

# Managing the inspection process

challenge and compromise

# Introductions and agreement

- Introductions – first name, type of service, hopes
- Cameras
- Confidential and supportive space
- Come and go – comfort breaks
- Slido

# Training objectives

## Session 1

Who are the regulator?

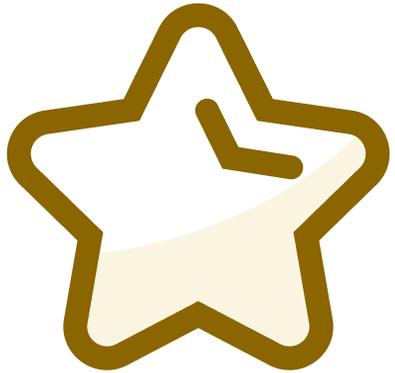
What underpins the inspection?

How do they conduct their work?

Judgements and inspection criteria

Preparing for inspection – practical approaches

slido



**How confident do you feel about the inspection process?**

ⓘ Start presenting to display the poll results on this slide.

# Who are Ofsted?

The **o**ffice for **st**andards in **ed**ucation:

Their guiding principle "...is to improve lives by raising standards in education and children's social care. We are a force for improvement through the intelligent, responsible and focused use of inspection, regulation and insights."

# What do they judge?

The inspectorate make judgements by:

- Evaluating the experiences and progress of children
- Listening and talking to children
- Visiting premises
- Gathering views of other professionals - questionnaires
- Evaluating documentary evidence

# How do they do it?

## Inspections will be:

- Intelligent, responsible and focused

## Using a toolkit that includes:

- Frameworks and handbooks
- Risk assessment
- Inspection and visit process
- Judgements
- Reports and summaries
- Insights from evidence and research
- Application and registration
- Compliance and enforcement

## Ofsted strategy 2022–27

### OUR GUIDING PRINCIPLE

Our aim is to improve lives by raising standards in education and children's social care. We are a force for improvement through the intelligent, responsible and focused use of inspection, regulation and insights.



### OUR VALUES



Children and learners first



Independent



Accountable and transparent



Evidence-led

### OUR PRIORITIES

#### Inspections that raise standards

Our inspections help education and social care recover and improve.

#### Right-touch regulation

Our regulation advances high-quality care, education and safeguarding for children.

#### Making the most of our insights

We share insights through our research and analysis. Our insights inform practitioners, policymakers and decision-makers and lead to improvements across the system.

#### The best start in life

We will develop the evidence base about early years education, including curriculum and pedagogy, and act on it.

#### Keeping children safe

We promote children's safety and welfare in everything we do.

#### Keeping pace with sector changes

We keep pace as the education and social care sectors evolve. We will continually review our approach and advocate for additional powers where required.

#### Accessible and engaged

We are open and accessible to our different audiences, understanding their needs.

#### A skilled workforce

We make sure we have the tools, knowledge and expertise we need to continue to be a force for improvement.

**Our equality objectives promote equality, diversity and inclusion, and equal opportunities for our staff.**

### OUR TOOLKIT

- Frameworks and handbooks
- Risk assessment
- Inspection and visit process
- Judgements

- Reports and summaries
- Insights from evidence and research
- Application and registration
- Compliance and enforcement

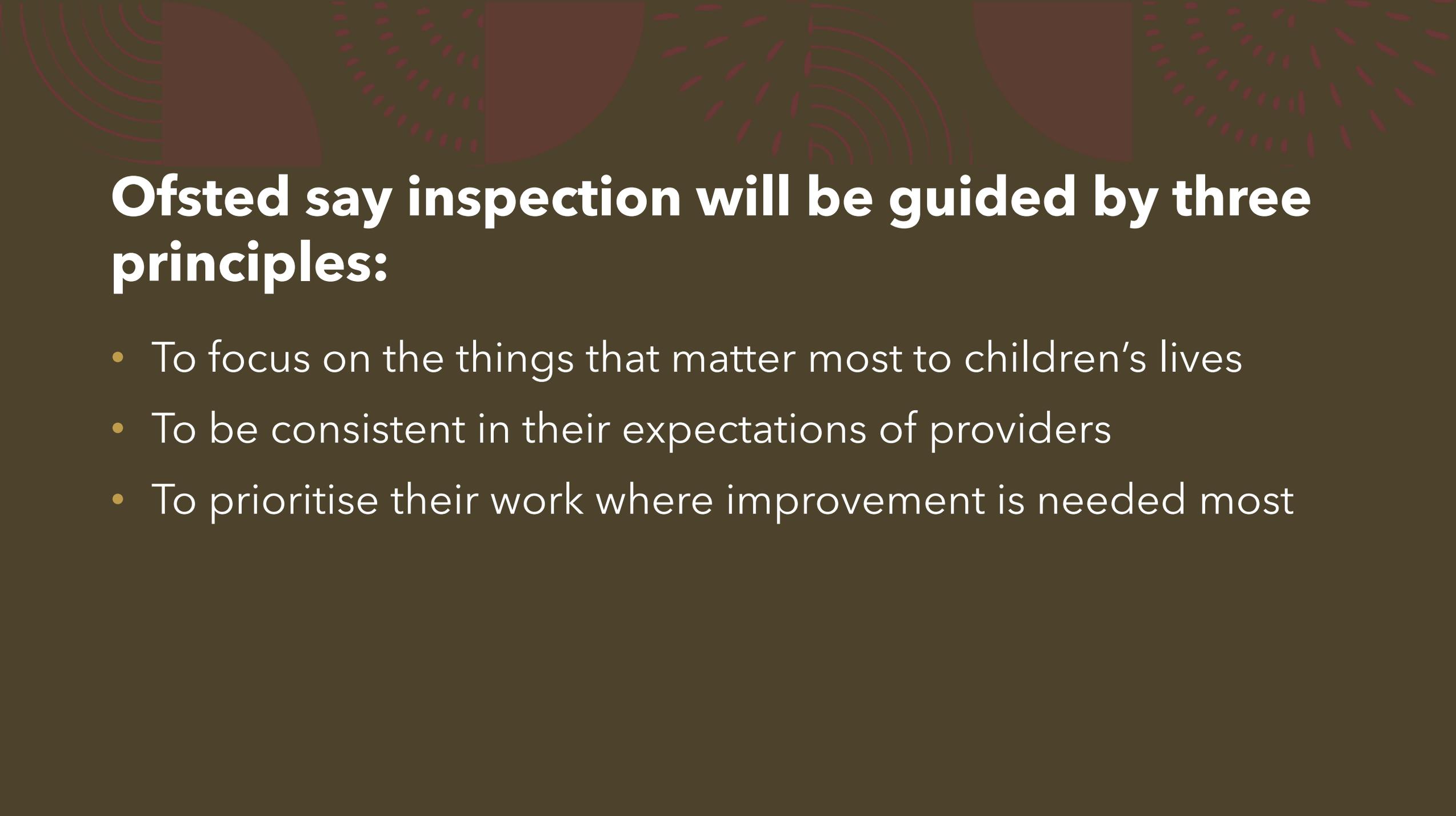
### EVALUATION

**We will monitor our strategy implementation with a range of directly attributable, perception-based and system-level metrics.**

# What will they look at?

Inspectors will look closely at the **experiences and progress of children**, using the social care common inspection framework.

The inspection will be carried out under the Care Standards Act 2000 to assess the effectiveness of the service, how it meets the core functions of the service as set out in legislation, and to consider how well it complies with The Supported Accommodation (England) Regulations 2023 and the 'Guide to the Supported Accommodation Regulations.'



## **Ofsted say inspection will be guided by three principles:**

- To focus on the things that matter most to children's lives
- To be consistent in their expectations of providers
- To prioritise their work where improvement is needed most

# Type and frequency of inspection

The background of the slide features four white paper houses with red roofs, arranged in a row on a wooden surface. The houses increase in size from left to right. The text is overlaid on the left side of the image.

All inspections of supported accommodation are announced 2 days before the site visit.

# 1. Full inspections

- A full inspection is carried out during a 3-year period which begins on the 1 April in the year following its first individual inspection.
- Inspections are due to commence in September 2024.
- Ofsted inspect against the evaluation criteria, and this results in a set of graded judgements.
- Two inspectors (one lead inspector and one team inspector) spend a maximum of 3 days each on site within one working week.
- Ofsted usually reinspect providers with serious or widespread weaknesses (outcome 3) within 6 months of their previous inspection, and return to inspect providers that require improvement within 18 months (outcome 2).

- When Ofsted judge a home at *Outcome 1* at its full inspection, they do not usually carry out another inspection in that same inspection period.
- However, they may decide to carry out another inspection if they receive concerns about a home or are concerned about the management arrangements.
- A second inspection during the cycle would usually be a monitoring visit, which may be conducted:
  - to follow up concerns
  - following an outcome 3 judgement
  - to monitor compliance with a notice

## 2. Monitoring visits

- Monitoring visits are carried out according to the general principles of the SCCIF. They are usually carried out for any of the following reasons:
  - to follow up concerns
  - following an outcome 3
  - to monitor compliance with a notice
- The decision to carry out a monitoring visit is usually taken at a case review. The frequency of monitoring visits is decided on a case-by-case basis and may be as frequent as weekly if that is what is needed. Timing and frequency are determined by any dates included in compliance notices and the nature of the concerns.
- Monitoring visits will usually take place following enforcement action or may take place after an outcome 3. Monitoring visits are usually unannounced.

- If Ofsted have followed up an '*Outcome 3*' judgement with a monitoring visit, it will usually be unannounced.
- The frequency of monitoring visits is decided on a case-by-case basis and may be as frequent as weekly if that is what is needed.
- A monitoring visit may also be held to monitor a provider's response to compliance notices, or to determine whether requirements following inspection have been completed.

- “To demonstrate the necessary improvement, providers and managers need to show that their actions have had a significant impact in achieving clear and sustainable progress.
- Good intentions and an inspirational outlook, or a recent change of manager following a period of poor leadership, do not in themselves give enough proof of the ability of the provider to sustain improvement.”



10 minutes:  
tea and coffee

# Inspection criteria



Outcome 1



Outcome 2



Outcome 3

## Outcome 1

- Consistently strong service delivery leads to typically positive experiences and progress for children. Where improvements are needed, leaders and managers take timely and effective action.
- The next inspection will be within approximately 3 years.

## Outcome 2

- Inconsistent quality of service delivery adversely affects some children's experiences, and this may limit their progress. Leaders and managers must make improvements.
- The next inspection will be within approximately 18 months.

## Outcome 3

- Serious or widespread weaknesses lead to significant concerns about the experiences and progress of children. Leaders and managers must take urgent action to address failings.
- The next inspection will be within approximately 6 months.

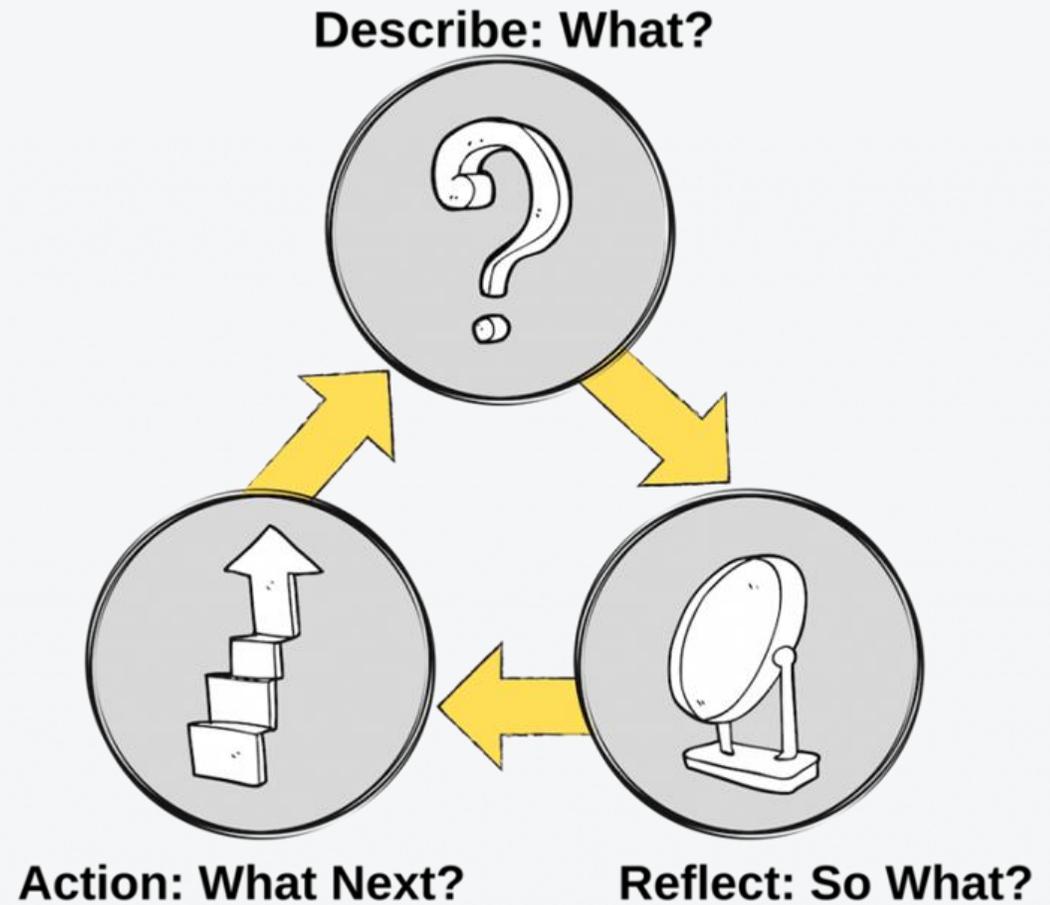
**the  
triangle  
test**

The Supported Accommodation  
(England) Regulations 2023

The Guide to the Supported  
Accommodation Regulations  
(2023)

The Social Care Common  
Inspection Framework (2024)

# Triangulation



# Triangulation

The mapping of events against the experience of children and the impact of your care.



For example, you submit a Reg 27 regarding a missing event which lasted overnight.



So, what will the inspector look for?

- 
- safe and well check
  - the risk assessment will be updated
  - key working session will be completed
  - a health appointment will be offered
  - social worker informed
  - independent return home interview
  - care team meeting / strategy / multi-agency forum

- the risk assessment will be updated - *was it? How did staff then follow and observe it? Was it effective? What difference did it make?*
- Safe and well check - *welcomed, valued, respected, cared for, emotionally held, fed and watered*
- key working session will be completed - *was it relational, child centred, effective? Did it use 'language that cares?' Did it make a difference?*
- a health appointment may be offered - *was it? What impact did it have? Did the young person go again?*
- social worker informed - *and what happened as a result? Was further escalation required?*
- independent return home interview - *was it independent? Did you receive a copy? How did it help to identify push/pull? How did it contribute to your risk management? Will it contribute to the protection of the young person?*
- care team meeting / strategy / multi-agency forum - *minutes, actions, impact of decisions on the safety and wellbeing of the young person*



**Take a break - 10 mins.**



# Preparing for inspection

slido



**When they knock on the door, what feelings do you experience?**

ⓘ Start presenting to display the poll results on this slide.



**How do you  
communicate with  
Ofsted?**

# How the inspector prepares...

Inspectors are allocated 2 full days to prepare for the on-site inspection. Inspectors use the period before arriving on site to review the information held by Ofsted so that the fieldwork is properly focused and used to best effect in collecting evidence.

The plan for the on-site inspection should identify:

- lines of enquiry
- any areas of apparent weakness or significant strength
- areas where further evidence needs to be gathered

Discussions with children and professionals do not have to be in person and may be held during the off-site stage of the inspection when necessary or practicable.

The *focus of the inspection may change* during its course as further evidence emerges.

Inspectors will look at the information that Ofsted already holds about the provider, including:

- the provider's statement of purpose, guide and other documents provided at
- registration
- any concerns and complaints received
- serious incident notifications
- information provided in Annex A (which will be published shortly), including details of child-level information to inform case-sampling choices any changes to registration, including change of manager or the nominated individual
- any post-registration enforcement activity
- point-in-time questionnaire responses
- In addition, the inspector takes account of relevant background and context information, such as the most recent inspection of the local authority and any linked service where the service is situated.

# Inspectors will also consider:

Notifications and reports made under regulation 27. Inspectors must focus on both the content and quality of the reports to ensure that:

- there is effective monitoring of the provider
- these activities support improvement in the experiences and progress of children



## **Breakout session:**

**What does the inspector see, hear and feel as they get out of their car and enter your home?**



**Managing the inspection  
from the knock on the door –  
what we see and what we  
don't see**

# Initial checklist

- External appearance and first impressions
- ID, fire drills & muster point
- GDPR compliant visitors' log
- Clean, homely, light, welcoming – senses
- Bedrooms
- Offer of tea/coffee; do they have any allergies or food preferences?
- Do they have any access needs?
- Diary for the day – any meetings, strategies, CTMs?
- Where will they sit?
- When would they like a tour of the home?
- Share current information or personal issues relating to any of the children living in the home or regarding staff
- Prepping your stakeholders – book slots with social workers, education and health colleagues
- No conversation is informal, it's all on the record
- Staff interview training – Statement of Purpose, care and support planning priorities, training, development and supervision
- Consider and plan your own interview – what key messages do you want to convey?

# Have your 'Ofsted file' ready

This could include:

- Annex A
- Action plan
- SOP
- Reg 32 quality of support review
- Reg 6 location assessment
- Workforce development plan
- Home development plan / service improvement plan
- Supervision matrix
- Training matrix
- An action plan following the RSM audit or the last inspection
- Your own qualifications, including progress through current learning
- Journey, progress or achievements files for each young person - 'wow moments'
- Evidence of escalation