

Report summary

Getting it right first time

Achieving and maintaining high-quality early years provision

Since the introduction of the Early Years Foundation Stage the proportion of good or better providers has risen from 64% in 2008 to 74% in 2012, with year-on-year improvements in children's attainment as evidenced by the Early Years Foundation Stage Profile scores. In 2008, 49% of children reached a good level of development; this rose to 64% in 2012. Many providers across all types of early years settings are supporting children's learning well.

However, this masks the fact that two fifths of all early years settings are not improving fast enough to give children the best start in life, including the skills they need to be ready for school. Satisfactory provision is not effective enough to close the attainment gap sufficiently quickly.

Consequently, too few children start school with the knowledge, skills and attitudes they need to make the most of the next stage of their education. Children from poorer families achieve less well than their peers. In 2012, just over a third of children were not working securely in communication, language and literacy, as shown by the Early Years Foundation Stage Profile scores and, in deprived areas, this rose to more than four in 10 children.

This report describes features of strong leadership and ways in which leaders, determined to 'get it right first time' for children, have developed and sustained high-quality provision. It provides examples of good practice for settings that are not improving quickly enough and for those that want to build on their current strengths. Case studies of some of the providers can be found on Ofsted's good practice website at: www.goodpractice.ofsted.gov.uk.

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