

Future of social care inspection

Consultation questionnaire

This consultation seeks your views on proposed changes across Ofsted's inspections of children's social care. It has four parts:

- principles for children's social care inspections
- a new approach to inspections of local authority children's services from 2018
- a new common inspection framework for social care establishments, agencies, boarding schools and residential special schools from April 2017
- changes to inspections of independent fostering agencies.

You should read this questionnaire alongside the full consultation document, which you can download from: www.gov.uk/government/consultations/future-of-social-care-inspection

This consultation is open from 28 June to 9 September 2016.

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Plain English Campaign
Committed to clearer communication

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How do I respond to the consultation?

There are three ways of completing and submitting your response.

Online electronic questionnaire

Visit www.surveymonkey.co.uk/r/SCInspection to complete and submit an electronic version of the response form.

Download and email

Visit www.gov.uk/government/consultations/future-of-social-care-inspection to download a Word version of this document and complete the questions on your computer. When you have completed the form, please email it to socialcare@ofsted.gov.uk with the consultation name in the subject line: the future of social care inspection.

Print and post

Visit www.gov.uk/government/consultations/future-of-social-care-inspection to print a Word or PDF version of the response form that you can fill in by hand. When you have completed it, please post it to:

Social Care Policy Team
Ofsted
Aviation House
125 Kingsway
London
WC2B 6SE

You can skip any questions where you do not have a view or do not want to answer.

Confidentiality

The information you provide will be held by us. It will only be used for the purposes of consultation and research to help us to become more effective, shape policies and inform inspection and regulatory practice.

We will treat your identity with confidence, if you disclose this to us. However, we may publish an organisation's views.

Are you responding on behalf of an organisation or as an individual?

| | |
|---|--------------------------|
| Individual response | <input type="checkbox"/> |
| On behalf of an organisation, please specify The Who Cares? Trust | |

About you

We'd like to know about your experience and the services/agencies you are most involved with.

Which of the following services/agencies are you most involved with?

Select one option that most closely fits your involvement.

For example, as an employee, a parent or carer of a child or young person who lives at or is supported by one of these services, a foster carer, an adopter, an adult who is receiving services (such as adoption support) or a professional working with these services.

| | | | |
|--|--------------------------|--|--------------------------|
| Adoption support agency | <input type="checkbox"/> | Residential family centre | <input type="checkbox"/> |
| Boarding school | <input type="checkbox"/> | Residential holiday scheme for disabled children | <input type="checkbox"/> |
| Cafcass | <input type="checkbox"/> | Residential special school | <input type="checkbox"/> |
| Children's home | <input type="checkbox"/> | Secure children's home | <input type="checkbox"/> |
| Further education with residential provision | <input type="checkbox"/> | Secure training centre | <input type="checkbox"/> |
| Independent fostering agency | <input type="checkbox"/> | Voluntary adoption agency | <input type="checkbox"/> |
| Local authority children's services | <input type="checkbox"/> | Youth offending team | <input type="checkbox"/> |
| Local safeguarding children board | <input type="checkbox"/> | Does not apply to me | <input type="checkbox"/> |
| Another agency / organisation (please tell us) Charity | | | |

I am a:

| Local Authority | | Local Safeguarding Children Board | |
|--|-------------------------------------|---|--------------------------|
| Local authority chief executive | <input type="checkbox"/> | LSCB chair | <input type="checkbox"/> |
| Director of children's services | <input type="checkbox"/> | LSCB business manager | <input type="checkbox"/> |
| Other senior manager in social care (specify if you wish) | <input type="checkbox"/> | Other LSCB member (specify if you wish) | <input type="checkbox"/> |
| Registered establishment or agency | | Parents / carers / foster carers | |
| Responsible individual | <input type="checkbox"/> | Parent / carer | <input type="checkbox"/> |
| Registered manager | <input type="checkbox"/> | Adopter or prospective adopter | <input type="checkbox"/> |
| Agency/branch manager | <input type="checkbox"/> | Adult receiving adoption support | <input type="checkbox"/> |
| Member of staff | <input type="checkbox"/> | Foster carer or prospective foster carer | <input type="checkbox"/> |
| Registered provider | <input type="checkbox"/> | Parent of a child who has a short break | <input type="checkbox"/> |
| Other worker in a registered establishment or agency (specify if you wish) | <input type="checkbox"/> | Other parent / carer group (specify if you wish) | <input type="checkbox"/> |
| Other respondent | | Schools and further education | |
| Civil servant | <input type="checkbox"/> | Head teacher | <input type="checkbox"/> |
| Commissioner of services for children/families | <input type="checkbox"/> | Teacher | <input type="checkbox"/> |
| Elected representative | <input type="checkbox"/> | School governor | <input type="checkbox"/> |
| Health professional | <input type="checkbox"/> | Principal of a further education college | <input type="checkbox"/> |
| Independent reviewing officer | <input type="checkbox"/> | Head of care | <input type="checkbox"/> |
| Lawyer | <input type="checkbox"/> | Member of care staff | <input type="checkbox"/> |
| Panel member | <input type="checkbox"/> | Member of a school trust | <input type="checkbox"/> |
| Representative of a provider or worker group/association | <input type="checkbox"/> | Other school or further education staff (specify if you wish) | <input type="checkbox"/> |
| Social worker | <input type="checkbox"/> | | |
| Social work manager | <input type="checkbox"/> | | |
| Volunteer | <input type="checkbox"/> | | |
| Other (specify if you wish) Policy and Research Manager | <input checked="" type="checkbox"/> | | |

Part one: the principles of social care inspection

We propose that social care inspections should be governed by three principles.

See paragraph four of the full consultation document for more information.

Do you agree with our proposed principles that inspection should:

| Inspection should: | Agree | Disagree | Don't know |
|--|-------------------------------------|--------------------------|-------------------------------------|
| focus on the things that matter most to children's lives | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| be consistent in our expectations of providers | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| focus on services that are less than good. | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

Please tell us the reasons for your answers.

Focus on things that matter most to children's lives

We agree that the things that matter most to children's lives should be inspected, with a focus on the experience and progress that a child makes.

Be consistent in our expectations of providers:

Consistency is important. Children and young people should be able to move between services and know that every provider has been inspected against consistent expectations.

Focus on services that are less than good:

We do not disagree that Ofsted should be focusing on areas that are not yet good, helping them to improve the services that they offer to children and young people. However, we do not necessarily agree that once providers are good, they are likely to stay good. There are a number of factors that can impact on the quality of provision, and the drop in quality can happen quickly. Changes in staffing and/or leadership can both have a quick impact on the quality of provision. We are concerned that by not robustly looking at areas that were already good, inspectors may miss where the quality of an area has dropped.

When young people were consulted about introducing more flexible requirements for social work visits and more proportionate reviews for children in long term fostering arrangements, most of the group disagreed. One young person said that things in their life changed a lot quite quickly, from ok to bad, and the regularity of visits meant that they were safe in the knowledge that things would get addressed when the social worker visited. Young people also said that a lot can happen in six months and that what can seem like a good placement may not be. Oversight of

the entire experience of children and young people is crucial to ensure that they are able to feed in their views about all their experiences about their care.

The consultation document says that Ofsted will use a broad range of information to be able to tell if standards are slipping. The new approach to social care inspections is an excellent opportunity to develop the ways that children in care and care leavers can engage with Ofsted during and outside of an inspection.

We are concerned about the proposals to reduce the amount of time an inspection will take because we think that this will impact on Ofsted's ability to meaningfully get the views of young people during the inspection period, so we would like to see more details about how Ofsted intends to engage with young people - we would be happy to work with Ofsted on this. For example there is currently no young person friendly complaints procedure - we are not sure that children in care and care leavers know that they can complain in this way. This would be a useful way of getting information from children in care and care leavers outside of inspections.

What other principles do you think we should have?

Part two: inspection of local authority children's services

The overall approach to inspection of local authority children's services

We propose that each inspection should take account of the earlier performance of each local authority:

- **Inadequate:** quarterly monitoring visits followed by a re-inspection under the single inspection framework. When they cease to be inadequate, they will join one of the programmes below.
- **Require improvement to be good:** re-inspect within three years. This full judgement inspection will establish whether the local authority is good.
- **Good or outstanding:** also re-inspect within three years, but a shorter judgement inspection to determine whether they have improved or maintained their performance and test their self-evaluation of front-line social work.

If significant concerns arise during a short judgement inspection, we will return, in no more than eight weeks, to complete a full judgement inspection.

See paragraphs 10 to 20 of the full consultation document for more information.

Should local authority inspections be proportionate, taking account of earlier inspection outcomes and other intelligence/data?

| | | |
|--|--|--------------------------|
| Yes, inspections should be proportionate | No, all local authorities should receive the same inspection | Don't Know |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

If inspections were proportionate, do you agree that:

| | Agree | Disagree | Don't know |
|---|-------------------------------------|--------------------------|-------------------------------------|
| there should be a longer judgement inspection in local authorities that require improvement to be good | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| there should be a shorter judgement inspection in good and outstanding local authorities | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| where Ofsted identifies concerns on a short judgement inspection, we should return within eight weeks to undertake a full judgement inspection. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Please tell us the reasons for your answers about proportionate inspections.

We recognise the burden that Ofsted inspections can put on local authorities and other agencies and understand Ofsted reasoning behind the proposals. However, no child should be put at risk in order to avoid over-burdening local authorities, and we hope that the effect of making the inspections more proportionate does not have this unintended consequence.

Similarly, we are concerned that the reduced time that will be spent in local authorities will mean that the ability of Ofsted to engage with children and young people will be hindered. As we have already said, we think this is an excellent opportunity to develop the way that Ofsted engages with children and young people during and outside of inspections.

We propose to carry out short modular inspections that will look at a specific part of the child's journey to check that the quality of services has been maintained and to support an authority's improvement journey up to their next full judgement inspection

See paragraphs 21 to 22 of the full consultation document for more information.

Do you agree that Ofsted should carry out short modular inspections:

| | Agree | Disagree | Don't know |
|---|-------------------------------------|--------------------------|--------------------------|
| in local authorities that require improvement, to monitor their progress and support them on their journey to becoming good | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| where we have concerns about practice in any local authority, to test whether performance may have deteriorated | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| in a sample of good or outstanding local authorities, to identify and share good practice | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Should we have modular inspections on each of these areas in the new programme:

| | Agree | Disagree | Don't know |
|--|-------------------------------------|--------------------------|--------------------------|
| child in need of help and protection | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| achieving permanence for children looked after | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| care leavers | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

What other/different modules should we have and why?

| Module | Reason |
|-----------------------------------|--|
| Children and young people's views | We wonder whether another way for Ofsted to engage with children and young people might be to have specific modular inspections that are about gathering children's views - both from the perspective of how the local authority gets young people's views, but also offers another opportunity for young people to engage with Ofsted. The inspections could be carried out by participation trained staff, alongside an inspector. |
| | |
| | |
| | |

Please tell us the reasons for your answers about modular inspections.

The judgements we will make

To provide clear messages, we will use our standard four-point judgement scale (outstanding, good, requires improvement to be good and inadequate) in the full and short judgement inspections. We will make a graded judgement on overall effectiveness and provide a narrative that explains the reasons for this judgement.

Modular inspections will not include graded judgements. We will provide narrative findings on key strengths, areas for development and areas of priority action.

See paragraphs 23–25 of the full consultation document for more information.

Should we also provide a graded judgement on the judgement inspections for the following parts of the service:

| | Agree | Disagree | Don't know |
|--|-------------------------------------|--------------------------|--------------------------|
| children in need of help and protection | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| achieving permanence for children looked after | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| care leavers | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| leadership and management | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Other judgement areas: | | | |

Do you agree that, for modular inspections, we should report our findings through a narrative without graded judgements?

| Agree | Disagree | Don't know |
|-------------------------------------|--------------------------|--------------------------|
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Please tell us the reasons for your answers about the judgements we will make?

It is helpful to know how different parts of local authority services compare, and graded judgements across all areas will allow this current practice to continue.

Local authority self-evaluation of practice

We think that the local authority's self-evaluation of the quality of front-line social work practice could play an important role in the new inspections. The design of any model should be led by the sector. It should support improvement of the local authority, not be produced solely for the purpose of inspection.

See paragraphs 26 to 30 of the full consultation document for more information.

Should we ask that local authorities provide their annual self-evaluation of social work practice? If you agree, when should they provide it?

| | | | | |
|---|--|---|---|-------------------------------------|
| Ofsted should not ask for the self-evaluation | January – the start of the calendar year | April – the start of the financial year | July – before inspections halt over the summer holiday period | Don't know |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

Should we ask local authorities to provide an update to their self-evaluation at the point of inspection?

| | | |
|--------------------------|--------------------------|-------------------------------------|
| Agree | Disagree | Don't Know |
| <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

Please tell us the reasons for your answers about local authorities providing us with their self-evaluation of front-line social work practice?

The new judgement inspection

We propose to introduce new full and short judgement inspections that we will carry out in all local authority areas. Inspectors will look at the same local authority practice and services at each inspection.

The inspection will be proportionate by adjusting aspects of the methodology – for example, the number of cases tracked and sampled, not the range of services that inspectors will evaluate or the frequency of the judgement inspection. We intend to continue with our focus on direct practice with children and families, working alongside practitioners.

See paragraphs 31 to 35 of the full consultation document for more information.

Should the judgement inspection look at the experiences of a sample of:

| | Agree | Disagree | Don't know |
|--|-------------------------------------|--------------------------|--------------------------|
| Children at the point of referral and assessment, which will enable inspectors to scrutinise the effectiveness of early help | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Children in need of protection from abuse, neglect and exploitation | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Children looked after and the effectiveness of arrangements to achieve permanence | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Children returning home, children 'stepped-down' to early help and care leavers | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Others – please specify We think that care leavers should be a separate sample as opposed to being included within a sample of care leavers, children returning home and children 'stepped down' to early help. Care leavers are a particularly vulnerable group and the local authority has particular responsibility as their corporate parent. We are concerned that by combining these three groups into one from which a sample will be drawn, the specific experiences and needs of care leavers will be lost. This was recognised by Ofsted in the SIF, with care leavers being a separate judgement area, and we would like to ensure that their particular needs continue to be recognised. | | | |

Announcing inspections can increase the overall burden of inspection on local authorities and Ofsted. Also, children and young people have told us they have greater confidence in unannounced inspection findings.

However, unannounced inspections can make it challenging for local authorities to provide information that is essential the inspection. Children and young people are sometimes reluctant to speak with inspectors if they receive too little notice.

See paragraphs 36 to 37 of the full consultation document for more information.

Do you think our inspections of local authority children’s services should be unannounced or have a short notice period?

| Inspection type | Unannounced | Short notice | Don't know |
|----------------------------|-------------------------------------|--------------------------|--------------------------|
| Full judgement inspection | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Short judgement inspection | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Modular inspection | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Please tell us the reasons for your answers about the new judgement inspection?

Young people tell us that they want inspections to take place without notice in order to ensure that their day to day experience is reflected as they say that when local authorities have notice of the inspection, this is not the case. However, having no notice does impact on the ability to get young people's views, which may further compound the impact of shorter inspections and we believe that these consequences should be mitigated through the development of ways Ofsted engages with children and young people.

Sector engagement in inspection

We think that these new shorter inspections will make the opportunities for secondment more accessible to local authority leaders.

Do you agree that the new approach provides more accessible opportunities for prospective secondees from local authorities to work with us on inspections?

| Inspection type | Agree | Disagree | Don't know |
|----------------------------|--------------------------|--------------------------|-------------------------------------|
| Full judgement inspection | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Short judgement inspection | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Modular inspection | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Monitoring visits | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

Please tell us the reasons for your answers about secondment opportunities for local authority leaders?

Part three: a common inspection framework for social care settings

We propose to implement a social care common inspection framework. This will mean that:

- we will apply the same judgement structure across a wide range of settings
- we will report on a set of overall criteria at every inspection
- wherever possible, the specific evaluation criteria will be similar across settings
- we bring shared guidance across our inspection of settings into one coherent document
- our inspection methodology will be based on the common principle of focusing on the experiences and progress of children, while addressing the unique and distinct aspects of each type of setting.

See paragraphs 44 to 55 of the full consultation document for more information.

Do you agree that Ofsted should introduce a new social care common inspection framework from April 2017?

| Agree | Disagree | Don't know |
|-------------------------------------|--------------------------|--------------------------|
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Please tell us the reasons for your answer about introducing a common inspection framework?

Making judgements under the common inspection framework

The common inspection framework will mean that the same judgements are made across the different settings and agencies. Inspectors will make judgements on:

- overall experiences and progress of children, taking into account:
 - how well children are helped and protected
 - the effectiveness of leaders and managers.

See paragraphs 57 to 64 of the full consultation document for more information.

Do you agree that we should apply this judgement structure to all inspections under the common inspection framework?

| Agree | Disagree | Don't know |
|--------------------------|--------------------------|-------------------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

If you disagree, what judgement structure do you think we should apply?

Please tell us the reasons for your answers about the judgement structure:

We do not foresee any reason why they shouldn't apply to all inspections, but it is difficult to answer this question without knowledge of all the current inspection frameworks.

Overall experiences and progress of children and young people

The 'overall experiences and progress' judgement takes account of findings from the judgement on help and protection and the judgement on the effectiveness of leaders and managers. It also includes:

- the quality of individualised care and support provided and the influence and impact of the provider on the progress and experiences of children
- the quality of relationships between professionals, carers and children
- the progress children make in relation to their health, education, and emotional, social and psychological well-being
- how well children's views are understood and taken into account and how their rights and entitlements are met
- the quality of children's experiences on a day-to-day basis
- how well children and young people are prepared for their futures and how well transitions are managed
- how the particular needs of children and young people who live a long way from home are met.

See paragraphs 65 to 68 of the full consultation document for more information.

Do you agree with the key areas that inspectors will evaluate in making the proposed 'overall experiences and progress of children and young people' judgement?

| Completely agree | Mostly agree | Somewhat agree | Disagree | Don't know |
|--------------------------|-------------------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Are there any key areas missing that you think we should include?

Please tell us the reasons for your answers about the key areas for the ‘overall experiences and progress of children and young people’:

There is not enough information about how the judgements will be interpreted for each setting to comment fully. We look forward to engaging with the consultations on the individual setting framework.

We particularly welcome the focus on how providers are meeting the needs of children and young people who are looked after a long way from home.

How well children and young people are helped and protected

This judgement takes account of:

- how well risks are identified, understood and managed and whether the support and care provided help children and young people to become increasingly safe
- the response to children that may go missing or may be at risk of harm, including exploitation, neglect, abuse, self-harm, bullying and radicalisation
- how well staff manage situations and behaviour and whether clear and consistent boundaries contribute to a feeling of well-being and security for children and young people
- whether safeguarding arrangements to protect children meet all statutory and other government requirements, promote their welfare and prevent radicalisation and extremism.

See paragraphs 69 to 70 of the full consultation document for more information.

Do you agree with the key areas that inspectors will evaluate in making the proposed ‘how well children and young people are helped and protected’ judgement?

| Completely agree | Mostly agree | Somewhat agree | Disagree | Don't know |
|--------------------------|-------------------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Are there any key areas missing that you think we should include?

Please tell us the reasons for your answers about the key areas for 'how well children and young people are helped and protected':

There is not enough information about how the judgements will be interpreted for each setting to comment fully. We look forward to engaging with the consultations on the individual setting framework.

The effectiveness of leaders and managers

This judgement takes account of:

- whether leaders and managers show an ambitious vision, have high expectations for what all children can achieve and ensure high standards of care
- how well leaders and managers prioritise the needs of children and young people
- the extent to which children and young people continually make progress from their starting points across all aspects of their development, as leaders and managers have a clear understanding of the progress children and young people are making in respect of the plan for them
- whether leaders and managers provide the right supportive environment for staff through effective supervision and appraisal and high-quality induction and training programmes, tailored to the specific needs of the children and young people

- how well leaders and managers know and understand the setting's strengths and weaknesses, prevent shortfalls, identify weaknesses and take decisive and effective action
- whether the establishment or agency is achieving its stated aims and objectives
- the quality of professional relationships to ensure the best possible all-round support to children and young people in all areas of their development
- whether leaders and managers actively challenge when the responses from other services are not effective
- the extent to which leaders and managers actively promote equality and diversity, and tackle bullying and discrimination.

See paragraphs 71 to 72 of the full consultation document for more information.

Do you agree with the key areas that inspectors will evaluate in making the proposed 'effectiveness of leaders and managers' judgement?

| Completely agree | Mostly agree | Somewhat agree | Disagree | Don't know |
|--------------------------|-------------------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Are there any key areas missing that you think we should include?

Please tell us the reasons for your answers about the key areas for the 'effectiveness of leaders and managers'

There is not enough information about how the judgements will be interpreted for each setting to comment fully. We look forward to engaging with the consultations on the individual setting framework.

Part four: inspections of independent fostering agencies

We propose that, while we will continue to inspect all independent fostering agencies (IFAs) at least once within a three-year period, we will usually return sooner to those that are judged inadequate or to require improvement.

See paragraphs 73 to 78 of the full consultation document for more information.

Do you agree that Ofsted should usually return to inspect IFAs that are judged as inadequate within six to 12 months?

| Agree | Disagree | Don't know |
|-------------------------------------|--------------------------|--------------------------|
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Do you agree that Ofsted should usually return to inspect IFAs that are judged as requiring improvement within 12 to 18 months?

| Agree | Disagree | Don't know |
|-------------------------------------|--------------------------|--------------------------|
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Currently, IFA inspections are carried out with 10 working days' notice. We propose that this is reduced to one working day. This will bring notice periods more in line with the majority of our inspections

See paragraphs 79 to 81 of the full consultation document for more information.

Do you agree that the notice period for the inspection of independent fostering agencies should be reduced from 10 working days to one working day?

| Agree | Disagree | Don't know |
|-------------------------------------|--------------------------|--------------------------|
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Please tell us the reasons for your answers about the arrangements for IFA inspections.

Young people tell us that when there is a long notice period before an inspection, the practice that is inspected often changes and does not reflect their day to day experiences. Bringing IFA notice periods in line with other agencies will help ensure parity of agencies and experience of children and young people.

However, as with current practice, having very limited notice of inspections makes it harder to engage with children and young people, as they are often not available at short notice and organising opportunities for young people to engage with inspectors and share their views can be time consuming. It's really important that changing the notice period does not negatively affect the number of children and young people Ofsted engage with on inspection visits.

What the SCCIF will mean

Parts three and four of this consultation set out proposals that relate to our proposed common inspection framework.

Annexes one to nine of the consultation document outline what this will mean for each type of establishment and agency.

Do you think that the following settings should be part of the SCCIF?

| | Agree | Disagree | Don't know |
|---|-------------------------------------|--------------------------|-------------------------------------|
| Children's homes | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Secure children's homes | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Independent fostering agencies | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Voluntary adoption agencies | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Adoption support agencies | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Residential family centres | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Residential holiday schemes for disabled children | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Boarding schools and residential special schools | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Residential provision in further education colleges | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

Please tell us the reasons for your answers about which settings should be part of the SCCIF

We agree that all settings should be part of the SCCIF, although we do not know enough about the residential settings to comment. The recent changes to the children's homes inspection framework and attitudinal change that accompanied it has been positive for the sector and we would like to see that extended throughout the wider sector.

However, the children's home changes were accompanied by a change to regulations and a package of support was put in place to support the transition. We think that there may need to be a similar level of support in place for other settings that are affected by this change to ensure that the quality of children and young people's care is not jeopardised while agencies adjust to the new framework.

What did you think of this consultation?

One of the commitments in our strategic plan is to monitor whether our consultations are accessible to those wishing to take part.

Please tell us what you thought of this consultation by answering the questions below.

How did you hear about this consultation?

- Ofsted website
- *Ofsted News*, Ofsted's monthly newsletter
- Ofsted conference
- Twitter (@ofstednews)
- Another organisation (please specify, if known)
- Other (please specify)

| | Agree | Neither agree nor disagree | Disagree | Don't know |
|--|-------------------------------------|-------------------------------------|-------------------------------------|--------------------------|
| I found the consultation information clear and easy to understand. | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I found the consultation easy to find on the Ofsted website. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I had enough information about the consultation topic. | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| I would take part in a future Ofsted consultation. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Is there anything you would like us to improve or do differently for future consultations? If so, please tell us below.

The proposals in this consultation are very complex and as a result the consultation documents are unlikely to be accessible to children and young people. We would like to see young person friendly consultation documents produced for all consultations.

Additional questions about you

Your answers to the following questions will help us to evaluate how successfully we are communicating messages from inspection to all sections of society. We would like to assure you that completion of this section is optional; you do not have to answer any of the questions. All responses are confidential.

Please tick the appropriate box.

1. Gender

| | |
|---------------------------------|-------------------------------|
| Female <input type="checkbox"/> | Male <input type="checkbox"/> |
|---------------------------------|-------------------------------|

2. Age

| | | | | | | | |
|--------------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|---------------------------------|
| Under 14 <input type="checkbox"/> | 14–18 <input type="checkbox"/> | 19–24 <input type="checkbox"/> | 25–34 <input type="checkbox"/> | 35–44 <input type="checkbox"/> | 45–54 <input type="checkbox"/> | 55–64 <input type="checkbox"/> | 65+ <input type="checkbox"/> |
|--------------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|---------------------------------|

3. Ethnic origin

(a) How would you describe your national group?

- British or mixed British
- English
- Irish
- Northern Irish
- Scottish
- Welsh
- Other (specify if you wish)

(b) How would you describe your ethnic group?

| | | | |
|---|--------------------------|--|--------------------------|
| Asian | | Mixed ethnic origin | |
| Bangladeshi | <input type="checkbox"/> | Asian and White | <input type="checkbox"/> |
| Indian | <input type="checkbox"/> | Black African and White | <input type="checkbox"/> |
| Pakistani | <input type="checkbox"/> | Black Caribbean and White | <input type="checkbox"/> |
| Any other Asian background (specify if you wish) | <input type="checkbox"/> | Any other mixed ethnic background (specify if you wish) | <input type="checkbox"/> |
| Black | | White | |
| African | <input type="checkbox"/> | Any White background (specify if you wish) | <input type="checkbox"/> |
| Caribbean | <input type="checkbox"/> | Any other ethnic background | |
| Any other Black background (specify if you wish) | <input type="checkbox"/> | Any other background (specify if you wish) | <input type="checkbox"/> |
| Chinese | | | |
| Any Chinese background (specify if you wish) | <input type="checkbox"/> | | |

4. Sexual orientation

| | | | |
|--|-------------------------------------|---------------------------------|--------------------------------------|
| Heterosexual <input type="checkbox"/> | Lesbian <input type="checkbox"/> | Gay <input type="checkbox"/> | Bisexual <input type="checkbox"/> |
|--|-------------------------------------|---------------------------------|--------------------------------------|

5. Religion/belief

| | | | |
|-----------|--------------------------|--------------------------|--------------------------|
| Buddhist | <input type="checkbox"/> | Muslim | <input type="checkbox"/> |
| Christian | <input type="checkbox"/> | Sikh | <input type="checkbox"/> |
| Hindu | <input type="checkbox"/> | Any other, please state: | <input type="checkbox"/> |
| Jewish | <input type="checkbox"/> | None | <input type="checkbox"/> |

6. Disability

| | | |
|--|------------------------------|-----------------------------|
| Do you consider yourself to have a disability? | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
|--|------------------------------|-----------------------------|

Thank you for taking part in our consultation.

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