

# How good is our early learning and childcare?

**Correlation of quality indicators and themes between How good is our early learning and childcare? and How good is our school? (4th edition)**

**April 2016**

<b>Leadership and management</b>		
<b>How good is our leadership and approach to improvement?</b>		
<b>Quality Indicator</b>	<b>HGIOS? Themes:</b>	<b>HGIOELC? Themes</b>
<b>1.1 Self-evaluation for self-improvement</b>	<ul style="list-style-type: none"> <li>• Collaborative approaches to self-evaluation.</li> <li>• Analysis and evaluation of intelligence and data.</li> <li>• Ensuring impact on learners' success and achievements.</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborative approaches to self-evaluation</li> <li>• Evidence-based improvement</li> <li>• Ensuring impact of success on children and families</li> </ul>
<b>1.2 Leadership of learning</b>	<ul style="list-style-type: none"> <li>• Professional engagement and collegiate working.</li> <li>• Impact of career long professional learning.</li> <li>• Children and young people leading learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Professional engagement and collegiate working</li> <li>• Impact of career-long professional learning (CLPL)</li> <li>• Children leading learning</li> </ul>
<b>1.3 Leadership of change</b>	<ul style="list-style-type: none"> <li>• Developing a shared vision, values and aims relevant to the school and its community.</li> <li>• Strategic planning for continuous improvement.</li> <li>• Implementing improvement and change</li> </ul>	<ul style="list-style-type: none"> <li>• Developing a shared vision, values and aims relevant to the ELC setting and its community</li> <li>• Strategic planning for continuous improvement</li> <li>• Implementing improvement and change</li> </ul>
<b>1.4 Leadership and management of staff</b>  <b>For ELC</b>  <b>1.4 Leadership and management of</b>	<ul style="list-style-type: none"> <li>• Governance framework.</li> <li>• Building and sustaining a professional staff team.</li> <li>• Staff wellbeing and pastoral support.</li> </ul>	<ul style="list-style-type: none"> <li>• Governance framework</li> <li>• Building and sustaining a professional team</li> <li>• Practitioner wellbeing and pastoral support</li> </ul>

<b>practitioners</b>		
<b>1.5 Management of resources to promote equity</b>	<ul style="list-style-type: none"> <li>• Management of finance for learning.</li> <li>• Management of resources and environment for learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Management of finance for learning</li> <li>• Management of resources and environment for learning</li> </ul>

Learning Provision		
How good is the quality of care and learning we offer?		
Quality Indicator	HGIOS4? Themes	HGIOELC? Themes:
<b>2.1 Safeguarding and child protection</b>	<ul style="list-style-type: none"> <li>• Arrangements for safeguarding, including child protection.</li> <li>• Arrangements to ensure wellbeing</li> <li>• National guidance and legislation</li> </ul>	<ul style="list-style-type: none"> <li>• Arrangements for safeguarding, including child protection</li> <li>• Arrangements to ensure wellbeing</li> <li>• National guidance and legislation</li> </ul>
<b>2.2 Curriculum</b>	<ul style="list-style-type: none"> <li>• Rationale and design.</li> <li>• Development of the curriculum.</li> <li>• Learning pathways.</li> <li>• Skills for learning, life and work</li> </ul>	<ul style="list-style-type: none"> <li>• Rationale and design</li> <li>• Learning and developmental pathways</li> <li>• Pedagogy and play</li> <li>• Skills for life and learning</li> </ul>
<b>2.3 Learning, teaching and assessment</b>	<ul style="list-style-type: none"> <li>• Learning and engagement.</li> <li>• Quality of teaching.</li> <li>• Effective use of assessment.</li> <li>• Planning, tracking and monitoring.</li> </ul>	<ul style="list-style-type: none"> <li>• Learning and engagement</li> <li>• Quality of interactions</li> <li>• Effective use of assessment</li> <li>• Planning, tracking and monitoring</li> </ul>
<b>2.4 Personalised support</b>	<ul style="list-style-type: none"> <li>• Universal support.</li> <li>• Targeted support.</li> <li>• Removal of potential barriers to learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Universal support</li> <li>• Role of practitioners and leaders</li> <li>• Identification of learning needs and targeted support</li> <li>• Removal of barriers to learning</li> </ul>
<b>2.5 Family learning</b>	<ul style="list-style-type: none"> <li>• Engaging families in learning</li> <li>• Early intervention and prevention</li> <li>• Quality of family learning</li> </ul>	<ul style="list-style-type: none"> <li>• Engaging families in learning</li> <li>• Early intervention and prevention</li> <li>• Quality of family learning programmes</li> </ul>

	programmes	
<b>2.6 Transitions</b>	<ul style="list-style-type: none"> <li>• Arrangements to support learners and their families.</li> <li>• Collaborative planning and delivery.</li> <li>• Continuity and progression in learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Quality of support for children and their families</li> <li>• Collaborative planning and delivery</li> <li>• Continuity and progression in learning</li> </ul>
<b>2.7 Partnerships</b>	<ul style="list-style-type: none"> <li>• The development and promotion of partnerships</li> <li>• Collaborative learning and improvement</li> <li>• Impact on learners.</li> </ul>	<ul style="list-style-type: none"> <li>• Engagement of parents and carers in the life of the setting</li> <li>• The promotion of partnerships</li> <li>• Impact on children and families</li> </ul>

## Successes and Achievements

**How good are we at ensuring the best possible outcomes for all our children?**

Quality Indicators;	HGIOS4? Themes:	HGIOELC? Themes:
<b>3.1 Ensuring wellbeing, equality and inclusion</b>	<ul style="list-style-type: none"> <li>• Wellbeing.</li> <li>• Fulfilment of statutory duties.</li> <li>• Inclusion and equality.</li> </ul>	<ul style="list-style-type: none"> <li>• Wellbeing</li> <li>• Fulfilment of statutory duties</li> <li>• Inclusion and equality</li> </ul>
<b>3.2 Raising attainment and achievement</b>  <b>For ELC</b>  <b>3.2 Securing Children’s progress</b>	<ul style="list-style-type: none"> <li>• Attainment in literacy and numeracy.</li> <li>• Attainment over time</li> <li>• Overall quality of learners’ achievement.</li> <li>• Equity for all learners</li> </ul>	<ul style="list-style-type: none"> <li>• Progress in communication, early language, mathematics and health and wellbeing</li> <li>• Children’s progress over time</li> <li>• Overall quality of children’s achievement</li> <li>• Ensuring equity for all children</li> </ul>
<b>3.3 Increasing creativity and (employability)</b>  <b>For ELC</b>  <b>3.3 Developing creativity and skills for life</b>	<ul style="list-style-type: none"> <li>• Creativity skills</li> <li>• Digital innovation</li> <li>• Digital literacy</li> <li>• Increasing employability skills</li> </ul>	<ul style="list-style-type: none"> <li>• Developing creativity</li> <li>• Developing skills for life and learning</li> <li>• Developing digital skills</li> </ul>