

## The Oxfordshire ITERS Audit Action for Quality!

September 2011-September 2012  
Ensuring the quality of provision for two  
year olds

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## Aims of the Presentation

- The Oxfordshire Context-Why use ITERS?
- An overview of the Oxfordshire ITERS Audit
- Processes and progress to date

## Oxfordshire ECERS Audit 2010

- 62 settings with a 'satisfactory' rating from Ofsted targeted.
- £3,000 allocated to settings to support the action planning following the ECERS audit.
- ECERS audit done in partnership between an external A+ auditor and the setting's advisory teacher.

### Recorded Evidence of Impact following Oxfordshire ECERS Audit (2010) and ECERS Re-Audit (2011)

#### **OFSTED Outcomes**

- All 62 settings were judged to be satisfactory at the beginning of the Audit in 2009
- 46% of settings have had a further OFSTED inspection
- 73% of settings have moved from a 'satisfactory judgement to 'good' or better
- 6% of settings inspected (2 settings) have received an outstanding OFSTED outcome

OFSTED quotes where settings have moved from a 'satisfactory' to a 'good' outcome

- 'The deployment of resources is outstanding'.
- 'Staff present the environment beautifully with a wide range of easily accessible resources and activities both inside and outside'
- 'Self evaluation is good' Staff make 'extremely good use of their premises'

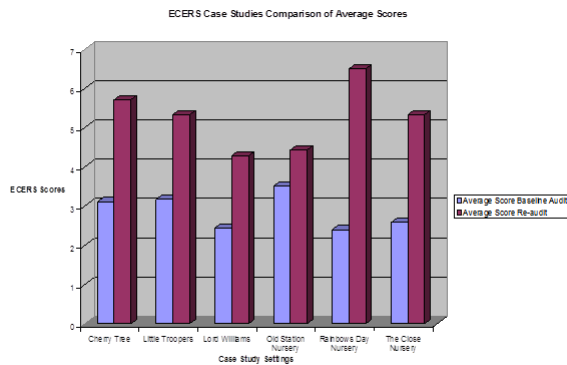
## Case Studies of Good Practice

- Six case studies of good practice have been compiled
- 83% (5 out of the 6 settings case studied) have moved from satisfactory to good in their most recent OFSTED inspection

## What we found out

- Analysis of scores indicate a significant rise in the average scores in each setting as well as providing evidence of significant improvement in identified areas of development

## ECERS Case Studies



## Statutory Duties/Rationale

- The Government has indicated that from 2013 an extended entitlement for disadvantaged two year olds will be offered, with the 20% most disadvantaged being offered up to 15 hours of early education per week.

## Research evidence

Research has shown that to have lasting impact on children's outcomes, early years services and childcare provision must be of high quality, and this is particularly important for children from disadvantaged backgrounds. (EPPE)

## Oxfordshire ITERS Audit Expected Outcomes

- To enable the LA to fulfil expanded entitlement for 2 year olds
- Increased capacity of good quality provision for disadvantaged two year olds and their families in Oxfordshire
- The quality of provision and practice improves in targeted settings

## The ITERS Audit-An overview

- October 2011-July 2012: ITERS Audit (A+ Education) in 80 settings Each setting allocated £2000 to address the action plan
- Advisory Teacher (AT) supports quality improvement within each setting
- May-September 2012 ITERS Re-audit of the Areas for Development (ATs and Managers)

## Where are we now?

- 60 ITERS Audits completed
- Advisory Teachers attended Audits for CPD and to inform subsequent support and ITERS action plan
- ITERS grant allocated: £2000 and £6500 for 15 settings involved in Team Around the Setting initiative

## Team Around the Setting

Fifteen settings within the original Audit provided with an innovative opportunity!

### Our offer to the setting

- An initial meeting with the Advisory Teacher and Senior for the area to discuss the “Team around the Setting”
- The support of the Advisory Teacher and other identified professionals

## The professional Team

- To include Early Years Special Educational Needs and Inclusion Team, Workforce Development, Outdoor Learning teams and others as identified.
- A minimum of 4 meetings – which may include observations in the setting, modelling etc.
- Support to complete a Good Practice log

## Expectations of the setting

- To have taken part in the ITERS audit
- Willingness to work productively in partnership with a small group of identified professionals



- Attendance at a minimum of 4 progress meetings
- Participation in completion of a Good Practice log
- Agreement to participate in a re-audit of areas identified for development

## Expected Outcomes

- A fully addressed action plan
- Improved quality of provision and practice, demonstrated by both quantitative (including ITERS) and qualitative methods
- Judged able to provide appropriately for disadvantaged two year olds and their families

## The Challenges!

- TAS model - very effective, but at a cost (salaries, time)
- Cost effective for those very stubborn satisfactory settings, but not a viable model to use more universally simply because of the cost

## The Challenges!

- Team members leaving mid-year
- Challenge of reallocating settings to EYATs who don't know them well.
- Satisfactory settings who choose not to take part!

# Case Study: 1 – Before.....



Inside: actions were identified re zoning and storage to create distinct areas of learning.

# .....and after!



# Outside environments: initially a festival of plastic – but now.....

Working closely with the supporting team to create.....



# Case study 2: changes to the environment.....



## ....plus whole-team commitment!

### Training....

How are we meeting the needs of our 2 year olds?



Root causes tree methodology: reflection sessions with the team, identifying challenges – flipping to make into positive actions

- Setting has appointed two Champions for 2 year olds to ensure that their needs/entitlements are always a focus – they are not big one year olds or little three year olds
- Staff team have taken full advantage of training offered within Team Around the Setting

## Involving parents and children

“Settling in Saturdays” - stay and play for families and children due to start setting – building relationships, engaging with parents



Involving children in choosing resources

## Summary of key issues from initial data

### Overall data from the initial audit

- The average is 3.89 based on satisfactory settings.

	1	2	3	4	5	6	7	Setting/ subscale average
20 settings	0	1	10	8	1	0	0	3.89

## Next Steps for Settings

Use the ITERS information in a very focused way to support the self evaluation process and action planning

To support continuous professional development and future training requirements

Build on the results of the initial audit, to make changes and carry out their own 'mini observations' in a developmental way to inform quality improvement

Use the results of the 'activities' subscale and items to inform the spending of the ITERS grant they have received in terms of resourcing, CPD and training requirements

## Initial Training Needs identified

- Creating a constructive, appropriate and stimulating environment for birth to three children
- EYFS Welfare Requirements/Musts and Shoulds Audits
- Health and Hygiene
- Risk Assessments
- Effective Interaction and communication

- Enjoying books with our youngest children
- Physical Development: Fine Motor
- Music and Movement Play (Shake Rattle and Roll)



- Block Play
- Equality and Diversity
- The schedule; rhymes and rhythms of the day
- Working in partnership with parents
- What it is like to be a two year old!
- Involvement in further initiatives eg Birth to 3, EYP scheme

## Next Steps for the Local Authority

- Collate the action plans of all participating settings
- Use all the data collated to inform the LA about quality improvement e.g. to identify training and resourcing requirements and to indicate trends
- Develop the 'external' way in which the audit began into something which is much more owned by settings.



- Further develop the use of the tool by adding evidence of children's outcomes eg using the Leuven Scales and settings that have moved to 'good' or better

I love the snow.....



And washing the car!



But now time for a cosy rest!



