



EARLY LEARNING AND CHILDCARE QUALITY FRAMEWORK RELATIONSHIP MATRIX

The National Standards for Early Learning and Childcare	Sub Criteria	Measurement	Met	Not Met	Care Inspectorate Quality Framework	How Good is Our Early Learning and Childcare?	Health and Social Care Standards	Fife QA framework
Criteria 1 The appointed Early Learning and Childcare Setting will have a High-Quality Workforce.	1.1	• Care Inspectorate Quality evaluations are “Good” or better on themes that relate to quality of Quality of Staffing and Quality of Leadership and Management.			• 3.1 – Quality assurance and improvements are well led	1.1 Self-evaluation for self-improvement 1.3 Leadership of change 1.5 Management of resources to promote equity	4.6 4.7 4.8 4.11 4.19 4.20 4.21	• Self – Evaluation for continuous improvement
					• 3.2 - Leadership of play and learning	1.2 Leadership of learning 1.3 Leadership of change 1.4 Leadership and management of practitioners	1.27 1.30 2.24 2.27	• Leadership of Play and Learning
					• 3.1 – Quality assurance and improvements are well led	1.1 Self-evaluation for self-improvement 1.3 Leadership of change 1.5 Management of resources to promote equity	4.6 4.7 4.8 4.11 4.19 4.20 4.21	• Leadership of Quality and Ongoing Improvements
					• 3.3 – Leadership and management of staff and resources	1.5 Management of resources to promote equity	3.15 3.16 3.17 3.18 3.19	• Management and Leadership of quality of staffing and resources

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	1.2	<ul style="list-style-type: none"> • All support workers, practitioners and lead practitioners/managers working in the setting and included in the adult: child ratios must have either obtained the benchmark qualification for the role or, if they are still within their first 5 years of registered will have started working towards this. • (For Childminders - From the implementation of the full roll-out of 1140 hours, childminders delivering the funded entitlement must have either obtained the benchmark qualification for ELC practitioners or, if they are still within their first 5 years of delivering the funded hours, be working towards achieving this qualification.) 			<ul style="list-style-type: none"> • 4.1 Staff skills, knowledge and values 	1.3 Leadership of change 1.4 Leadership and management of practitioners	3.6 3.7 3.9 3.14 4.1 4.2 4.3 4.11	<ul style="list-style-type: none"> • Benchmark qualifications and registration with official bodies
	1.3	<ul style="list-style-type: none"> • Sustainable staffing structures are in place 			<ul style="list-style-type: none"> • 4.3 Staff deployment 	1.4 Leadership and management of practitioners	3.14 3.15 3.16	<ul style="list-style-type: none"> • Sustainable staffing structures

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		<p>which met the recommended adult: child ratios.</p> <ul style="list-style-type: none"> (For Childminders -) The staffing structure in the setting is adequate to meet the recommended adult:child ratios 					<p>3.17 3.18 3.19 4.27</p>	
	1.4	<ul style="list-style-type: none"> All SSSC registered staff in the setting are achieving a minimum of 12 hours per year of Continuous Professional Learning. (For Childminders - All childminders delivering the funded entitlement are achieving a minimum of 12 hours per year of Continuous Professional Learning.) 			<ul style="list-style-type: none"> 4.1 Staff skills, knowledge and values 4.2 Staff recruitment 	<p>1.3 Leadership of change 1.4 Leadership and management of practitioners</p>	<p>3.6 3.7 3.9 3.14 4.1 4.2 4.3 4.9 4.11 4.23 4.24</p>	<ul style="list-style-type: none"> Continuous lifelong professional learning
	1.5	<ul style="list-style-type: none"> Staff new to delivering funded ELC within the last year are familiar with the content of the most up-to-date version of the national induction resource. (For Childminders - All childminders newly 			<ul style="list-style-type: none"> 4.2 Staff recruitment 	<p>1.3 Leadership of change 1.4 Leadership and management of practitioners</p>	<p>3.14 4.3 4.9 4.23 4.24</p>	<ul style="list-style-type: none"> Implementation of the national induction resource

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		registered to deliver ELC within the last year have undertaken appropriate induction)						
Criteria 2 The appointed Early Learning and Childcare Setting will demonstrate an ability to support outcomes for children in relation to all aspects of their development.	2.1	<ul style="list-style-type: none"> Care Inspectorate Quality evaluations are "Good" or better on themes that relate to Quality of Care and Support. 			<ul style="list-style-type: none"> 1.1 Nurturing care and support 	2.4 Personalised Support 2.6 Transitions 2.7 Partnerships 3.1 Ensuring wellbeing, equality and inclusion	1.14 1.15 1.19 1.23 2.15 2.17 3.5 3.6 3.10	<ul style="list-style-type: none"> Personalised Planning and Support
					<ul style="list-style-type: none"> 1.2 Children are safe and protected 	2.1 Safeguarding and child protection	3.20 3.21 3.22 4.17	<ul style="list-style-type: none"> Children are safe and protected
					<ul style="list-style-type: none"> 1.5 Effective Transitions 	2.6 Transitions	1.1 1.2 1.6 1.29 2.2 2.3 2.9 3.14 4.2 4.16 4.18 4.23	<ul style="list-style-type: none"> Effective Transitions
	2.2	<ul style="list-style-type: none"> A framework is in place to support children's learning that is informed by national 			<ul style="list-style-type: none"> 1.3 Play and Learning 	2.2 Curriculum 2.3 Learning, teaching and assessment	1.27 2.27 3.13	<ul style="list-style-type: none"> Framework to Support Play and Learning

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		guidance and is appropriate to support children's development and learning focussed on active learning through play.				3.2 Securing children's progress		
Criteria 3 The appointed Early Learning and Childcare Setting will have the right physical infrastructure, both indoors and outdoors, to improve outcomes for children.	3.1	<ul style="list-style-type: none"> Care Inspectorate Quality evaluations are "Good" or better on themes that relate to Quality of Environment. 			<ul style="list-style-type: none"> 2.1 Quality of the setting for play and learning 2.2 Children experience high quality facilities 	1.5 Management of resources to promote equity 3.3 Developing creativity and skills for life and learning	1.25 1.32 2.24 2.27 5.1 5.2 5.3 5.4 5.5 5.6 5.11 5.16 5.17 5.18 5.19 5.20 5.21 5.22	<ul style="list-style-type: none"> Quality of the environment for play and learning
	3.2	<ul style="list-style-type: none"> Children have daily access to outdoor play and they regularly experience outdoor play in a natural environment as part of their funded ELC offer. 			<ul style="list-style-type: none"> 2.1 Quality of the setting for play and learning 2.2 Children experience high quality facilities 	1.5 Management of resources to promote equity 3.3 Developing creativity and skills for life and learning	1.25 1.32 2.24 2.27 5.1 5.2 5.3 5.4 5.5 5.6	<ul style="list-style-type: none"> Outdoor Play and Learning

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							5.11 5.16 5.17 5.18 5.19 5.20 5.21 5.22	
Criteria 4 The appointed Early Learning and Childcare setting will have effective, collaborative self-evaluation, as part of a wider quality assurance approach.	4.1	<ul style="list-style-type: none"> The setting uses relevant national self-evaluation frameworks to self-evaluate and systematically identify strengths and areas for improvement. 			<ul style="list-style-type: none"> 3.1 Quality assurance and improvement are led well 	1.1 Self-evaluation for self-improvement 1.3 Leadership of change 1.5 Management of resources to promote equity	4.6 4.7 4.8 4.11 4.19 4.20 4.21	<ul style="list-style-type: none"> Using national self-evaluation frameworks to self-evaluate and to identify strengths and areas of improvement
	4.2	<ul style="list-style-type: none"> The setting has a clear plan, developed in line with self-evaluation evidence from Education Scotland and Care Inspectorate scrutiny activities, research and national practice guidance, to continuously improve the quality of provision and outcomes for children and families. 			<ul style="list-style-type: none"> 3.1 Quality assurance and improvement are led well 	1.1 Self-evaluation for self-improvement 1.3 Leadership of change 1.5 Management of resources to promote equity	4.6 4.7 4.8 4.11 4.19 4.20 4.21	<ul style="list-style-type: none"> Developing vision, values and aims & Improvement Planning

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Criteria 5 The appointed Early Learning and Childcare setting will support parents and carers in their role as the primary influence on children's outcomes.	5.1	<ul style="list-style-type: none"> There is open and regular communication with parents and carers about the work of the setting and families are meaningfully involved in influencing change. 			<ul style="list-style-type: none"> 1.4 Family Engagement 	1.1 Self-evaluation for self-improvement 1.3 Leadership of change 2.7 Partnerships 3.2 Securing Children's Progress	1.1 1.9 1.10 2.8 2.9 2.10 2.11 3.1 3.6 6.7 4.6 4.6 4.7 4.18 4.23	<ul style="list-style-type: none"> Open and regular communication with parents and carers about the work of the setting and families are meaningfully involved in influencing change
	• 5.2	<ul style="list-style-type: none"> Parent's and carers are supported to engage in their child's learning and development. 			<ul style="list-style-type: none"> 1.4 Family Engagement 	2.3 Learning, teaching and assessment 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnerships	1.15 1.19 1.2 1. 23 1. 3 1.9 2.17	<ul style="list-style-type: none"> Parent's and carers are supported to engage in their child's learning and development
Criteria 6 The appointed Early Learning and Childcare setting will ensure equality of access for, and account for the varying needs of, all children.	• 6.1	<ul style="list-style-type: none"> The setting must comply with the duties under the Equalities Act 2010. 			<ul style="list-style-type: none"> 1.1 Nurturing care and support 	2.4 Personalised support 2.6 Transitions 2.7 Partnerships 3.1 Ensuring wellbeing, equality and inclusion	1.1 1.2 1.6 1.29 2.2 2.3 2.9 3.14 4.2 4.16 4.18	<ul style="list-style-type: none"> Compliance with the duties under the Equality Act 2010

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							4.23	
	• 6.2	• The setting will be willing to provide appropriate support, including making any reasonable changes to the care and learning environment, to ensure that children's additional support needs to not provide a barrier to them accessing a full range of experiences, and meets their individual needs.			• 1.1 Nurturing care and support	2.4 Personalised support 2.6 Transitions 2.7 Partnerships 3.1 Ensuring wellbeing, equality and inclusion	1.1 1.2 1.6 1.29 2.2 2.3 2.9 3.14 4.2 4.16 4.18 4.23	• The setting will be willing to provide appropriate support
Criteria 7 The appointed Early Learning and Childcare setting will demonstrate they are financially sustainable.	7.1	• The setting will demonstrate they are a financially viable provider.						• Business Sustainability
Criteria 8 The appointed Early Learning and Childcare setting will adopt Fair Work Principles. Criteria for All Settings (excluding childminders who do not employ staff)	8.1	• A fair and equal pay policy across their setting, (including a commitment to supporting the real Living Wage)						• Fair work practices, including payment of the living wage

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	8.2	<ul style="list-style-type: none"> • ELC managers/lead practitioners/employers (in the case of childminders who employ staff) have clear managerial responsibilities to nurture talent and help individuals fulfil their potential 						<ul style="list-style-type: none"> • Fair work practices, including payment of the living wage
	8.3	<ul style="list-style-type: none"> • Promoting equality of opportunity and developing a workforce which reflects the population of Scotland in terms of characteristics such as age, gender, religion or belief, race, sexual orientation and disability; 						<ul style="list-style-type: none"> • Fair work practices, including payment of the living wage
	8.4	<ul style="list-style-type: none"> • Security of employment and hours of work, avoiding exploitative employment practices such as unfair zero hours contracts, or pregnancy and maternity discrimination; 						<ul style="list-style-type: none"> • Fair work practices, including payment of the living wage

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	8.5	<ul style="list-style-type: none"> Consideration of patterns of working (including for example part-time working and/or term-time working) and support for family friendly working and wider work life balance 						<ul style="list-style-type: none"> Fair work practices, including payment of the living wage
	8.6	<ul style="list-style-type: none"> Support progressive workforce engagement, including trade union membership or alternative arrangements to give staff an effective voice, for example, through regular staff meetings, where possible 						<ul style="list-style-type: none"> Fair work practices, including payment of the living wage
Criteria 9 The appointed Early Learning and Childcare setting will deliver Funded Early Learning Childcare free at the point regardless of which setting the hours are being delivered in.	9.1	<ul style="list-style-type: none"> Parents and carers are not asked to make any upfront payment, including a deposit or any other payment, in respect of the funded hours, therefore ensuring that the child's funded entitlement is free at the point of access; 						<ul style="list-style-type: none"> Payment Processes
	9.2	<ul style="list-style-type: none"> No top-up fees are charged to parents and 						<ul style="list-style-type: none"> Payment Processes

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		carers relating to the funded hours;						
	9.3	<ul style="list-style-type: none"> Parents and carers are not required to purchase additional hours beyond the funded hours in order to access their child's funded entitlement at the setting 						<ul style="list-style-type: none"> Payment Processes
	9.4	<ul style="list-style-type: none"> Additional charges to parents and carers relating to the funded hours should be optional, and limited to, for example, snacks, costs of outings or extracurricular activities such as music classes 						<ul style="list-style-type: none"> Payment Processes
	9.5	<ul style="list-style-type: none"> where parents and carers choose to purchase further hours in addition to the funded hours, the associated fees and hours must be transparent and clearly set out in any parental communication and invoices. 						<ul style="list-style-type: none"> Payment Processes
Criteria 10	10.1	<ul style="list-style-type: none"> Clear and comprehensive policy 			<ul style="list-style-type: none"> 1.1 Nurturing care and support 	2.7 Partnerships	1.19 1.25	<ul style="list-style-type: none"> Food

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The appointed Early Learning and Childcare setting will provide an important opportunity for maximising healthy eating.		in place for the provision of healthy meals and snacks for children. This should be consistent with Setting the Table and the Eatwell Guide and should ensure individual cultural and dietary needs are met.				3.1 Ensuring wellbeing, equity and inclusion 3.2 Securing children's progress	1.33 1.34 1.35 1.36 1.37 1.38 1.39 2.21 4.2 4.3 4.11	
	10.2	<ul style="list-style-type: none"> • Consultation with parents/carers about how dietary preferences are accommodated 			<ul style="list-style-type: none"> • 1.1 Nurturing care and support 	2.7 Partnerships 3.1 Ensuring wellbeing, equity and inclusion 3.2 Securing children's progress	1.19 1.25 1.33 1.34 1.35 1.36 1.37 1.38 1.39 2.21 4.2 4.3 4.11	<ul style="list-style-type: none"> • Food
	10.3	<ul style="list-style-type: none"> • Registration as a Food Business Operator (where applicable) 						<ul style="list-style-type: none"> • Food