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| **Quality Indicator** | **1.1 Self-evaluation for self-improvement** | | |
| **Theme** | * **Collaborative approaches to self-evaluation.** * **Evidence- based improvement** * **Ensuring impact of success for children and families.** | | |
| **Descriptor** | **This indicator underlines that rigorous self-evaluation is the responsibility of all practitioners and stakeholders. It highlights the importance of partnership approaches to self-evaluation and continuous improvement. It emphasises the need for strong leadership and a shared understanding of strengths and areas for development. A key factor is how to demonstrate the impact of self-evaluation and how evidence is used to improve outcomes for families.** | | |
| **Features** | | **Challenge Questions** | **Comments/Evidence** |

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| * Self-evaluation is at the heart of everything that we do in our setting. * All of our practitioners are actively engaged in continuously evaluating and improving our setting. * The views of children, parents/carers and families are effectively used to improve the life and work of the setting. * Everyone involved with the setting’scommunity has a shared understanding of its strengths and improvement needs. * Parents/carers have regular opportunities to support improvement by participating in a range of formal and informal activities. * All practitioners have a clear focus on monitoring and evaluating the quality of children’s learning and on tracking their progress and achievements. They work effectively as a team. * There is a strong ethos of improvement through sharing practice, and through peer support and challenge. * Professional learning activities for all practitioners are clearly linked to the results of self-evaluation and identified areas for improvement. * Our practitioners are inward, outward and forward looking in their evaluation and improvement activities. * We make very effective use of information from our learning community, up-to-date research from Scotland and beyond to inform our learning and developments. * Our practitioners have high aspirations and expectations for all children and families. We use a well-informed range of approaches to assess children’s progress across their learning. | * How well do all practitioners understand their responsibility in improvement through self-evaluation? * How has using *Building the Ambition* to support reflection, led to improvements in children’s experiences? * What do we know about the community in which children live and learn; and, in what ways are we using this knowledge to improve outcomes for children? * How effectively do we identify our strengths as professionals and as a setting, to improve children’s experiences and progress? * What progress are we making in addressing our identified areas for improvement? * To what extent are all stakeholders (children, practitioners, parents/ carers and partners) involved in self-evaluation and planning for improvement? * What approaches do we use to support our children to reflect on and evaluate our practice and provision? * How do we demonstrate that all practitioners are involved in and lead aspects of improvement in our setting? * In what ways are our practitioners encouraged to reflect on and share their own practice in taking forward agreed areas for improvement? * To what extent do we look inward, outward and forward in our evaluation and improvement activities? * What evidence do we have that changes we have made are as a result of our self-evaluation and have improved outcomes for children? |  |

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| **Quality Indicator** | **1.2 Leadership of learning** | | |
| **Theme** | * **Professional engagement and collegiate working .** * **Impact of career-long professional learning (CLPL).** * **Children leading learning.** | | |
| **Descriptor** | **This indicator relates to leadership of improvements in learning and teaching. It highlights the importance of professional commitment to improving pedagogy through a range of approaches to professional learning including collegiate working. It focuses on leadership which improves outcomes for children and families. It highlights improving outcomes for children through enabling them to lead their own learning.** | | |
| **Features** | | **Challenge Questions** | **Comments/Evidence** |
| * Senior leaders empower practitioners and actively develop leadership at all levels to improve the overall capacity of the setting. * All practitioners participate in high-quality individual and collective professional learning which improves outcomes for children and families. For example, shared understanding of early year’s pedagogy and assessment. * Careful planning ensures that practitioners have regular opportunities to learn with and from each other, both in and beyond the setting. * Professional learning opportunities are well planned and matched to identified needs and draw on local, national and international evidence and research. Practitioners are confident in discussing how they have improved their practices a result of their own professional learning activities. * There is clear evidence of a wide range of strategies in use to support children to take responsibility for their own learning and progress. * Planning strongly reflects children’s ideas and interests and shows how practitioners very effectively respond toad promote their creativity, inquiry and curiosity. * Practitioners have a clear understanding of how children learn. Their actions encourage high quality adult/child interaction | | * What evidence do we have that our professional learning is increasing our knowledge and understanding and as a result improving outcomes for children and families? * How well do senior managers enable practitioners to learn with and from each other and, where appropriate, learning with colleagues across sectors and with partner agencies? * To what extent does our own professional learning reflect the needs of individuals and the improvement priorities of our setting? How confident are we at building on individual skills and interests which lead to improvements for children? * How well do practitioners support children to take responsibility for their own learning and progress? How dowel know? * How well do practitioners recognise and support children who are less confident in expressing their views’ and preferences? How effectively do they support children in making choices about their own learning? |  |

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| **Quality Indicator** | **1.3: Leadership of change** | | |
| **Theme** | **Developing a shared vision, values and aims relevant to the ELC setting and its community**  **Strategic planning for continuous improvement**  **Implementing improvement and change** | | |
| **Descriptor** | **This indicator focuses on working together at all levels to develop a shared vision for change and improvement which reflects the context of the setting within in its community. Planning for continuous improvement change should be evidence-based and clearly linked to strong self-evaluation. Senior leaders should ensure that the pace of change is well judged and appropriate to have a positive impact on outcomes for children.** | | |
| **Features** | | **Challenge Questions** | **Comments/Evidence** |
| * Children, families, practitioners and partners are all involved in the creation and regular review of the vision, aims and values of the setting. These are revisited and updated in line with setting improvements. * The vision of the setting is ambitious and focuses on improvements in outcomes for all. It is shaped by the needs of our community and is informed by current thinking in early learning pedagogy. * Leaders are effective role models as they carefully guide the strategic direction and pace of change to ensure sustainable positive outcomes for children and families. * Effective, inclusive communication about the vision, aims and values of the setting informs and involves parents and partners in improvements. * Children and families are supported to understand the vision, aims and values of the centre in the most appropriate way. * Practitioner enquiry and professional dialogue informs and supports continuous improvement, creativity and innovation. This motivates and inspires everyone to sustain high standards of delivery of early learning and childcare. * Practitioners are proactive in the change process and in evaluating the impact of improvements. | | * How effectively do we engage others in developing a shared vision and purpose for our setting and work? * To what extent is our vision ambitious and challenging? How do we know? * How well do our vision, values and aims inform our daily practice? What impact do they have on improving the quality of the early learning and childcare we provide? * How effectively do we communicate our vision with children, families and partners? How successful are the approaches used to ensure that everyone has a say in shaping our future direction? * What examples do we have of successfully nurturing creativity and promoting innovation? * What examples do we have of practitioners successfully collaborating with one another through critical enquiry? * In what ways are we maximising opportunities for practitioners to work and learn together? * How do we know that our professional learning is making a difference for children and families? How effective are our approaches to planning for continuous improvement? * What positive impact has our planning for continuous improvement had on outcomes for children? |  |

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| **Quality Indicator** | **1.4: Leadership of management and practitioners** | | |
| **Theme** | * **Governance framework** * **Building and sustaining a professional team** * **Practitioner wellbeing and pastoral support** | | |
| **Descriptor** | **This indicator highlights the importance of sound governance within the early learning and childcare setting. It promotes the importance of fair and proper recruitment and selection of practitioners. It focuses on accountability, responsibility and shared values as important features of building and sustaining a highly professional team. Positive, caring and inclusive relationships underpin a highly supportive and welcoming ethos.** | | |
| **Features** | | **Challenge Questions** | **Comments/Evidence** |
| * Roles and responsibilities of all practitioners and governing bodies are clearly outlined. It promotes and supports a culture of accountability and high quality early learning and childcare. * The welcoming and inclusive culture and ethos is evident within the setting and promoted by all practitioners. There is an ‘open door’ policy to support and encourage positive communication. * The setting robustly monitors the range of complaints received, responses are made promptly, and when necessary passed to the governing body. * Recruitment arrangements are clearly outlined in policy and procedure documents. * Arrangements to manage practitioners discipline, attendance/absence and grievance are understood and implemented fairly. * All practitioners undertake reviews, at least annually, and on-going professional dialogue helps improve and develop practice. * Equalities legislation is adhered to and explicit in recruitment of all practitioners. * All practitioners have current membership of Protection of Vulnerable groups (PVG) scheme and are registered with relevant bodies, for example SSSC and GTCS. * All practitioners, including those on varied working arrangements, have equal access to professional learning and development opportunities. * A dignity at work policy is in place and shared with all practitioners. Health and safety and risk assessment procedures are implemented systematically and in line with local and national policies. | | * How effectively do we work with our governing bodies, including Care Inspectorate, to ensure a culture of continuous improvement in our setting? * How well can we demonstrate that we learn from complaints? * What arrangements are in place for new or temporary practitioners to feel they are welcome and well supported in our setting? * How well do practitioners understand and fulfil their responsibilities with regard to SSSC and GTCS as appropriate? * What evidence do we have that our professional learning and improvement priorities are having a positive impact on the babies, toddlers and young children in our care? * How do we ensure that practitioners who work different shift patterns are well informed and are fully engaged in planning and leading improvements? * How do we know how rigorous and robust our health and safety and risk benefit procedures are? * In what ways do we ensure staffs are fully aware of our policies and procedures? |  |

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| **Quality Indicator** | **1.5: Management of resources to promote equity** | | | |
| **Theme** | **Management of finance for learning**  **Management of resources and environment for learning** | | | |
| **Descriptor** | **This indicator relates to the impact of the provision and management of the setting’s finances and resources for learning. It focuses on the importance of sound management of the setting’s finances and the extent to which the use of resources leads to improved outcomes for children. The management of resources should result in building a sustainable and equitable future for all.** | | | |
| **Features** | | **Challenge Questions** | | **Comments/Evidence** |
| * Our use of financial resources is transparent and ensures equity for all. Financial decisions are made in line with the setting’s vision and aims to achieve planned priorities. There is clear and measurable impact of financial expenditure on improving outcomes for learners. * Effective and efficient financial management procedures enable senior managers to focus on improving outcomes for all learners. Systems and procedures enable budgets to be easily monitored and prioritised. * Stakeholders are consulted on significant spending and are informed of spending priorities. * All available resources (including digital learning resources) are used effectively to create and sustain effective indoor and outdoor learning environments. * Resources are fit for purpose and are developmentally appropriate to children’s stage of development. * Displays include an appropriate balance of children’s work, text, photographs and learning stimuli. * Practitioners are clear of their shared responsibility for keeping everyone safe. They are proactive in ensuring the accommodation is secure and any health and safety issues are identified and addressed promptly. | | | * How effective and efficient are our approaches to financial management? Are all practitioners aware of the importance of, and involved in, achieving best value with finite resources? * What procedures do we employ to ensure transparency and equity in the use of our financial resources? * How effectively do we allocate resources to sustain improvement priorities? * To what extent do our approaches to resource acquisition and allocation improve outcomes for all children? * To what extent is financial expenditure focused on improving the quality of learning and development for children? * How well do we monitor the use and impact of available resources on children’s progress and development? * How well do we work together with children, parents/carers and partners to discuss and make appropriate resourcing decisions? * How effective are our resources in meeting the learning needs of all children and ensuring equity? * How effective are our health and safety procedures, including appropriate use of risk assessment systems? |  |

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| **Quality Indicator** | **2.1 Safeguarding and child protection** | | |
| **Theme** | * **Arrangements for safeguarding , including child protection** * **Arrangements to ensure wellbeing** * **National guidance and legislation** | | |
| **Descriptor** | **This indicator focuses on the responsibilities required by practitioners and partners to ensure that all children are safe, well cared for and able to flourish. This indicator looks to how the setting takes account of statutory requirements in relation to child protection to ensure the needs of all children are met. Safeguarding all children requires strong partnerships to be established between the setting and its local community. This includes well-planned opportunities to help children become resilient and develop a sound understanding of how to keep them safe.** | | |
| **Features** | | **Challenge Questions** | **Comments/Evidence** |
| * Child protection and safeguarding policies and procedures reflect most recent legislation and are reviewed on a regular basis. * Safeguarding is an important thread running through a setting’s self-evaluation. * There are clear policies and procedures in place to promote equalities. * There are robust and reliable approaches in place to follow up non-attendance through a range of strategies. * There are risk assessments in place within settings taking account of individual circumstances. Risk assessments are carried out and recorded appropriately including for all outings. * All staff, including volunteers and partners, has a full understanding of child protection procedures, and the steps to be taken in any given situation, including an appropriate referral, child protection case conferences, and child protection registrations. * Practitioners effectively engage children and take account of their views and experiences; particularly where decisions are to be made that may impact on life choices. * Children are learning in health and wellbeing is enhanced through effective partnership working with parents/carers and partners. * All child protection records are stored safely and securely ensuring all sensitive information is only available to those relevant members of staff. | | * To what extent are approaches to child protection and safeguarding an integral part of our self-evaluation processes? How good is the leadership of the setting in taking forward this area of practice and how do we know? * Is there an appropriate, designated person in place for child protection and do all families and stakeholders know who this is? * How effective are the recording and planning processes in delivering positive outcomes for children where there is child protection or safeguarding concerns? How well are babies, toddlers, young children, and their families supported following a concern? * How do we ensure that all staff, including support and visiting staff are kept up-to-date with effective safeguarding practice? How do we ensure volunteers and students are familiar with our safeguarding policy and practice? * How effectively are children who are on or were previously on the child protection register and/or Looked After being supported? * Are there guidelines and procedures in place for determining if a child requires an individual plan? How do we sensitively and appropriately share this information? |  |

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| **Quality Indicator** | **2.2 Curriculum** | | |
| **Theme** | * **Rationale and design** * **Learning and developmental pathways** * **Pedagogy and play** * **Skills for life and learning** | | |
| **Descriptor** | **This indicator highlights the importance of placing the needs of children at the centre of curriculum design and development. It focuses on the importance of offering children rich and exciting play and learning opportunities, indoors, outdoors and within their community. The curriculum is designed to reflect local and national circumstances. The curriculum is most effective when it is highly relevant to children and families and has been shaped by their engagement. A clear and shared pedagogy promotes high quality learning and teaching and results in positive outcomes for all children.** | | |
| **Features** | | **Challenge Questions** | **Comments/Evidence** |
| * The curriculum is current and relevant to children. It is informed by shared values and beliefs about how young children learn. * All practitioners have a sound understanding of the importance of play and their role in supporting children’s play experiences. * Everyone understands what the setting is trying to achieve through the design of the curriculum they offer. * All practitioners and partners are ambitious and expect high levels of progress and achievement for all children. * Professional learning and collegiate working are prioritised within the setting. * Practitioners’ up-to-date knowledge of early learning pedagogy is evident in all aspects of practice within the setting. * There is a clear focus on the development of children’s skills in early language and mathematics. * Planning for progression in children’s learning is in place and continuity and progression in learning is secured for children within and beyond the setting. * We create rich and meaningful opportunities for our children to be active participants in the community. | | * In what ways do we share the purpose of our curriculum framework with children, parents, practitioners and partners? What difference does this make to our practice? * What evidence do we have that our children are developing a positive attitude to learning? * How do practitioners challenge and support for example creativity and problem solving with young children? How do they engage in discussion and what examples are there of this working well in practice? * Are children regularly involved in evaluating their play experiences and can they describe what they are learning? What do we do with this information? What changes could we make to use this more effectively? * In our work with colleagues in other settings and sectors, to what extent do we focus on a shared understanding of continuity and progression in learning? What are the arrangements to share children’s learning across, for example, the early level of Curriculum for Excellence? * What do we do to encourage a child’s sense of belonging and increase their knowledge within their wider community? |  |

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| **Quality Indicator** | **2.3 Learning, teaching and assessment** | | |
| **Theme** | * **Learning and engagement** * **Quality of interactions** * **Effective use of assessment** * **Planning, tracking and monitoring** | | |
| **Descriptor** | **This indicator focuses on ensuring high quality learning experiences for young children. It highlights the importance of a very good understanding of child development and early learning pedagogy. Effective use is made of observation to inform future learning and identify the progress made. Children are involved in planning for their own learning. Together these ensure children’s successes and achievements are maximised.** | | |
| **Features** | | **Challenge Questions** | **Comments/Evidence** |
| * The learning environment is built on positive, nurturing and appropriately challenging relationships which lead to high-quality learning outcomes. * Children can talk about their learning and achievements with practitioners and peers. * Practitioners, children and parents/carers share and use a range of assessment information to improve learning and development, and to reflect on the quality of practice. * Assessment is an integral part of the learning and teaching and is used effectively to plan high quality learning experiences for all children. * High quality observations take place naturally during everyday activities and interactions. * We use our knowledge of how children learn, for example schema, when making observations of children and as a basis for future planning. * Tracking and monitoring of children’s progress is well-understood and used effectively to secure improved outcomes for all children. * Practitioners make sound judgements about children’s progress and respond quickly to ensure learning opportunities meet the needs of individuals. | | * How well do we motivate and engage all children? How can this be consistent for children every day? * How do we know that all children are making very good progress in their learning? What information do we already have and what do we still need to find out? * How well are we enabling children to become independent learners and develop the four capacities? * To what extent do our learning environments support different types of play? * How do we ensure that processes for planning, assessment and reporting are manageable and effective in improving learning and teaching? * How do we ensure that processes for tracking and monitoring are manageable and effective in improving learning and teaching? * How well do we support practitioners in undertaking their role in evaluating children’s progress? * How well does the information we gather about children’s progress inform our planning and improvement? * How well are children enabled to select and make use of high-quality resources and equipment including digital technologies? |  |

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| **Quality Indicator** | **2.4 Personalised support** | | |
| **Theme** | * **Universal support** * **Role of practitioners and leaders** * **Identification of learning needs and targeted support.** * **Removal of barriers to learning** | | |
| **Descriptor** | **This indicator focuses on the provision of high quality support that enables all children to achieve success. It highlights the importance of wellbeing and of involving children and their families in decisions about how their needs should be best met. Strong partnerships with parents/carers and others who support children are essential. Careful monitoring of all children, particularly those who are more vulnerable or disadvantaged, ensures effective and early support leading to positive outcomes.** | | |
| **Features** | | **Challenge Questions** | **Comments/Evidence** |
| * Universal and targeted support is fully embedded. It has a positive impact on children’s progression and development. * There are high expectations for all children across our setting. * Children requiring additional support have high quality, individualised plans. Careful monitoring and review ensures that identified support strategies have a positive impact on learning and development. * Children’s needs are identified through robust assessment processes. We consistently and effectively involve parents/carers and other partners in gathering information through observations, careful planning and reviewing support for our children. * Each child has an effective Child’s Plan. Effective partnership approaches are evident in support plans and interventions. * All practitioners work effectively to minimise the impact of potential barriers to learning. * Practitioners reflect on their own practice and work collaboratively with others to improve their capacity to meet the needs of all children in their care. * The progress of all children is effectively reviewed, including those with additional support needs. Reliable and valid evidence supports this process | | * How well do we know our children, and their families? How do we use this knowledge to help children progress in their learning? * How do we know that all practitioners fully understand our approaches to personalised support? Do all practitioners consistently use effective support strategies? How do we know these are having a positive impact? * What arrangements are in place to ensure all children and their parent/carer have regular discussions with their keyworker to review their progress and plan what they will learn next? In doing this, what difference is this making to children’s learning and development? * Are practitioners able to access effective levels of training and support to build their own capacity to support the diverse needs of children as they grow, learn and develop? * How well does our curriculum planning meet the needs of different groups of children? * To what extent do we involve parents/carers and partner agencies to ensure all children benefit from the right support at the right times? |  |

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| **Quality Indicator** | **2.5 Family learning** | | |
| **Theme** | * **Engaging families in learning** * **Early intervention and prevention** * **Quality of family learning programmes** | | |
| **Descriptor** | **This indicator focuses on increasing the positive impact of working with families to improve learning and achievement. The emphasis is on all early learning and childcare settings working in partnership with others in the community to support families to secure better outcomes through programmes which enable them to improve literacy, numeracy and health and wellbeing.** | | |
| **Features** | | **Challenge Questions** | **Comments/Evidence** |
| * Creative approaches, which are well matched to the needs of families, are used to engage families throughout their contact with the setting. * Family learning promotes equality and diversity. Approaches seek to include all, especially those who may face barriers to their involvement. * Almost all those engaged in family learning programmes are highly motivated and actively involved in their own learning and development. * Family learning approaches take account of the developmental stages of children in the family. * Family learning opportunities help parents to understand the significant impact of the home learning environment at all stages of their children’s education. They recognise and make the most of everyday learning opportunities. * Family learning approaches seek to address parents’ own learning needs in areas such as literacy and numeracy, and equip them with the skills and knowledge they need to support their children throughout their education. * We work with others to show that the life chances of families experiencing particular challenges are being improved as a result of their engagement in family learning. * There is evidence that almost all learners have improvement in their health and wellbeing. * Families are involved in evaluating the impact of their involvement in programmes and in planning next steps. * We have effective partnerships with a range of agencies to support family learning within our setting. | | * What do we do to meaningfully engage with families taking account of their individual circumstances? * What approaches do we use and to what extent do we involve families in planning opportunities to meet their learning needs? * To what extent do practitioners understand the wellbeing indicators and how these can have a positive impact on children and families? * What do we do to involve families in evaluating the impact of programmes taking account of the developmental stages of children? * How do we know if outcomes for children are improving as a result of their participation in family learning? * How can we demonstrate that families are feeling included and that they are participating, achieving and progressing? * How is our family learning supporting families’ progress in relation to the *GIRFEC* wellbeing indicators? How do we know? * What evidence do we have that our partnerships with others are strong and support family learning? * What do we do to actively promote equality and diversity? * What do we do to identify and overcome barriers to participation in our family learning programmes? * What do we do to address parents/carers own learning needs in areas such literacy, numeracy and health and wellbeing? |  |

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| **Quality Indicator** | **2.6 Transitions** | | |
| **Theme** | * **Quality of support for children and their families** * **Collaborative planning and delivery** * **Continuity and progression in learning** | | |
| **Descriptor** | **This indicator focuses on the need for babies, toddlers and young children to be well supported at times of transition. This includes moving into and out of the early learning and childcare setting but also includes transitions as children move through different rooms or stages of learning. Effective communication and partnership working supports successful transition arrangements. Very good processes for tracking and recording progress and effective arrangements for sharing these are essential for curriculum continuity and progression in learning.** | | |
| **Features** | | **Challenge Questions** | **Comments/Evidence** |
| * Parents/carers and children, (where appropriate), are actively involved with practitioners to sensitively plan and effectively manage transitions to meet children’s emotional and learning needs. * Clear, shared processes are in place for the exchange of relevant information about children’s care and support needs, skills, learning and achievements across the curriculum. * Information about children’s learning, and achievements, particularly in key areas of early literacy, numeracy and health and wellbeing, is used effectively to ensure continuity in learning across the curriculum for all children. * Planned opportunities enable practitioners to come together to develop a shared understanding of progress and pedagogy at all stages and across the early level. * Objective evaluations that seek and respond to the views of parents/carers, children and partners are used to develop and improve transition arrangements and programmes. * Effective communication and planning enables continuity of care and learning for children accessing more than one ELC setting. | | * How effectively do our processes for settling in new children support them and their parents/carers to become familiar with their surroundings? To begin to develop close, positive relationships and to continuity in meeting their care and learning needs? * How effectively do we engage with parents/carers, children and other agencies to build up a clear picture of the child? * How well do we work with parents/carers to ensure transitions are personalised, planned in advance and sensitively handled? How do we support parents/carers to adjust to change at key points of transition? * How do we support children to develop a positive attitude to change, and form new relationships to ensure continuity as they move across the setting? * In what ways does information from profiling and personal learning planning ensure continuity and an appropriate pace of progress in learning for all children? * How effectively do we use transition information to plan progressive learning and developmental pathways for all children? * What examples do we have of transitions being adapted to suit individual needs and circumstances? What difference has this made for children and families? * To what extent do we discuss children’s growing skills in early literacy, numeracy and health and wellbeing, as they move from one setting to another or on entry to primary school? * How well do we work with parents/carers and with partners in other agencies to plan transitions for children who require additional support? |  |

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| **Quality Indicator** | **2.7 Partnerships** | | |
| **Theme** | * **Engagement of parents and carers in the life of the setting** * **The promotion of partnerships** * **Impact on children and families** | | |
| **Descriptor** | **This indicator aims to capture the setting’s success in developing and maintaining strong partnership approaches which improve outcomes for babies, toddlers and young children. These partnerships also contribute to the continued improvement of the setting and community. All partnerships are based on mutual trust and respect for the particular contribution each partner brings. Strong partnerships are a powerful feature of a highly effective setting.** | | |
| **Features** | | **Challenge Questions** | **Comments/Evidence** |
| * Purpose, aims, roles and responsibilities within partnership working are clear and understood by all involved. * Sharing of skills, knowledge and experience between partners improves outcomes for children. * Partnerships learn from effective practice elsewhere. Shared professional learning opportunities enhance capacity. * Feedback from partners indicates strong and effective relationships with the setting. The setting plays an important role in the life of the local community. * Partnership working with other services demonstrates improvements in outcomes for children and families. * Joint planning and evaluations of partnership working show the positive difference collaboration is making and has enriched children’s progress and achievements. | | * What do we do to support families to participate in, contribute to and understand the value of their engagement in children’s learning and life of the setting? * What strategies do we use to communicate, plan, monitor and evaluate our work with partners? * How do we know our support to parents/carers has led to further engagement in children’s learning within the setting, at home and in the wider community? * What approach do we take to actively seek out, promote and respond positively to potential partnerships which will lead to better outcomes for children? * What do we do to share skills, knowledge and experience amongst all partners? Do we engage in shared professional learning opportunities with partners? * How well do we understand our local community? What is the impact of our partnership with the community on our setting and local area? * How well do we ensure all young children contribute to the life of the setting? What strategies are used? * How well do we support parents/carers to understand the value of their engagement in children’s learning? * What makes our partnerships successful and how do we learn from what is working well? * What evidence do we have of the added value partnership working brings and what difference it makes to our children? |  |

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| **Quality Indicator** | **3.1 Ensuring well-being, equality and inclusion** | | |
| **Theme** | * **Wellbeing** * **Fulfilment of statutory duties** * **Inclusion and equality** | | |
| **Descriptor** | **This indicator reflects on the setting’s approach to children’s wellbeing which underpins their ability to achieve success. It highlights the need for policies and practices to be well grounded in current legislation and a shared understanding of the value of each individual. A clear focus on wellbeing entitlements and protected characteristics supports all children to be the best they can be and celebrates their successes and achievements.** | | |
| **Features** | | **Challenge Questions** | **Comments/Evidence** |
| * Within and beyond our setting there is a shared understanding of wellbeing and children’s rights. Full account is taken of children’s rights and is considered in respect of their stage of development including when planning learning across the curriculum. * Practitioners’ sensitivity and responsiveness significantly contributes to the wellbeing of each individual child and their family. * Managers and leaders ensure that all practitioners know, understand and use the wellbeing indicators in a meaningful way. Our young children show a developing understanding of the wellbeing indictors. * Leaders and managers look out for the wellbeing of practitioners. All practitioners feel valued in their work and are confident they can receive support should they need it. * All our practitioners engage in professional learning which takes due account of the legislative framework related to wellbeing, equality and inclusion. * The curriculum we offer and our approaches to learning and child development promote diversity and equality. * Children are encouraged to begin exploring the thoughts, feelings, attitudes, values and beliefs that influence their lives and relationships in a developmentally appropriate way. * Children show consideration and empathy for others supported by consistent positive relationships. * Health and wellbeing is fully embedded in the daily life of the setting and consistently promoted by all practitioners. | | * To what extent are the *GIRFEC* principles reflected in the work of our setting? What actions do we need to make to bring about further improvements? How well do we use information about children’s wellbeing to support their care, learning and development? * How explicitly is the United Nations Convention on the Rights of the Child understood and embedded within our practice? * How well do practitioners understand attachment theory and its impact on future development and learning? * What methods do we employ to ensure information is shared effectively about children’s wellbeing between parents/carers and practitioners? * How do we ensure important principles including consistency, dignity and privacy when supporting children with their personal care? What other important principles should we be considering? * How well do practitioners take account of national documents and guidance that impact on early learning and childcare? For example Building *the Ambition*. * How do we ensure that all practitioners undertake regular professional learning around legislation, statutory requirements, national and local guidance and codes of practice? * Have we successfully established an inclusive learning environment and setting? How welcome and included do all children, parents/carers and partners feel? How do we know? * To what extent has creating an ethos and culture of inclusion and participation been successful in supporting children to make very good progress? How can this be strengthened? |  |

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| **Quality Indicator** | **3.2 Securing children’s progress** | | |
| **Theme** | * **Progress in communication, early language, mathematics, health and wellbeing** * **Children’s progress over time** * **Overall quality of children’s achievement** * **Ensuring equity for all children** | | |
| **Descriptor** | **This indicator relates to the development and learning of babies, toddlers and young children. It requires clear understanding of early learning and development and pedagogy. It reflects the integrated way young children learn and the importance of experiences and development happening on an individual basis within a supportive, nurturing and stimulating environment. High quality early learning and childcare contributes significantly to enhancing children’s progress and achievement as they grow and learn. It can benefit all children by closing the attainment gap and ensuring equity for all. It is about the holistic nature of development and learning ensuring these foundations are secure in order to achieve future attainment success.** | | |
| **Features** | | **Challenge Questions** | **Comments/Evidence** |
| * Almost all children make very good progress through experiences that promote holistic learning. They are developing their social, emotional, physical and cognitive skills very well. * Information on every child is showing almost all children are making very good progress in literacy, numeracy and health and wellbeing as appropriate to their developmental stage * High quality appropriate early language, mathematics and health and wellbeing experiences are used well to promote and enhance learning. * Practitioners make confident judgements about children’s progress and this is shared and agreed through appropriate discussions. * High aspirations for achievement are shared by children, practitioners and parents. * Parents are fully involved in understanding their child’s progress. They are valued partners in identifying and reviewing progress and achievements. | | * In what ways do we ensure children are making progress across all aspects of their learning and development? * How do we ensure children understand their own progress in a meaningful way? * Reflect on the current balance of adult and child initiated learning experiences. Are both leading to progress? What could be improved? * How effective are our approaches to tracking progress and achievement? What needs to improve? * How effective are we at sharing children’s progress with parents/carers? * Do we truly value contributions and children’s achievements from beyond the setting? Would parents/carers recognise their role in this? * How well do we use and analyse information to improve outcomes for children and families? For example, data about 27/30 month reviews, developmental milestones and the levels of multiple deprivation in the area |  |

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| **Quality Indicator** | **3.3 Developing creativity and skills for life and learning** | | |
| **Theme** | * **Developing creativity** * **Developing skills for life and learning** * **Developing digital skills** | | |
| **Descriptor** | **This indicator focuses on a range of significant skills for life and learning which children should increasingly be able to demonstrate as they grow and learn. A key feature is children’s increasing ability to apply skills in a range of contexts, including in unfamiliar settings. Children understand the importance of these skills to their learning and to work and life in their local community and the wider world.** | | |
| **Features** | | **Challenge Questions** | **Comments/Evidence** |
| * Children are enabled to take risks, learning in safe, secure and supportive environments where they are expected to make decisions and where their contributions are valued. * Through exploratory play, all children have the opportunity to develop and apply investigative, problem solving and thinking skills. * There is an emphasis on talk and shared thinking. Practitioner’s support the development of children’s thinking skills through scaffolding, modelling, questioning and making their own thinking explicit. * Approaches to learning and teaching enable children to become immersed in activities that interest them and to play for extended periods. Practitioners take care not to rush children. * Practitioners are highly skilled in posing questions which encourage enquiry and curiosity. * Children are developing a positive attitude to learning through an active learning approach using real-life and imaginary situations. * The learning environment, including the provision of open-ended and natural resources and the adaptability of space, encourage creativity. The structure and flexibility of the day also nurture creativity. * Children’s experiences provide opportunities to play and learn together, share ideas, reconcile differences and develop a sense of fairness. * Children can select and use appropriate technology to learn or solve problems across a range of contexts with increasing confidence. | | * How well does our indoor and outdoor space support creativity, curiosity or inquiry? * How well are natural materials and open-ended resources used to support sensory play, exploratory play and creativity? * In what ways and to what extent do children make choices and decisions about their play and learning? * How and to what extent does our setting work with other partners to support and enhance the development of creativity? * Do practitioners value the creative process including individuality, rather than a focus on the end product? * In what ways and to what extent are children able to resolve conflict? * What can we do to ensure we are enhancing learning through the use of digital technologies? * Are children encouraged to recognise a range of technologies and their purpose in the setting, at home and the local environment? Do children know how to operate simple technological equipment? |  |