaking to the NI, check that the provider's email address is correct and that they agree to electronic communication, including routine correspondence and any legal notices. At the end of the inspection, note any changes or updates to the information held about the setting. If the leader on the call is not the NI and is unable to access the email before the planning call, they can provide a temporary contact email address. You should record this so this can be (temporarily) added to our system. The notification email will then be sent to both the NI and the temporary contact at the setting. At this early stage in the process, explain that during the inspection, you may need to access policies required by the EYFS, as well as other relevant information. Settings can find the list of documents in the inspection information for early years.</p>
<p>Ensuring that leaders have what they need Ask leaders if they have any requests that are specific to the setting's context. For example, you may be asked to provide photographs of the inspector(s) to help prepare children for who they will see.</p>	<p>Ensuring that leaders have what they need Ask leaders if they have any requests that are specific to the setting's context. Explain how you will use your mobile phone during the inspection. This will include having access to your phone should you need it, while being</p>

Ofsted Toolkit and Operating Guidance Updates 2026

<p>Explain how you will use your mobile phone during the inspection. More information is available in the inspection information for early years.</p>	<p>respectful of the setting’s mobile phone use policy. More information is available in the inspection information for early years.</p>
<p>Part 3: planning the timetable</p> <ul style="list-style-type: none"> • arrange to meet with the member of staff acting as special educational needs coordinator (SENCo) <p>Make sure that you select a representative sample, always including (where relevant):</p> <ul style="list-style-type: none"> • a child with an education, health and care plan, and, where possible, a disabled child • a looked-after child • a child known (or previously known) to children’s social care • a child who receives EYPP • a child from any other groups that leaders have identified as significant to the context in which they work 	<p>Part 3: planning the timetable</p> <ul style="list-style-type: none"> • arrange to speak with the person acting as special educational needs coordinator (SENCo) and also consider speaking with other relevant leaders who have an inclusion role supporting those who are disadvantaged, those with SEND, those known (or previously known) to children’s social care, or those who face other barriers to their learning and/or wellbeing, as appropriate <p>Make sure that you select a representative sample, always including (where relevant):</p> <ul style="list-style-type: none"> • children with an EHC plan, and, where possible, a disabled child • children known (or previously known) to children’s social care including, where possible, a looked-after child • children who receive EYPP • children from any other groups that leaders have identified as significant to the context in which they work
<p>Final feedback</p> <p>Ask leaders to invite the appropriate people to the final feedback at the end of the inspection (see the inspection information for early years for who may attend).</p> <p>Agree with leaders how the proposed timetable will be finalised on arrival at the setting.</p>	<p>Final feedback</p> <p>Ask leaders to invite the appropriate people to the final feedback at the end of the inspection (see the inspection information for early years for who may attend).</p>

Ofsted Toolkit and Operating Guidance Updates 2026

<p>End the call and ensure that all relevant evidence has been recorded in the evidence base.</p>	
<p>Core requirements throughout the inspection On the day of the inspection, arrive at the time arranged with leaders. This should not normally be before 8am.</p>	<p>Core requirements throughout the inspection On the day of the inspection, arrive at the time arranged with leaders. This should not normally be before 8am. If you have any issues accessing the premises, you should call the duty desk.</p>
<p>Evaluating against the toolkit evaluation areas and grading standards You must formally confirm provisional grades for each evaluation area.</p> <p>When you have gathered reliable evidence in an evaluation area to support an indicative grade, as set out in the ‘gathering evidence about’ sections of the toolkit, consider whether all the expected standards are reached (a secure fit). If this is the case, consider whether all the strong grading standards have also been reached securely. At this point, you might have enough evidence to consider the ‘exceptional’ grade. This is summarised in the following table. You should call the duty desk when an ‘exceptional’ grade is likely.</p>	<p>Evaluating against the toolkit evaluation areas and grading standards</p> <p>When you have gathered reliable evidence in an evaluation area to support an indicative grade, as set out in the ‘gathering evidence about’ sections of the toolkit, consider whether all the expected standards are reached (a secure fit). If this is the case, consider whether all the strong grading standards have also been reached securely. At this point, you might have enough evidence to consider the ‘exceptional’ grade. This is summarised in the following table. You should call the duty desk when an ‘exceptional’ grade is likely.</p>
<p>Structure of the inspection</p> <p>Remember to apply the <u>3 key principles</u> throughout the inspection.</p> <p>Initial activities should include:</p> <ul style="list-style-type: none"> • sampling recruitment checks as a priority • reviewing paediatric first aid checks and DBS records as a priority • meeting the practitioner designated to take lead responsibility for safeguarding 	<p>Structure of the inspection</p> <p>Remember to apply the 3 key principles throughout the inspection. You should also refer to additional guidance to support inspection and additional guidance to support evidence-gathering to support you throughout the inspection.</p> <p>Initial activities must include:</p> <ul style="list-style-type: none"> • reviewing DBS records as a priority • discussing the arrangements for recruitment and paediatric first aid

Ofsted Toolkit and Operating Guidance Updates 2026

<ul style="list-style-type: none"> carrying out inspection activities, focusing on children’s experiences and the extent to which leaders’ actions are effective in supporting children to achieve, belong and thrive 	<ul style="list-style-type: none"> meeting the practitioner designated to take lead responsibility for safeguarding carrying out inspection activities, focusing on children’s experiences and the extent to which leaders’ actions are effective in supporting children to achieve, belong and thrive checking that statutory guidance for safe sleeping arrangements, weaning and safer eating is well understood and implemented effectively
<p>Observing Children in the Setting A focus on inclusion helps you gather evidence about the outcomes and experiences of disadvantaged children, those with SEND, those known (or previously known) to children’s social care, and those who face other barriers to their learning and/or well-being. This focus typically includes a discussion with, or observations with, the member of staff acting as SENCo.</p> <p>A focus on children’s welfare and well-being helps you gather evidence about the impact of children’s care routines and contributes to your evaluation of the culture of safeguarding.</p>	<p>Observing Children in the Setting A focus on inclusion helps you gather evidence about the outcomes and experiences of disadvantaged children, those with SEND, those known (or previously known) to children’s social care, and those who face other barriers to their learning and/or wellbeing. This focus typically includes a discussion with, or observations with, the person acting as SENCo and, as appropriate, other relevant leaders with an inclusion role supporting these children</p> <p>A focus on children’s welfare and wellbeing helps you gather evidence about the impact of children’s care routines and contributes to your evaluation of the culture of safeguarding. This includes checking that statutory guidance for safe sleeping arrangements, weaning and safer eating is well understood and implemented effectively.</p>
<p>Case sampling The evidence gathered must refer to:</p> <ul style="list-style-type: none"> each key person’s knowledge of each baby/child, how they decide what to teach them, and how they ensure their individual needs are met – this will include a focus on children’s care needs and their learning and development 	<p>Case sampling The evidence gathered must refer to:</p> <ul style="list-style-type: none"> each key person’s knowledge of each baby/child, how they decide what to teach them, and how they ensure their individual needs are met – this will include a focus on children’s care needs, including adherence to statutory

Ofsted Toolkit and Operating Guidance Updates 2026

	<p>guidance for safe sleeping arrangements, weaning and safer eating, as well as their learning and development</p> <p>You may also speak with any virtual school head(s) or their delegate(s) who have responsibilities for looked-after or previously looked-after children, children who have or previously had a social worker, and those in kinship care arrangements. How the setting works with any virtual school(s) will partly depend on local area practice and the cohort of children known (or previously known) to social care in the setting.</p>
<p>Final Feedback</p> <p>Thank everyone for their contributions, engagement and involvement in the inspection. Then explain clearly to all those attending:</p> <ul style="list-style-type: none"> • that attendance at the final feedback is voluntary and any attendee may leave at any time • the key findings from the inspection, and the provisional grades for each evaluation area – explain that any of these may change as a result of quality assurance and consistency checking procedures or moderation • the rationale for each provisional grade and the key evidence supporting it, using the language of the toolkit • celebrate the key strengths and validate the successes/evaluation of the setting’s work • any implications of the inspection findings, including any actions raised or any need for enforcement action; actions must refer to the requirements in the EYFS – see the information about next steps following our inspection findings in inspection information for early years • that the setting is advised to inform the local authority where any areas have not reached the expected standards, and/or if safeguarding is graded as ‘not met’ 	<p>Final Feedback</p> <p>The meeting should cover the following:</p> <ul style="list-style-type: none"> • Thank everyone for their contributions, engagement and involvement in the inspection. • Explain that attendance at the final feedback is voluntary and any attendee may leave at any time. • Outline the key findings from the inspection, and the provisional grades for each evaluation area – explain that any of these may change as a result of quality assurance and consistency checking procedures or moderation. • Explain the rationale for each provisional grade and the key evidence supporting it, using the language of the toolkit. • Celebrate the key strengths and validate the successes/evaluation of the setting’s work. • Explain any implications of the inspection findings, including any actions raised or any need for enforcement action. Actions must refer to the requirements in the EYFS – see the information about next steps following our inspection findings in inspection information for early years. • Advise the setting to inform the local authority where any areas have not reached the expected standards, and/or if safeguarding is provisionally graded as ‘not met’.

Ofsted Toolkit and Operating Guidance Updates 2026

<ul style="list-style-type: none"> • that leaders should share the inspection findings with the NI and those responsible for governance, and whoever else they consider appropriate, which may include colleagues, family members, and/or their wider support group; however, the information should not be made public or shared with parents • that the draft report card they receive must not be published; they must wait for the copy of the final report card • that when they receive their draft report card and complete their factual accuracy check they do not need to check data from other published sources but may want to review any data that was gathered on inspection or commented upon in the report card • that the leader should, ideally, complete the post-inspection survey • that the setting may raise any issues or concerns or seek clarification about the inspection, and can also contact us after the end of the inspection, if necessary (see inspection information for early years) • that leaders can make a formal complaint and that information on how to do this is available in our complaints procedure 	<ul style="list-style-type: none"> • Ask leaders to share the inspection findings with the NI and those responsible for governance, and whoever else they consider appropriate, which may include colleagues, family members, and/or their wider support group. However, the information should not be made public or shared with parents. • Remind them that the draft report card they receive must not be published – they must wait for the copy of the final report card. • Explain that when they receive their draft report card and complete their factual accuracy check they do not need to check data from other published sources. However, they may want to review any data that was gathered on inspection or commented upon in the report card. • Request that the leader complete the post-inspection survey. • Remind them that the setting may raise any issues or concerns or seek clarification about the inspection, and can also contact us after the end of the inspection, if necessary (see inspection information for early years). • Explain that leaders can make a formal complaint and that information on how to do this is available in our complaints procedure.
	<p>No children are on roll or no children are present See the notification section for guidance about rearranging inspections when providers have no children present or on roll.</p>
	<p>Specific circumstances where equality must be considered in education settings If you identify that a provider has not followed the relevant statutory or non-statutory guidance, or is not teaching about the protected</p>

Ofsted Toolkit and Operating Guidance Updates 2026

	characteristics in an impartial and age-appropriate way or fostering respect for them, you should contact the duty desk.
<p>If you identify evidence or allegations of abuse on inspection If you come across evidence or allegations of child abuse, stop all other activity immediately and focus on ensuring that the child receives the help they need. Do not attempt to investigate this yourself, but make sure the appropriate authority is informed, in line with the setting’s safeguarding policy. You must be satisfied that the correct referral has been made and record this in the evidence base.</p>	<p>If you identify evidence or allegations of abuse on inspection If you come across evidence or allegations of child abuse, stop all other activity immediately and focus on ensuring that the child receives the help they need. Do not attempt to investigate this yourself, but make sure the appropriate authority is informed, in line with the setting’s safeguarding policy. You must call the duty desk, be satisfied that the correct referral has been made, and record this in the evidence base. In some cases, you may be the one to make the referral to the appropriate authority.</p>

Ofsted Toolkit and Operating Guidance Updates 2026

Document: Early Years Inspection Toolkit	
Current Version (September 2025)	Updated Version (September 2026)
	<p>Supporting evidence for the toolkit We have published the statutory and non-statutory guidance, professional standards and relevant research that we reviewed to inform and develop the education inspection toolkits. See the list of references: Renewed education inspection framework: supporting evidence base. Alternatively, scan the QR code below to see the full list of references:</p>
<p>Safeguarding: Safeguarding information for all staff to know and act on In gathering evidence about safeguarding information for all staff to know and act on, inspectors evaluate the extent to which leaders:</p> <ul style="list-style-type: none"> ensure that practitioners and other staff have received the training they need for them to know, understand and uphold their safeguarding responsibilities ensure that the setting has policies and procedures for reporting safeguarding concerns about adults, poor safeguarding practices and whistle-blowing 	<p>Safeguarding: Safeguarding information for all staff to know and act on In gathering evidence about safeguarding information for all staff to know and act on, inspectors evaluate the extent to which leaders:</p> <ul style="list-style-type: none"> ensure that practitioners and other staff have received the training they need for them to know, understand and uphold their safeguarding responsibilities have an accurate understanding of children’s needs, particularly children with SEND, who often rely on adults to be able to identify safeguarding concerns know the range of support available for families know that young children may not be able to understand when something happening to them is abuse ensure that the setting has policies and procedures for reporting safeguarding concerns about adults, reporting poor safeguarding practices, and whistleblowing
<p>Grading Safeguarding: Not Met Serious and/or widespread failures in safeguarding practice lead to children, or particular groups of children, being unsafe. Breaches of the</p>	<p>Grading Safeguarding: Not Met Serious and/or widespread failures in safeguarding practice lead to children, or particular groups of children, being unsafe. Breaches of the</p>

Ofsted Toolkit and Operating Guidance Updates 2026

<p>statutory requirements for safeguarding have a significant impact on children’s safety.</p>	<p>statutory requirements for safeguarding have a significant impact on children’s safety, including where the quality of care is such that children have been harmed or are at risk of harm.</p>
<p>Supporting children who are known (or previously known) to children’s social care In gathering evidence about supporting children who are known (or previously known) to children’s social care, inspectors consider the extent to which:</p> <ul style="list-style-type: none"> • leaders and practitioners ensure that they identify and meet the individual needs of looked after children through tailored, high-quality support that promotes their learning and development 	<p>Supporting children who are known (or previously known) to children’s social care In gathering evidence about supporting children who are known (or previously known) to children’s social care, inspectors consider the extent to which:</p> <ul style="list-style-type: none"> • leaders and practitioners ensure that they identify and meet the individual needs of looked after children through tailored, high-quality support that promotes their learning and development; leaders and practitioners have regard to personal education plans if any are in place
<p>Grading: Inclusion (expected standard) Inclusion meets the ‘expected standard’ when all the following apply:</p>	<p>Grading: Inclusion (expected standard) Inclusion meets the ‘expected standard’ when relevant EYFS requirements are met and all the following apply</p>
<p>Grading: Inclusion (strong standard) Inclusion meets the ‘strong standard’ when the ‘expected standard’ has been met and all the following apply: Leaders and practitioners consistently make a demonstrable difference to the opportunities and experiences of disadvantaged children, those with SEND, those who are known (or previously known) to children’s social care, and those who may face other barriers to their learning and/or well-being.</p>	<p>Grading: Inclusion (strong standard) Inclusion meets the ‘strong standard’ when the ‘expected standard’ has been met and all the following apply: Leaders and practitioners establish strategies that consistently enhance the opportunities and experiences of disadvantaged children, those with SEND, those who are known (or previously known) to children’s social care, and those who may face other barriers to their learning and/or wellbeing.</p>
<p>Considering curriculum and teaching for different ages and provision types When evaluating curriculum and teaching in settings where there are no children attending who are disadvantaged, or who have SEND, or who are known (or previously known) to children’s social care, or who may face barriers to their learning and/or well-being, inspectors</p>	<p>Considering curriculum and teaching for different ages and provision types When evaluating curriculum and teaching in before- and after-school settings and holiday provision, inspectors will recognise that the learning and development requirements of the EYFS do not apply to these settings. This includes childminders who only provide care before</p>

Ofsted Toolkit and Operating Guidance Updates 2026

<p>consider the impact of the curriculum and teaching for these children, should they attend in the future. This means that these settings are not limited to the ‘expected standard’.</p> <p>When evaluating curriculum and teaching in before- and after-school settings and holiday provision, inspectors will recognise that the learning and development requirements of the EYFS do not apply to before- and after-school settings and holiday provision. This includes childminders who only provide care before and after school, or during the school holidays, for children who normally attend reception (or older) classes during the school day. Therefore, this evaluation area is not applicable to these settings.</p>	<p>and after school, or during the school holidays, for children who normally attend reception (or older) classes during the school day. Therefore, this evaluation area is not applicable to these settings.</p> <p>When evaluating curriculum and teaching in settings that are exempt from the learning and development requirements of the EYFS, inspectors will consider the exemptions and evaluate the curriculum and teaching against the remaining elements of the EYFS statutory framework. If any individual exemptions are in place for a child or children, providers must be able to demonstrate that they can meet the full requirements of the EYFS, regardless of these exemptions.</p>
<p>In gathering evidence about the design of the curriculum relating to each area of learning and development, inspectors consider the extent to which the communication and language curriculum:</p> <ul style="list-style-type: none"> • places a strong focus on vocabulary, oral language and language comprehension • promotes children’s enjoyment and develops their love of stories, rhymes, songs and books • includes frequent and high-quality interactions between adults and children • includes oral storytelling and shared reading with plenty of opportunities for repeated practice in a range of contexts. 	<p>In gathering evidence about the design of the curriculum relating to each area of learning and development, inspectors consider the extent to which the communication and language curriculum:</p> <ul style="list-style-type: none"> • places a strong focus on English vocabulary, oral language and language comprehension • promotes children’s enjoyment and develops their love of stories, rhymes, songs and books • includes frequent and high-quality interactions between adults and children • includes oral storytelling and shared reading with plenty of opportunities for repeated practice in a range of contexts.
<p>the curriculum for mathematics:</p> <ul style="list-style-type: none"> • is sequenced so that concepts are introduced and developed carefully, and knowledge and skills are practised frequently • develops children’s confidence in and use of mathematical vocabulary 	<p>the curriculum for mathematics:</p> <ul style="list-style-type: none"> • is sequenced so that concepts are introduced and developed carefully, and knowledge and skills are practised frequently • develops children’s confidence in and use of mathematical vocabulary

Ofsted Toolkit and Operating Guidance Updates 2026

<ul style="list-style-type: none"> • is designed to give children a secure grounding in number and operations with number and to develop their spatial reasoning • helps them to enjoy mathematics so that they use what they know across all areas of learning 	<ul style="list-style-type: none"> • is designed to give children a secure grounding in number and operations with number and to develop their spatial reasoning • helps them to enjoy mathematics so that they use what they know across all areas of learning • is taught in age- and stage-appropriate ways, through direct instructions, everyday routines and play
<p>Grading curriculum and teaching: Needs Attention</p> <ul style="list-style-type: none"> • Leaders and practitioners have high ambitions for disadvantaged children, those with SEND, those who are known (or previously known) to children’s social care, and those who may face other barriers to their learning and/or well-being. However, support does not keep up with children’s changing circumstances or is not well matched to their needs to enable them to achieve these high ambitions. 	<p>Grading curriculum and teaching: Needs Attention</p> <ul style="list-style-type: none"> • Leaders and practitioners have high ambitions for disadvantaged children, those with SEND, those who are known (or previously known) to children’s social care, and those who may face other barriers to their learning and/or wellbeing. However, support does not keep up with children’s changing circumstances or is not well enough matched to their needs to enable them to achieve these high ambitions.
<p>Grading curriculum and teaching: Expected Standard Curriculum and teaching meet the ‘expected standard’ when all the following apply:</p> <p>Leaders ensure that the curriculum is typically taught well. They ensure that staff use assessment to check what children know and can do and to prevent children from falling behind. Teaching is tailored to children’s different starting points, needs and stages of development.</p>	<p>Grading curriculum and teaching: Expected Standard Curriculum and teaching meet the ‘expected standard’ when relevant EYFS requirements are met and all the following apply:</p> <p>Leaders ensure that the curriculum is typically taught well. They ensure that staff use assessment to check what children know and can do. Teaching is tailored to children’s different starting points, needs and stages of development.</p>
<p>Achievement: Considering achievement for different ages and provision types When evaluating achievement in settings where there are no children who are disadvantaged, or who have SEND, or who are known (or previously known) to children’s social care, or who may face other barriers to their learning and/or well-being, inspectors consider the potential impact of the curriculum and teaching on these children,</p>	<p>Achievement: Considering achievement for different ages and provision types When evaluating achievement in settings that are exempt from the learning and development requirements of the EYFS, inspectors will consider the exemptions and evaluate achievement against the remaining elements of the EYFS statutory framework. If any individual exemptions are in place for a child or children, providers must be able</p>

Ofsted Toolkit and Operating Guidance Updates 2026

<p>should they attend in the future. This means that these settings are not limited to the 'expected standard'.</p>	<p>to demonstrate that they can meet the full requirements of the EYFS, regardless of these exemptions.</p>
<p>Grading Achievement (expected standard) Achievement meets the 'expected standard' when all the following apply:</p>	<p>Grading Achievement (expected standard) Achievement meets the 'expected standard' when relevant EYFS requirements are met and all the following apply:</p>
<p>Considering behaviour, attitudes and establishing routines for different ages and provision types When evaluating behaviour, attitudes and establishing routines in settings where there are no children attending who are disadvantaged, or who have SEND, or who are known (or previously known) to children's social care, or who may face other barriers to their learning and/or well-being, inspectors consider the potential impact on these children, should they attend in the future. This means that these settings are not limited to the 'expected standard'.</p>	
<p>Grading behaviour, attitudes and establishing routines (expected standard) Behaviour, attitudes and establishing routines meet the 'expected standard' when all the following apply:</p>	<p>Grading behaviour, attitudes and establishing routines (expected standard) Behaviour, attitudes and establishing routines meet the 'expected standard' when relevant EYFS requirements are met and all the following apply:</p>
<p>Children play games and activities collaboratively and get along well with others</p>	<p>Children play games and activities collaboratively and get along well with others in a way that is appropriate for their age and/or stage of development.</p>
<p>Children typically build warm, trusting and respectful relationships with their key persons. As a result, they are confident to share their concerns in age and/or stage appropriate ways.</p>	
<ul style="list-style-type: none"> • creating a nurturing environment and providing care that is appropriate to children's needs, ages and/or stages of development, giving particular regard to routines for babies' sleeping, weaning and feeding 	<ul style="list-style-type: none"> • creating a nurturing environment and providing care that is appropriate to babies' and children's needs, ages and/or stages of development, giving particular regard to statutory guidance for safe sleeping arrangements, weaning and safer eating

Ofsted Toolkit and Operating Guidance Updates 2026

<p>Considering children’s welfare and well-being for different ages and provision types</p> <p>When evaluating children’s welfare and well-being in settings where there are no children attending who are disadvantaged, or who have SEND, or who are known (or previously known) to children’s social care, or who may face other barriers to their learning and/or well-being, inspectors consider the potential impact on these children, should they attend in the future. This means that these settings are not limited to the ‘expected standard’.</p>	
<p>Leadership of children’s welfare and well-being In gathering evidence about children’s welfare and well-being, inspectors consider the extent to which leaders:</p> <ul style="list-style-type: none"> • give particular regard to routines for babies’ sleeping, weaning and feeding 	<p>Leadership of children’s welfare and well-being In gathering evidence about children’s welfare and well-being, inspectors consider the extent to which leaders:</p> <ul style="list-style-type: none"> • Give particular regard to statutory guidance for safe sleeping arrangements, ensuring that this is understood, implemented and monitored consistently for all children, but especially babies and those under 2 years old • ensure that children’s food is prepared and provided in line with their individual needs, developmental stage and any agreed care or allergy plans
	<p>Developing and supporting children’s welfare and wellbeing In gathering evidence about developing children’s welfare and wellbeing, inspectors consider the extent to which:</p> <ul style="list-style-type: none"> • practitioners ensure that children, particularly babies and those under 2 years old, are placed down to sleep safely; they consistently put into practice safe sleeping arrangements, including making sure that children are in a safe position for sleeping, that the sleep space, bedding, and temperature are appropriate, and that children are supervised

Ofsted Toolkit and Operating Guidance Updates 2026

	<ul style="list-style-type: none"> children are supervised appropriately while eating, including being within sight and hearing of staff, and supported to eat safely staff understand and consistently apply arrangements for managing allergies, food intolerances, dietary requirements and choking risk
	<p>Grading children’s welfare and well-being (expected standard) Children’s welfare and wellbeing meet the ‘expected standard’ when relevant EYFS requirements are met and all the following apply:</p> <ul style="list-style-type: none"> leaders ensure that statutory guidance for safe sleeping arrangements, weaning and safer eating is well understood and implemented effectively.
	<p>Grading children’s welfare and well-being (urgent improvement)</p> <ul style="list-style-type: none"> Leaders’ policies, procedures and practice do not promote children’s health and welfare. As a result, children do not know how to keep themselves safe and healthy.
<p>Gathering evidence about leadership and governance In gathering evidence about professional learning and expertise, inspectors consider the extent to which:</p> <p>leaders ensure that the setting’s professional learning and expertise programme enables staff to implement:</p> <ul style="list-style-type: none"> practice that supports the care needs of babies 	<p>Gathering evidence about leadership and governance In gathering evidence about professional learning and expertise, inspectors consider the extent to which:</p> <p>leaders ensure that the setting’s professional learning and expertise programme enables staff to implement:</p> <ul style="list-style-type: none"> practice that supports the care needs of babies, including safe sleeping arrangements, weaning and safer eating
<p>Grading leadership and governance (expected standard)</p> <p>Leadership and governance meet the ‘expected standard’ when all the following apply:</p>	<p>Grading leadership and governance (expected standard)</p> <p>Leadership and governance meet the ‘expected standard’ when relevant EYFS requirements are met and all the following apply:</p>

Ofsted Toolkit and Operating Guidance Updates 2026

	<p>Grading leadership and governance (urgent improvement)</p> <ul style="list-style-type: none">• Leaders have not ensured safe sleeping arrangements and/or weaning and safer eating
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Document: Early years inspection information

In addition, the following changes have been made to the early years inspection information document:

- updates to the overall inspection focus, to reflect that inspectors will engage with relevant leaders for inclusion
- included a link to the [Ofsted: explore an area](#) tool
- updated line to ensure inspectors ask providers to confirm who will attend the end-of-day reflection and grading meetings and set out expectations for these meetings
- updates to reflect that inspectors will speak to the person acting as special educational needs coordinator (SENCo) and consider speaking to other relevant leaders with inclusion roles
- update to reflect that inspectors must check that settings are implementing statutory guidance for babies' safe sleeping arrangements, weaning and safer eating.