

Early Years City Heads



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Shared Inspection Framework

- Background information of the journey to a shared inspection framework.
- A look at the proposed QIs
- A closer look at some of the differences between the current frameworks and the proposed shared inspection framework
- Time and space to reflect and discuss

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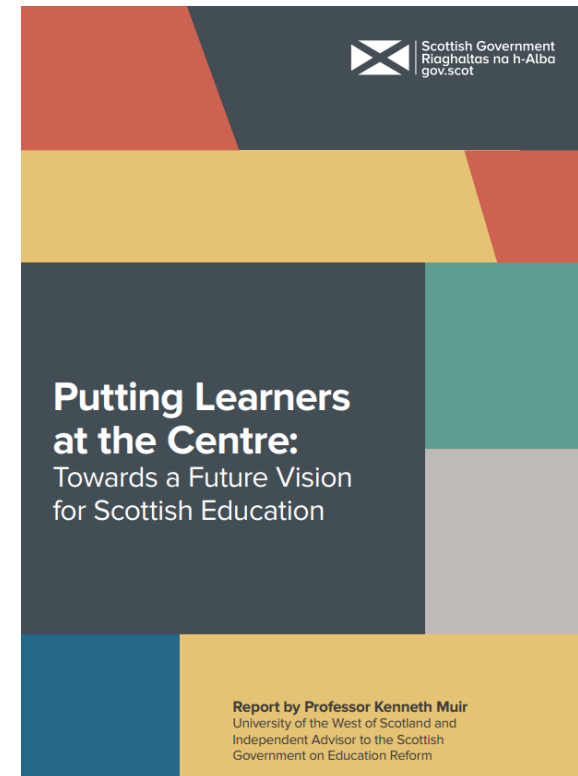


Background Information

Putting Learners at the Centre: Towards a Future Vision for Scottish Education (2021) (Ken Muir Report)

Recommendation 15:

- "As a matter of urgency, the new independent Inspectorate should re-engage with the Care Inspectorate to agree a shared inspection framework designed to reduce the burden on early learning and childcare (ELC) practitioners and centres."



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Putting Learners at the Centre: Towards a Future Vision for Scottish Education (2021) (Ken Muir Report) - 'Recommendation 15'

- Professor Ken Muir reported that many within the ELC sector felt that they were disproportionately subject to external accountability and much more so than other parts of the education system.
- The aim of a new shared inspection framework was to provide **clarity**, including regarding the **roles and responsibilities of the Care Inspectorate** and the **new body to replace Education Scotland**, separating out its current inspection role.
- This recommendation was made to ensure **consistency of approaches to inspection, promote a common language, streamline bureaucracy, be supportive and reduce burdens and stress on the workforce.**

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The Shared Inspection Framework in the Making

- In November 2023 the draft version of 'A quality framework for early learning and childcare, school-aged childcare and childminding services' was published.
- Service users were asked to provide feedback on this document before February 2024.
- 'Familiarisation Sessions' took place in November 2024. These sessions detailed how to navigate the new 'on-line' system but did not share any of the content from the framework
- 14th January 2025 the new Shared Inspection Framework was published with a view to being put into action **September 2025**.

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How Good is Our Early Learning and Childcare?

Quality Indicators



What is our capacity for improvement?		
Leadership and management	Learning provision	Successes and achievements
How good is our leadership and approach to improvement?	How good is the quality of the care and learning we offer?	How good are we at ensuring the best possible outcomes for all our children?
1.1 Self-evaluation for self-improvement 1.2 Leadership of learning 1.3 Leadership of change 1.4 Leadership and management of practitioners 1.5 Management of resources to promote equity	2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnerships	3.1 Ensuring wellbeing, equality and inclusion 3.2 Securing children's progress 3.3 Developing creativity and skills for life and learning

15 QIs
48 themes

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A quality framework for daycare of children, childminding and school-aged childcare



Key question 1: How good is our care, play and learning?	Key question 2: How good is our setting?	Key question 3: How good is our leadership?	Key question 4: How good is our staff team?
1.1 Nurturing care and support 1.2 Children are safe and protected 1.3 Play and learning 1.4 Family engagement 1.5 Effective transitions	2.1 Quality of the setting for care, play and learning 2.2 Children experience high quality facilities	3.1 Quality assurance and improvement are led well 3.2 Leadership of play and learning 3.3 Leadership and management of staff and resources	4.1 Staff skills, knowledge, and values 4.2 Staff recruitment* 4.3 Staff deployment * *4.2 & 4.3 do not apply to childminders who do not work with assistants
Key question 5: What is our overall capacity for improvement?			

13 QIs
33 themes

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Quality improvement framework for the early learning and childcare sectors



Leadership	Children Thrive and Develop in Quality Spaces	Children Play and Learn	Children are Supported to Achieve
Leadership and Management of Staff and Resources: (CI) - vision, values and aims - self-evaluation, quality assurance and implementing change - staff recruitment and induction	Quality, safety and maintenance of spaces (CI) - quality, safety and maintenance of spaces - children influence and affect change - information management 11 QIs 35 themes	Play and Learning (CI) - children's engagement - quality of interactions - child-centred planning and assessment	Nurturing care and Support (CI) - nurturing care - personal planning - connections with families
Staff Skills, Knowledge, Values and Deployment (CI) - staff skills, knowledge and values - staff deployment		Curriculum (ES) - curriculum rationale and design - continuity and progression in the curriculum - partnerships - skills for life and learning	Wellbeing, Inclusion and Equality (ES) - positive relationships and wellbeing - universal support - identification of learning needs and targeted support - inclusion and equality
Leadership of Continuous Improvement (ES) - pedagogical leadership - leadership and professional learning - planning and continuous improvement		Learning, Teaching and Assessment (ES) - children's experiences and spaces - interactions to support learning - planning and assessment - tracking and monitoring	Children's Progress (ES) - progress over time across all areas of learning - overall quality of children's achievements - ensuring equity for all children Safeguarding and Child Protection (CI & ES) - arrangements for safeguarding, including child protection - children are safe, secure and protected from harm - national guidance and legislation

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Quality Improvement Framework for Early Learning and Childcare

- **Children are Supported to Achieve** (heading)



- **Nurturing Care and Support**
(Quality Indicator)

- **Nurturing Care** (Theme)

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What will stay the same?

- Still be inspected by two bodies
 - Care Inspectorate and HMI
- Quantity of inspections will remain the same.

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Some key differences

Technical considerations

- The proposed shared framework is written by both Education Scotland and Care Inspectorate. The framework clearly shows who is responsible for each section. As a result, there is an inconsistent approach to language and terminology throughout the document.
- During inspections, the Care Inspectorate will inspect on their QIs and HMIE will inspect on the Education Scotland QIs. The number of inspections by each sector will remain much the same as before.
- Currently, the Care Inspectorate QIs have both 'very good' and 'weak' illustrations. The Education Scotland QIs do not have 'weak' illustrations however there is discussion around adding a weak illustrations.
- In both current frameworks the QIs have been numbered for ease. The proposed shared framework has removed the numbering of QIs. The proposed shared framework does not **yet** have a downloadable PDF version.
- As yet, there are no embedded links to RTA e.g. to lead to specific sections.

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Some key differences

Consistency Across the Early Level and beyond

- Currently HGIOELC and HGIOS4 align and show consistency and progression from 3-18 years.
- The Early Level spans ELC and P1. This was a deliberate attempt to ease transitions to school and ensure that play pedagogy to remains the main vehicle of learning in the Early Level.
- With the new shared framework, there is concern that the drive for this consistent approach will disappear and the two sectors will become more divided, much like the previous curriculum of 3-5 and 5-14.

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Some key differences

Transitions

- HGIOELC – QI 2.6 - 'Transitions'
- CI QF – QI 1.5 - 'Effective Transitions'

Transitions is no longer a standalone Quality Indicator, instead much of this has been placed with the Care Inspectorate's QI 'Nurturing Care and Support'

Why is there no separate transitions QI? (FAQ)

"Both inspectorates recognise the importance of transitions at all stages of development and learning."

"Planning, managing and supporting children's transitions is key to all areas of the framework and should therefore be considered in each QI rather than separately in isolation."

"We will provide further support on how this is exemplified in the framework in future engagement sessions with practitioners to support reflection on transitions as part of self-evaluation and during future approaches to inspection."

'Transitions' is mentioned in 3 out of 11 QIs:

- 'Staff skills, knowledge and values and deployment'
- 'Curriculum'
- 'Nurturing Care and Support'

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Glasgow's Support Plan

- The Early Years Quality Improvement Team have been working on a Self-Evaluation document that incorporates all the new quality indicators.
- This will also be a one stop shop for guidance, policies, training etc to support you in your self-evaluation journey

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Points to Consider...

- Are the Quality Indicators aspirational enough to ensure we achieve high-quality provision for our children?
- How will the implementation of the new framework alter your self-evaluation processes?
- What type of support from the central team would help you and your team?

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