

Early Years in Fife



**FIFE COUNCIL
EARLY LEARNING AND CHILDCARE**

**NATIONAL STANDARDS
FOR
EARLY LEARNING AND CHILDCARE**

QUALITY ASSURANCE FRAMEWORK

UPDATED OCTOBER 2022

Contents

| | |
|--|----|
| INTRODUCTION | 4 |
| Monitoring Compliance against the National Standard..... | 4 |
| Criteria 1 – Staffing, Leadership and Management..... | 6 |
| Self-Evaluation for Continuous Improvement..... | 6 |
| Leadership of Play and Learning..... | 7 |
| Leadership of Quality and Ongoing Improvements | 9 |
| Management and Leadership of Quality of Staffing and Resources | 11 |
| Benchmark Qualifications and Registration with Official Bodies..... | 13 |
| Sustainable Staffing Structures | 15 |
| Continuous Lifelong Professional Learning | 17 |
| Implementation of the National Induction Resource | 19 |
| Criteria 2 – Development of Children’s Cognitive Skills and Health & Wellbeing..... | 20 |
| Children are Safe and Protected | 20 |
| Personalised Planning and Support | 22 |
| Effective Transitions | 24 |
| Framework to Support Play and Learning | 27 |
| Criteria 3 – Physical Environment..... | 31 |
| Quality of the Environment for Play and Learning..... | 31 |
| Outdoor Play and Learning | 35 |
| Criteria 4 – Self Evaluation & Improvement..... | 37 |
| Using national self-evaluation frameworks to self-evaluate and to identify strengths and areas of improvement..... | 37 |
| Developing visions, values and aims & Improvement Planning..... | 40 |
| Criteria 5 – Parent & Carer Engagement and Involvement in the Life of the Setting..... | 42 |
| Open and regular communication with parents and carers about the work of the setting and families are meaningfully involved in influencing change..... | 42 |
| Parents and carers are supported to engage in their child’s learning and development | 45 |
| Criteria 6 – Inclusion..... | 47 |
| Compliance with the duties under the Equality Act 2010 | 47 |
| 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 do not provide a barrier to them accessing a full range of experiences and meets their individual needs. | 49 |
| Criteria 7 – Business Sustainability..... | 52 |
| Criteria 8 – Fair Work Practices, Including Payment of the Living Wage | 53 |
| Criteria 9 – Payment processes | 54 |
| Criteria 10 – Food..... | 55 |

The appointed ELC setting will provide an important opportunity for maximising healthy eating .. 55
Glossary 58

INTRODUCTION

The 'Blueprint for 2020: The Expansion of Early Learning and Childcare in Scotland Quality Action Plan' published in 2017 outlines the emphasis placed on self-evaluation, quality assurance and improvement to ensure that high quality ELC provision meets the needs of all children.

Funded ELC benefits from a dual approach to external scrutiny. Education Scotland undertakes inspections of all local authority ELC settings and those private and voluntary sector services who work in partnership with the local authority to provide funded ELC. Education Scotland do not inspect childminders. The Care Inspectorate inspect all registered childcare providers whether they facilitate funded ELC. The Care Inspectorate also have a duty to regulate all registered care services.

These formalised approaches to scrutiny should improve outcomes for children by providing assurance about the quality of learning and care. They should also support the improvement of services. These inspections are elements which support the on-going improvement agenda of individual settings and help drive change.

It is the responsibility of Fife Council to assess and monitor compliance against the National Standard of all funded providers, including the local authority's services, in its role as guarantor of quality. This process needs to be transparent, reduce the burden on providers and share practice to encourage a consistency of approach across all settings.

Monitoring Compliance against the National Standard

As guarantors of quality Fife Council has a statutory duty to ensure children receive a high-quality ELC experience when accessing funded hours, no matter who the provider is. While the Care Inspectorate quality evaluations will give an insight into compliance with specific criteria of the National Standard, the remaining criteria from the Standard are not directly linked to Care Inspectorate evaluations. Therefore, Fife Council has the responsibility to ensure that the remaining criteria from the National Standard are also being met.

Education Scotland inspections will also be a valuable source of evidence to support services in their improvement journey and to help them evidence how they meet specific criteria from the National Standard.

Fife Council Early Years Service will link with all providers during the session to ascertain the levels of support required, if any. Support can include in-reach visits by a member of the peripatetic nursery team, support from the Area PT team or link Development Officers. There will also be an annual support and challenge visit and the requirement for all services to submit a Standards and Quality report and Improvement Plan each session as part of their contract with Fife Council.

When settings fail to meet Care Inspectorate criteria, or any other criteria, the provider will be subject to a 'service improvement period'. They will benefit from enhanced improvement support which will focus clearly on the criteria which are not being met as well as supporting the service to build their capacity.

This Quality Assurance Guidance document is an overview of the national guidance documentation that underpins the National Standard.

- How Good is Our Early Learning and Childcare?
- Health and Social Care Standards
- The Care Inspectorate Quality Framework
- Realising the Ambition.

Headteachers, Managers, School Leadership Teams, practitioners and childminders are reminded that **this self-evaluation tool does not replace these documents** and appropriate reference should also be made to these individual documents and tools when evaluating the quality of their provision.

This guide gives a clear overview of the standards all ELC services should aim to meet to ensure they satisfy the requirements of the National Standard. It has been presented in a format that will support settings to self-evaluate against each of these criteria and signpost practitioners to documents, websites and training materials that will provide further support.

Criteria 1 – Staffing, Leadership and Management

| Self-Evaluation for Continuous Improvement | | | |
|--|-------------------------------------|---|----------------------------------|
| Setting Name: | | Date: | |
| National Standard for EL&C Providers | Care Inspectorate Quality Framework | How Good Is Our Early Learning and Childcare? | Health and Social Care Standards |
| Criteria 1.1 | 3.1 | QI 1.1 QI 2.3 QI 1.5 | 4.6 4.7 4.8 4.11 4.19 |
| Features of high-quality practice | | Evidence - How do we know? | |
| <ul style="list-style-type: none"> All staff have a comprehensive understanding of the importance of using the views of children and families as well as partners, to inform planning and development of the service. Children and families' views are actively sought to inform the development of the setting. Self-evaluation enables the service to deliver high quality care and support tailored towards children and families' particular needs and choices. Staff reflect well together and use these reflections to bring about positive change to outcomes for children and families. Senior Leaders ensure that high-quality learning through play is at the heart of improvement planning. Successes and achievements are shared with children, families and partners and are used as a starting point for future improvements in learning experiences. Strong leadership supports people to have high aspirations and confidence in their capacity to support children and families to reach their full potential. Professional learning opportunities for all staff are clearly linked to the results of self-evaluation and identified areas for improvement. | | | |
| Key Strengths – How are we doing? | | | |
| | | | |
| Areas for Improvement – What are we going to do now? | | | |
| | | | |
| Support Tools | | | |
| <ul style="list-style-type: none"> Self-evaluation How Good is Our Early Learning and Childcare (HGIOELC) 2016 https://education.gov.scot/nih/Documents/Frameworks_SelfEvaluation/FRWK1_NIHeditSelfevaluationHGIELC/HGIOELC020316Revised.pdf A quality framework for day-care of children, childminding and school aged childcare a-quality-framework-for-daycare-of-children-childminding-and-school-aged-childcare.pdf (careinspectorate.com) | | | |

| Leadership of Play and Learning | | | |
|---|-------------------------------------|---|----------------------------------|
| Setting Name: | | Date: | |
| National Standard for EL&C Providers | Care Inspectorate Quality Framework | How Good Is Our Early Learning and Childcare? | Health and Social Care Standards |
| Criteria 1.1 | 3.2 | QI 1.2 QI 1.3 QI1.4 | 1.27 1.30 2.24 2.27 |
| Features of high-quality practice | | Evidence - How do we know? | |
| <ul style="list-style-type: none"> • Senior leaders empower all staff and actively develop leadership at all levels to improve the overall capacity of the setting. • Professional learning opportunities are well planned and matched to identified needs and draw on local, national and international evidence and research. • Effective records of the impact of professional learning and development and clear professional learning action plans are kept by the setting. • All staff are proactive in extending and deepening their knowledge and understanding of early learning pedagogy through research, current literature and policy sources and exemplify this effectively in their practice. • Practitioners are confident in discussing how they have improved their practice because of their own professional learning activities and can talk about the impact this is having in the setting. • All practitioners in our setting undertake lead roles to motivate, support and inspire others. • All staff 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 all staff have regular opportunities to learn with and from each other, both in and beyond the setting. • There is a strong professional development and learning culture which supports shared reflections, for example peer learning, constructive feedback and high-quality professional dialogue, that ensure children are at the centre of all planning for play and learning. • All staff support and empower children to have ownership of play through learning on their own terms and in their own ways, evidence of this clearly visible. • All staff are highly skilled at encouraging children's curiosity and in using higher-order questions and making comments to extend children's thinking and understanding. • Leaders and staff work together with children, families and partners to build and maintain effective relationships, within and beyond the setting to support children to enjoy their successes and share their achievements while learning through play. | | | |

| | |
|--|--|
| <ul style="list-style-type: none"> • Children are supported to actively explore the world around them and be confident learners that reflect on and reshape their experience through play. • The children are becoming increasingly confident in interacting with others, discussing possibilities and reasoning out answers to a self-satisfying conclusion within an exciting range of indoor and outdoor learning experiences. • Conversations and observations with children are used to implement support and plan effectively for their play and learning needs. • Taking very good account of children's age and stage of development, practitioners are flexible and responsive in their approach as they encourage children to discuss and plan their learning, enjoy their successes and share their achievements. • Children believe in their own potential and have fun in freely chosen and extended learning through play experiences that develop skills in early language, literacy and numeracy. • Practitioners have a clear understanding of how children learn and planning strongly reflects children's ideas and interests and shows how practitioners very effectively respond to and promote their creativity, inquiry and curiosity | |
|--|--|

Key Strengths – How are we doing?

| |
|--|
| |
|--|

Areas for Improvement – What are we going to do now?

| |
|--|
| |
|--|

Support Tools

- Realising the Ambition <https://education.gov.scot/media/3bjpr3wa/realisingtheambition.pdf>

| Leadership of Quality and Ongoing Improvements | | | |
|---|-------------------------------------|---|------------------------------------|
| Setting Name: | | Date: | |
| National Standard for EL&C Providers | Care Inspectorate Quality Framework | How Good Is Our Early Learning and Childcare? | Health and Social Care Standards |
| Criteria 1.1 | 3.3 | QI1.3 | 4.6 4.7 4.8 4.11 4.19 4.20 4.21 |
| Features of high-quality practice | | Evidence - How do we know? | |
| <ul style="list-style-type: none"> All Leaders promote and sustain a shared vision for the setting that reflects the aspirations of children, families, partners and the wider community. All leaders and staff know what is important for the setting and innovations are very well judged and meet the needs of children and families. All leaders respond promptly to feedback and use all learning in the ongoing improvement of the setting. Current policy and best practice guidance about quality underpins continuous improvements in the setting. All Leaders create conditions where all people feel confident to initiate well informed change and share responsibility for the process. All 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. Senior leaders enable all to be involved and promote accountability and responsibility which leads to a programme of continuous improvement. Senior leaders empower all staff to be highly skilled and confident in their use of quality frameworks and best practice documents to identify key priorities and benchmark measurable outcomes. All staff are enabled to implement initiatives that deliver high quality learning through play experiences that are tailored to children and families' individual needs and choices. When events or change challenge us, we respond positively and manage demanding targets effectively. We ensure any proposed changes are understood by all. All staff are proactive in the change process and in evaluating the impact of improvement. | | | |
| Key Strengths – How are we doing? | | | |
| | | | |
| Areas for Improvement – What are we going to do now? | | | |
| | | | |
| Support Tools | | | |
| <ul style="list-style-type: none"> How Good is Our Early Learning and Childcare https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK1_NIHeditSelfevaluationHGIELC/HGIOELC020316Revised.pdf | | | |

- A quality framework for day-care of children, childminding and school aged childcare [a-quality-framework-for-daycare-of-children-childminding-and-school-aged-childcare.pdf \(careinspectorate.com\)](#)
- Realising the Ambition <https://education.gov.scot/media/3bjpr3wa/realisingtheambition.pdf>

| Management and Leadership of Quality of Staffing and Resources | | | |
|---|-------------------------------------|---|---------------------------------------|
| Setting Name: | | Date: | |
| National Standard for EL&C Providers | Care Inspectorate Quality Framework | How Good Is Our Early Learning and Childcare? | Health and Social Care Standards |
| Criteria 1.1 | 3.3 | 1.5 | 3.15 3.16 3.17 3.18 3.19 4.23 4.27 |
| Features of high-quality practice | | Evidence - How do we know? | |
| <ul style="list-style-type: none"> Senior leaders ensure that roles and responsibilities of all practitioners and governing bodies are clearly outlined and promote and support a culture of accountability and high-quality early learning and childcare. Recruitment arrangements are clearly outlined in policy and procedure documents. Equalities legislation is adhered to and explicit in recruitment of all practitioners. Arrangements to manage practitioners' discipline, attendance/absence and grievance are understood and implemented fairly. All practitioners have current membership of Protection of Vulnerable groups (PVG) scheme and are registered with relevant bodies, for example SSSC and GTCS. Senior leaders ensure all staff undertake reviews, at least annually, and on-going professional dialogue and supervision meetings helps improve and develop practice. A dignity at work policy is in place and shared with all staff. All practitioners, including those on varied working arrangements, have equal access to professional learning and development opportunities. The welcoming and inclusive culture and ethos is evident within the setting and promoted by all staff. There is an 'open door' policy to support and encourage positive communication. All leaders act as role models for the development of positive and nurturing relationships, and this ensures the pastoral care and wellbeing of others. All leaders recognise the contributions of staff which help them to feel supported, challenged and engaged. Staff are all empowered and motivated to make decisions and lead on initiatives which promote positive outcomes for children and families to enable the capacity of the setting to deliver positive outcomes for children and families. Senior leaders ensure that roles are defined and understood, all staff are deployed well. Senior leaders utilise the different abilities, strengths and expertise of people to provide targeted high-quality care and support when children and families need it. Senior leaders enable staff to monitor, evaluate and review the use and impact of resources to maximise children's and families' potential. All available resources (including digital learning resources) are used effectively to create and | | | |

| | |
|--|--|
| <p>sustain effective indoor and outdoor learning environments.</p> <ul style="list-style-type: none"> • Lines of communication and accountability are clear and are used to inform future financial and resourcing decisions. • Resources are fit for purpose and are developmentally appropriate to children’s stage of development. • Health and safety and risk assessment procedures are implemented systematically and in line with local and national policies. • All staff 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. | |
| <p>Key Strengths – How are we doing?</p> | |
| | |
| <p>Areas for Improvement – What are we going to do now?</p> | |
| | |
| <p>Support Tools</p> | |
| <ul style="list-style-type: none"> • Play Scotland https://www.playscotland.org/ • Gender Equal Play https://www.careinspectorate.com/images/documents/4704/Gender%20equal%20play%20in%20early%20learning%20and%20childcare.pdf • Improvement children and young people’s understanding of their wellbeing https://childreninscotland.org.uk/wp-content/uploads/2019/09/201902_GIRFEC-Toolkit_11Note.pdf | |

| Benchmark Qualifications and Registration with Official Bodies | | | |
|--|-------------------------------------|---|--------------------------------------|
| Setting Name: | | Date: | |
| National Standard for EL&C Providers | Care Inspectorate Quality Framework | How Good Is Our Early Learning and Childcare? | Health and Social Care Standards |
| Criteria 1.2 | 4.1 | QI 1.3 QI 1.4 | 3.6 3.7 3.9 3.14 4.1 4.2 4.3 4.11 |
| Features of high-quality practice | | Evidence - How do we know? | |
| <ul style="list-style-type: none"> • Staff's warmth, kindness and compassion enables children to feel valued, loved and secure. • Staff recognise the importance of nurturing, warm, responsive attachments and interactions. • Staff regularly cuddle children and encourage respectful interactions and gentle touches. • Staff provide individualised support by effectively engaging with children and take account of their views and experiences. • Effective team working fosters a warm atmosphere where staff are courteous and respectful. This enables staff to have time to support, speak and listen to children. • Staff are aspirational and have an enabling attitude which supports children to achieve their potential. • Staff use skilled questioning and interact in a sensitive, responsive and stimulating way to promote curiosity, independence and confidence. • Staff recognise the importance of fun in children's play to enable learning to be taken forward. • Recruitment arrangements are clearly outlined in policy and procedure documents. • All staff are registered with SSSC within 6 months of employment including any new employment/role. • All registered managers/lead practitioners hold SCQF Level 9 benchmark qualification or agree that they secure this within their first period of registration. • All practitioners should hold SCQF Level 7 or agree that they secure this within their first period of registration. • All support workers should hold SCQF Level 6 or agree that they secure this within their first period of registration. • All staff maintain their SSSC registration in line with guidance. • All support workers, practitioners and lead practitioners, not yet qualified and included in adult: child ratios, must have at least started to work towards their qualification. | | | |
| Key Strengths – How are we doing? | | | |
| | | | |
| Areas for Improvement – What are we going to do now? | | | |
| | | | |

Support Tools

- Health & Social Care Standards <https://www.gov.scot/publications/health-social-care-standards-support-life/>
- Codes of Practice for Social Service Workers and Employers Scottish Social Services Council (2019). How to apply to register. <https://www.sssc.uk.com/registration/how-to-apply-to-register/>
- Safer Recruitment Through Better Recruitment <https://hub.careinspectorate.com/resources/national-safer-recruitment-guidance/>
- General Teaching Council for Scotland (2012) <http://www.gtcs.org.uk/web/FILES/the-standards/standards-for-registration-1212.pdf>
- The Code of Practice for social service workers <https://www.sssc.uk.com/the-scottish-social-services-council/sssc-codes-ofpractice/#:~:text=The%20Code%20of%20Practice%20for%20Social%20Service%20Workers,harms%20the%20wellbeing%20of%20people%20who%20use%20services.>
- The National Occupational Standards <https://www.ukstandards.org.uk/> □ The SSSC Learning Zone <https://lms.learn.sssc.uk.com/>
- Complete Childminding Learning Pathway Play Scotland (2019) <https://www.childminding.org/learn-with-scma/the-complete-childminding-learning-pathway>
- Early Learning and Childcare National Induction resource <http://learningzone.workforcesolutions.sssc.uk.com/AppResources/earlylearning.pdf>

| Sustainable Staffing Structures | | | |
|---|-------------------------------------|---|--|
| Setting Name: | | Date: | |
| National Standard for EL&C Providers | Care Inspectorate Quality Framework | How Good Is Our Early Learning and Childcare? | Health and Social Care Standards |
| Criteria 1.3 | 4.3 | QI 1.4 | 3.14 3.15 3.16 3.17 3.18 3.19 4.16 4.27 |
| Features of high-quality practice | | Evidence - How do we know? | |
| <ul style="list-style-type: none"> The importance of ensuring that the service is appropriately staffed during the day is recognised as essential to the wellbeing of children in the service. Effective use is made of the differing experience, knowledge and skills of the staff group to ensure children's experience across the whole day is positive. Arrangements are in place to promote continuity of care across the day and ensure positive transitions and communication with families. All leaders recognise the need for high levels of interaction and support around mealtimes and staff breaks are planned to minimise impact on the children whilst enabling staff to rest and be refreshed. Arrangements for absence whether planned or unplanned are managed to support minimum disruption to children's routines. Children are prepared in advance for their key workers absence wherever possible. Families and children are kept informed and are introduced to any temporary staff in the team who may be caring for their children. Appropriate procedures are in place to maximise the attendance of staff and all staff understand the impact of unplanned absence on the provision of the service. There is a positive ethos of attendance within the service. Senior leaders promote awareness of the need to effectively deploy staff within their service. All staff are proactive in recognising where gaps in learning and development may exist, and these are soon remedied. Staff communicate very well with their colleagues when a task may take them away from their responsibilities and be aware of the impact this has on colleagues and children. Staff work together to ensure effective supervision and quality engagement with the children across the day. Trigger points such as mealtimes or arrival and departure times are recognised, and appropriate arrangements made to ensure staff can fully meet children's needs at these times. Detailed risk assessment and planning takes place for any specific outings to ensure additional staff or volunteers are available and in sufficient numbers to meet the needs of the children. | | | |

| | |
|---|--|
| <ul style="list-style-type: none"> • There is a clear process for mentoring and supporting temporary staff using the skills and knowledge of the existing staff team. • All support workers, practitioners and lead practitioners, not yet qualified and included in adult: child ratios, must have at least started to work towards their qualification | |
| Key Strengths – How are we doing? | |
| | |
| Areas for Improvement – What are we going to do now? | |
| | |
| Support Tools | |
| <ul style="list-style-type: none"> • Safer Recruitment Through Better Recruitment https://hub.careinspectorate.com/resources/national-safer-recruitment-guidance/ □ Out of School Care Start Up Guide https://soscn.org/start-up/start-up-intro • Skills Development Plan Prospectus https://www.skillsdevelopmentscotland.co.uk/media/44206/early-learning-and-children-sip-digital.pdf • Early Learning and Childcare National Induction resource http://learningzone.workforcesolutions.sssc.uk.com/AppResources/earlylearning.pdf • Health & Social Care Standards https://www.gov.scot/publications/health-social-care-standards-support-life/ • Guidance on Adult to Child Ratios https://www.careinspectorate.com/images/ELC_adult-child_ratios_-_final_29.3.18.pdf#:~:text=Guidance%20on%20adult%20to%20child%20ratios%20in%20Early,expectations%20around%20staffing%20levels%20in%20ELC.%201.%20Background | |

| Continuous Lifelong Professional Learning | | | |
|---|-------------------------------------|---|--|
| Setting Name: | | Date: | |
| National Standard for EL&C Providers | Care Inspectorate Quality Framework | How Good Is Our Early Learning and Childcare? | Health and Social Care Standards |
| Criteria 1.4 | 4.1 4.2 | QI 1.3 QI 1.4 | 3.6 3.7 3.9 3.14 4.1 4.2 4.3 4.9 4.11 4.23 4.24 |
| Features of high-quality practice | | Evidence - How do we know? | |
| <ul style="list-style-type: none"> • There is ample time and a wide range of opportunities to hold professional discussions and reflect. • All staff make very good use of development opportunities that link directly to enhanced outcomes for children, individual staff learning needs and the setting's improvement plan. • Research, best practice, national and local policy and the Health and Social Care Standards are used in this process. • All staff reflect and implement their learning to improve practice and as a result, children receive high quality interactions and experiences. • All staff are undertaking a minimum of 12 hours CLPL per year in line with SSSC registration requirements. • CLPL is routinely embedded in practice. • Staff and leaders maintain effective records of the impact of their learning and development and have a clear learning action plan. • All staff, including those on varied working arrangements, have equal access to professional learning and development opportunities. | | | |
| Key Strengths – How are we doing? | | | |
| | | | |
| Areas for Improvement – What are we going to do now? | | | |
| | | | |
| Support Tools | | | |
| <ul style="list-style-type: none"> • Health & Social Care Standards https://www.gov.scot/publications/health-social-care-standards-support-life/ • Codes of Practice for Social Service Workers and Employers Scottish Social Services Council (2019). How to apply to register. https://www.sssc.uk.com/registration/how-to-apply-to-register/ • Safer Recruitment Through Better Recruitment https://hub.careinspectorate.com/resources/national-safer-recruitment-guidance/ • General Teaching Council for Scotland (2012) http://www.gtcs.org.uk/web/FILES/the-standards/standards-for-registration-1212.pdf • The Code of Practice for social service workers https://www.sssc.uk.com/the-scottish-social-services-council/sssc-codes-of-practice/#:~:text=The%20Code%20of%20Practice%20for%20Social%20Service%20Workers,harms%20to%20the%20wellbeing%20of%20people%20who%20use%20services. • The SSSC Learning Zone https://lms.learn.sssc.uk.com/ • Complete Childminding Learning Pathway Play Scotland (2019) https://www.childminding.org/learn-with-scma/the-complete-childminding-learning-pathway • Realising the Ambition https://education.gov.scot/media/3bjpr3wa/realisingtheambition.pdf | | | |

- Early Learning and Childcare National Induction resource
<http://learningzone.workforcesolutions.sssc.uk.com/AppResources/earlylearning.pdf>

| Implementation of the National Induction Resource | | | |
|--|-------------------------------------|---|----------------------------------|
| Setting Name: | | Date: | |
| National Standard for EL&C Providers | Care Inspectorate Quality Framework | How Good Is Our Early Learning and Childcare? | Health and Social Care Standards |
| Criteria 1.5 | 4.2 | QI 1.3 QI 1.4 | 3.14 4.3 4.9 4.23 4.24 |
| Features of high-quality practice | | Evidence - How do we know? | |
| <ul style="list-style-type: none"> The induction programme is thorough and is personalised to meet the different roles in the setting and is in line with the most up to date version of the National Induction Resource. The induction process ensures all staff are confident in meeting the needs of individual children. All staff are supported to develop an understanding of the principles and pedagogy underpinning the ethos and culture of the setting. There is sufficient time to ensure that all staff understand all the information and what is expected of them. There is a clear process for mentoring and supporting all staff new into their roles, using the skills and knowledge of experienced staff. Sufficient time is allocated to effectively implement the induction and mentoring programme. It is suggested that staff are not included in ratios until they have been assessed as being competent, clear about their roles and responsibilities and have easy access to written information they can refer to. | | | |
| Key Strengths – How are we doing? | | | |
| | | | |
| Areas for Improvement – What are we going to do now? | | | |
| | | | |
| Support Tools | | | |
| <ul style="list-style-type: none"> Safer Recruitment Through Better Recruitment https://hub.careinspectorate.com/resources/national-safer-recruitment-guidance/ □ Out of School Care Start Up Guide https://soscn.org/start-up/start-up-intro Skills Development Plan Prospectus https://www.skillsdevelopmentscotland.co.uk/media/44206/early-learning-and-children-sip-digital.pdf Early Learning and Childcare National Induction resource http://learningzone.workforcesolutions.sssc.uk.com/AppResources/earlylearning.pdf SSSC Codes of Practice https://www.sssc.uk.com/the-scottish-social-services-council/sssc-codes-ofpractice/#:~:text=The%20Code%20of%20Practice%20for%20Social%20Service%20Workers,harms%20the%20wellbeing%20of%20people%20who%20use%20services. Step into Leadership http://www.stepintoleadership.info/mentoring.html Common Core of Skills, Knowledge and Understanding and Values https://www.gov.scot/publications/common-core-skills-knowledge-understanding-values-childrensworkforcescotland/pages/3/#:~:text=The%20Common%20Core%20describes%20the%20skills%2C%20knowledge%20and,young%20people%20and%20families%20and%20relationships%20between%20workers. Continuous Learning Framework http://www.continuouslearningframework.com/?wpfb_dl=106 | | | |

Criteria 2 – Development of Children’s Cognitive Skills and Health & Wellbeing

| Children are Safe and Protected | | | |
|---|-------------------------------------|---|----------------------------------|
| Setting Name: | | Date: | |
| National Standard for EL&C Providers | Care Inspectorate Quality Framework | How Good Is Our Early Learning and Childcare? | Health and Social Care Standards |
| Criteria 2.1 | 1.2 | QI 2.1 | 3.20 3.21 3.22 4.17 |
| Features of high-quality practice | | Evidence - How do we know? | |
| <ul style="list-style-type: none"> • All staff listen to and support children to ensure they are safe, secure and protected from harm. Babies, toddlers and young children are observed to feel safe in the setting. • Detailed safeguarding and child protection policies and procedures are in place to help staff keep children safe and protect them from harm. • All staff receive regular professional learning and are confident in responding to any child protection or safeguarding issue, including e-safeguarding, child sexual exploitation and extremism. • All staff working with children know and understand the indicators that may suggest a baby, toddler or young child is suffering or at risk of suffering harm. • All staff, including volunteers and partners, have a full understanding of child protection procedures and policies, and the steps to be taken in any given situation to keep children safe, including an appropriate referral, child protection case conferences, and child protection registrations. • All staff review and update the processes to support and keep children safe. They are proactive in keeping their knowledge up to date and model best practice for others. • Management ensure that all staff are kept up to date with the settings procedures for safeguarding. • A competent and well-trained designated person has overall responsibility for child protection and safeguarding issues. • Children’s learning in health and wellbeing is enhanced through effective partnership working with parents/carers, partner agencies, and wider community. • 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. • Strong links and effective partnerships with other agencies are in place to ensure children’s safety and wellbeing. • All staff promote equity, challenge discrimination, and ensure children receive the support they need at the right time to build emotional resilience. There are clear policies and procedures in place to promote equalities. • All staff work together to identify areas of CLPL required in relation to safeguarding, risk | | | |

| | |
|---|--|
| <p>assessment and child protection practice and procedures.</p> <ul style="list-style-type: none"> • All child protection records are stored safely and securely ensuring all sensitive information is only available to the relevant members of staff. • Processes are in place to enable accurate record keeping and meaningful chronologies are updated regularly, and this will ensure that the relevant staff have the information they need to help them keep children safe and protected. • Any accidents/incidents and administration of medication is recorded in line with clear policies and procedures. • There are risk assessments in place within settings taking account of individual circumstances. Risk assessments are carried out and recorded appropriately including these needed for outings. • Safeguarding is an important thread running through the setting's self-evaluation. • There are robust and reliable approaches in place to follow up non-attendance through a range of strategies. | |
| <p>Key Strengths – How are we doing?</p> | |
| | |
| <p>Areas for Improvement – What are we going to do now?</p> | |
| | |
| <p>Support Tools</p> | |
| <ul style="list-style-type: none"> • Realising the Ambition (Section 8) https://education.gov.scot/media/3bjpr3wa/realisingtheambition.pdf | |

| Personalised Planning and Support | | | |
|---|-------------------------------------|---|--|
| Setting Name: | | Date: | |
| National Standard for EL&C Providers | Care Inspectorate Quality Framework | How Good Is Our Early Learning and Childcare? | Health and Social Care Standards |
| Criteria 2.1 | 1.1 | QI 2.4 QI2.6 QI 2.7 QI3.1 | 1.14 1.15 1.19 1.23 2.15 2.17 3.5 3.6 3.10 4.16 |
| Features of high-quality practice | | Evidence - How do we know? | |
| <ul style="list-style-type: none"> All staff have a well-established and effective key worker approach and respond very well to the individual needs of children, promoting and supporting their wellbeing. All staff support and respect the individual needs of children and families. Children's personal plans are maintained in line with legislation and reflect the holistic needs of the child, to improve their wellbeing and support positive outcomes. The Wellbeing Indicators are used to provide holistic assessments of children's strengths and support needs. Children and families' views are involved in developing and reviewing their personal plans. All staff are highly responsive to the family circumstances of all the children, particularly those who are vulnerable, disadvantaged or looked after, including those living in financial hardship. All children living with a disability, health issues or social and emotional needs receive high quality targeted support which is reviewed and monitored regularly. All staff ensure children's individual needs are considered, responded to and planned for with families and other agencies if required. As a result, children have their needs met in a timely manner that reflects their wishes and choices. Universal and targeted support is fully embedded. It has a positive impact on children's progression and development. This enables the relevant staff to respond quickly, sensitively and compassionately to changes in a child's life. Children requiring additional targeted support have a high quality, individualised Child's Plan that is monitored and reviewed regularly to ensure they have a positive impact on learning and development. There are high expectations for all children across the setting. All children receive the support they need to overcome barriers to reach their full potential. All staff work effectively to minimise the impact of possible barriers to learning, Relevant staff work proactively with children, families and partner agencies to identify appropriate next steps and strategies based on individual needs and prior learning. | | | |

| | |
|--|--|
| <ul style="list-style-type: none"> • Comprehensive, well-planned and effective transitions contribute to continuity of care and learning. They fully support children’s sense of security as they grow, develop and progress through the stages within and beyond their early learning and childcare setting. • Parents, carers and children, and other agencies or partnerships are actively involved with practitioners to sensitively plan and effectively manage transitions to meet children’s emotional and learning needs. • 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. | |
|--|--|

| |
|--|
| Key Strengths – How are we doing? |
|--|

| |
|--|
| |
|--|

| |
|---|
| Areas for Improvement – What are we going to do now? |
|---|

| |
|--|
| |
|--|

| |
|----------------------|
| Support Tools |
|----------------------|

- | |
|--|
| <ul style="list-style-type: none"> • Realising the Ambition (Section 3) https://education.gov.scot/media/3bjpr3wa/realisingtheambition.pdf |
|--|

| Effective Transitions | | | |
|---|-------------------------------------|---|---|
| Setting Name: | | Date: | |
| National Standard for EL&C Providers | Care Inspectorate Quality Framework | How Good Is Our Early Learning and Childcare? | Health and Social Care Standards |
| Criteria 2.2 | 1..5 | QI 2.6 | 1.1 1.2 1.6 1.29 2.2 2.3 2.9 3.14 4.2 4.16 4.18 4.23 |
| Features of high-quality practice | | Evidence - How do we know? | |
| <ul style="list-style-type: none"> Children and families are at the heart of any transition decision making, and are consulted throughout with careful consideration of individual's needs, using innovative strategies to support all. There are effective communication strategies in place to support the social, mental, and emotional wellbeing of all children. Effective arrangements are in place to involve families and relevant agencies in carefully planning personalised approaches for those requiring additional time and support. Bespoke and/or enhanced arrangements are considered for children with additional support needs indoors and out, to meet physical, social and emotional wellbeing. Meaningful consultation with children, families, and professionals, where needed, to communicate effectively changes in arrangements that may take place. Consultation allows for all to be consulted in decision making. All staff ensure that clear, shared processes are in place for the exchange of relevant information about children's care and support needs. Effective communication and planning enables continuity of care and enables each child and their family to feel secure with the changes. All staff are aware of the transition programmes in place and confident in their role within it. All staff understand the importance of building relationships and developing secure attachments to ensure transitions are handled sensitively and are a positive experience for children and their families. This is not limited to visits, but also includes other innovative ways to make connections and begin to build trusting relationships before permanent moves take place. There is flexibility within plans enabling all children and families to feel confident and secure. Staff are sensitive to and can recognise where any change may impact on other children. They use flexible approaches and innovative ideas to enable children to maintain friendships where appropriate. There is a wider focus on children's development and learning and decisions are not solely based on children's age. All staff are aware of the importance of a smooth transition internally and externally and can communicate effectively with key workers to ensure | | | |

| | |
|---|--|
| <p>this. Positive working relationships are maintained between local primary schools or other childcare settings.</p> <ul style="list-style-type: none"> • Key information is shared appropriately, securely and timely, upholding continuity and children's learning needs. • All staff have a very good understanding of child development and early learning pedagogy which is evident in all aspects of practice within the setting. Professional learning and collegiate working are prioritised within the setting. • All staff have a sound and shared understanding of the importance of play and their role in supporting children's play experiences • Planning for progression in children's learning is in place and continuity and progression in learning is secured for all children within and beyond the setting. • Planned opportunities enable practitioners to come together to develop a shared understanding of progress and how best to support a child progress in their learning journey. • Children's personal plans are maintained in line with legislation and reflect the holistic needs of the child, to inform on appropriate next steps in learning. • Comprehensive, well-planned, and effective transitions contribute to continuity of care and learning. They fully support children's sense of security as they grow, develop and progress through the stages within and beyond their early learning and childcare setting. • Parents, carers and children, and other agencies or partnerships are actively involved with practitioners to sensitively plan and effectively manage transitions to meet children's emotional and learning needs. • 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. | |
| Key Strengths – How are we doing? | |
| | |
| Areas for Improvement – What are we going to do now? | |
| | |
| Support Tools | |
| <p><u>Legislation</u></p> <ul style="list-style-type: none"> • Scottish Schools (Parental Involvement) Act 2006: https://www.gov.scot/publications/guidance-scottish-schools-parental-involvement-act-2006/ • Getting it Right for Every Child (GIRFEC) https://www.gov.scot/policies/girfec/ • Health & Social Care Standards https://www.gov.scot/publications/health-social-care-standards-support-life/ • engaging parents and families: A toolkit for practitioners: Section 3: Involving all parents https://education.gov.scot/improvement/Documents/par2-section3-mar19.pdf | |
| <p><u>Resources</u></p> | |

- Education Scotland National Improvement Hub- [Scottish Early Childhood and Families Transitions Statement | Self-evaluation | National Improvement Hub \(education.gov.scot\)](#)
- Care Inspectorate Hub - [Search | Care Inspectorate Hub](#)
- Education Scotland - [Engaging parents and families - a toolkit for practitioners: Section 3 \(education.gov.scot\)](#)
- Scottish executive - [Parents As Partners In Their Children's Learning: Toolkit \(education.gov.scot\)](#)
- Realising the Ambition (section 8) [Realising the Ambition | Learning resources | National Improvement Hub \(education.gov.scot\)](#)
- HGIOELC [How good is our early learning and childcare? \(education.gov.scot\)](#)
- Engaging parents and families: A toolkit for practitioners: Section 3: Involving all parents <https://education.gov.scot/improvement/Documents/par2-section3-mar19.pdf>
- Scottish Government - [Getting it right for every child \(GIRFEC\) - gov.scot \(www.gov.scot\)](#)
- Pre-birth to Three https://stramash.org.uk/wp-content/uploads/2018/08/elc2_prebirthtothreebooklet.pdf
- Play Scotland [Playful Pedagogy - Play Scotland](#)

| Framework to Support Play and Learning | | | |
|--|-------------------------------------|---|----------------------------------|
| Setting Name: | | Date: | |
| National Standard for EL&C Providers | Care Inspectorate Quality Framework | How Good Is Our Early Learning and Childcare? | Health and Social Care Standards |
| Criteria 2.2 | 1.3 | QI 2.2 QI 2.3 QI 3.2 QI 3.3 | 1.27 2.27 3.13 |
| Features of high-quality practice | | Evidence - How do we know? | |
| <ul style="list-style-type: none"> • Staff provide a high-quality curriculum framework for children that is very well matched to the stages of development of the babies, toddlers and young children. • The setting's framework for learning considers local needs and circumstances and is based on agreed, shared values that reflect the unique needs of children, families and community. • The curriculum is current, follows national and local guidelines and is relevant to children. It is informed by a shared vision, values and beliefs about how young children learn, both indoors and outdoors • Learning experiences are informed by the <i>Curriculum of Excellence Principles of Curriculum Design</i> and pay close attention to achieving challenge and enjoyment, breadth, progression, depth, personalisation and choice, coherence and relevance through provocations and interactions, both indoors and outdoors. • All staff are ambitious and expect high levels of progress and achievement for all children. • Children's needs are identified early, through careful observations and effective assessment of information. • Planning for progression in children's learning is in place and continuity and progression in learning is secured for all children within and beyond the setting. • All staff have a sound and shared understanding of the importance of play and their role in supporting children's play experiences. • All staff have a very good understanding of child development and early learning pedagogy which is evident in the delivery of the curriculum for babies, toddlers and young children, and within all aspects of practice within the setting. Professional learning and collegiate working are prioritised within the setting. • Well-considered innovations and creative approaches successfully enrich children's play, building on their natural curiosity and creativity • Children make informed choices about leading their play and learning. • Children enjoy and are actively involved in learning through a balance of child-initiated, adult initiated and adult-directed experiences, spontaneous and well-planned purposeful play opportunities, and relevant real- life experiences. | | | |

- All staff support the emotional resilience of children and families through holistic and nurturing approaches to secure children's wellbeing, including the right to play.
- There is a clear focus on the development of children's skills in early language, numeracy, mathematical concepts and health and wellbeing.
- All staff actively promote and effectively develop the essential aspects for early learning: wellbeing, communication, mathematics, curiosity, inquiry and creativity to secure the very best outcomes for children.
- Learning is enriched and supported by effective use of digital technologies.
- Responsive interventions and skilled, sensitive questioning effectively promote children's creativity. It extends their thinking, widens their skills and consolidates their learning through play.
- Children are involved in identifying and assessing their learning and progress. Children can talk about their learning with staff and peers.
- Parents/carers and families are kept very well informed about their own child's progress and feel empowered to share information about their child's success beyond the setting.
- All staff recognise the importance of capturing and celebrating children's individual achievements, understanding the significance of what happens beyond the setting, at home and within other provisions. This information is used very effectively to promote achievement and progress.
- All staff create rich and meaningful opportunities for children to be active participants in the community, enabling children to contribute effectively to the setting and the community in purposeful and innovative ways.
- High quality observations take place naturally during everyday activities and interactions.
- Staff use their knowledge of how children learn, for example schema, when making observations of children and as a basis for future planning.
- High quality observations, tracking and monitoring enable all staff to make accurate assessments about the progress made by all children. This approach supports appropriate and well-timed interventions and leads to significant improvement to learning and developmental outcomes for children.
- All staff plan appropriately over different timescales to meet the needs of babies, toddlers and young children across all areas of learning.
- Planned experiences are developmentally appropriate and tailored to be responsive to children's interests and life experiences. As a result, children are progressing well, and are happy and confident.
- All staff monitor and evaluate progress across the curriculum to improve children's learning, including children facing additional challenges. They make

| | |
|---|--|
| <p>sound judgements about children's progress and respond quickly to ensure learning opportunities meet the needs of individuals.</p> <ul style="list-style-type: none"> • Assessment is an integral part of the learning and teaching and is used effectively to plan high quality learning experiences for all children. • Information from a range of sources is used to evaluate the effectiveness of interventions designed to improve outcomes for all children and their families | |
| <p>Key Strengths – How are we doing?</p> | |
| | |
| <p>Areas for Improvement – What are we going to do now?</p> | |
| | |
| <p>Support Tools</p> | |
| <p>Legislation and Policies</p> <ul style="list-style-type: none"> • National Child Protection Guidelines https://www2.gov.scot/Resource/0045/00450733.pdf • Getting it Right for Every Child (GIRFEC) https://www.gov.scot/policies/girfec/ • Health & Social Care Standards https://www.gov.scot/publications/health-social-care-standards-support-life/ • Public Services Reform (Scotland) Act 2010 https://www.legislation.gov.uk/asp/2010/8/contents <p>Resources</p> <ul style="list-style-type: none"> • ACES https://www.gov.scot/publications/adverse-childhood-experiences-aces/ • The Hub https://hub.careinspectorate.com/ • Space to Grow https://hub.careinspectorate.com/how-we-support-improvement/care-inspectorate-programmes-and-publications/space-to-grow/ • Out to Play https://www.gov.scot/publications/out-play-practical-guidance-creating-outdoor-play-experiences-children/ • Our Creative Journey. https://hub.careinspectorate.com/how-we-support-improvement/care-inspectorate-programmes-and-publications/our-creative-journey/ • Children 1st. https://www.children1st.org.uk/ • How good Is Our Early Learning and Childcare? : https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK1_NIHeditSelfevaluationHGIELC/HGIOELC020316Revised.pdf • Curriculum for Excellence https://education.gov.scot/education-scotland/scottish-education-system/policy-for-scottish-education/policy-drivers/cfe-building-from-the-statementappendix-incl-btc1-5/what-is-curriculum-for-excellence/ • Realising the Ambition. (sections 4, 5 & 6) Realising the Ambition Learning resources National Improvement Hub (education.gov.scot) • National Improvement Hub. https://education.gov.scot/improvement/ • Schematic Play. Schematic Play. https://education.gov.scot/improvement/learning-resources/schematic-play • Safe Sleep Scotland https://safesleepscotland.org/ • Food Matters https://hub.careinspectorate.com/how-we-support-improvement/care-inspectorate-programmes-and-publications/foodmatters/#:~:text=Food%20Matters.%20Eating%20well%20is%20essential%20for%20children,sector%20and%20is%20intended%20to%20be%20practical%20 • Parents as Partners in their Children's Learning Toolkit. https://education.gov.scot/parentzone/Documents/parents-as-partners-toolkit.pdf • Promoting diversity and equality: Developing Responsible Citizens for 21st Century Scotland http://www.step.education.ed.ac.uk/wpcontent/uploads/2015/12/Promoting_DE080313_tcm4-747988.pdf | |

Local Guidance

Criteria 3 – Physical Environment

| Quality of the Environment for Play and Learning | | | |
|---|-------------------------------------|---|--|
| Setting Name: | | Date: | |
| National Standard for EL&C Providers | Care Inspectorate Quality Framework | How Good Is Our Early Learning and Childcare? | Health and Social Care Standards |
| Criteria 3.1 | 2.1 2.2 | QI 1.1 QI 1.4 QI 1.5 QI 3.3 | 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 5.23 5.24 |
| Features of high-quality practice | | Evidence - How do we know? | |
| <ul style="list-style-type: none"> The environment is a caring, relaxed and welcoming place, where children and adults are happy and actively engaged with frequent laughter and smiles. Children benefit from a warm, homely, nurturing and inclusive environment. The setting has been designed to empower children to actively experience play and learning challenges are centred on their needs and interests. The spaces for play reflect children's ideas, aspirations, curiosities and next steps in their learning. Research and best practice inform children's experiences and individual needs. The layout is well matched to the stages of development of children and promotes fun, learning and independence. Resources are clearly labelled, and the children are given the opportunity to make choices. The child-centred environment considers the children's backgrounds, home environments and personal interests when planning resources and experiences. The environment is rich in environmental print, showing meaningful connections to the way words and numbers are used in everyday lives. All staff ensure that displays contribute to a stimulating environment that supports learning and celebrates achievements. Displays include an appropriate balance of children's work, text, photographs and learning stimuli. There are safe, cosy spaces where children can rest or sleep when they choose. Children are offered spaces to relax, feel safe, happy, content and cosy and which give them a sense of care and wellbeing. These spaces can be accessed independently when they feel the need to regulate. Children are offered open spaces to move freely and small spaces to feel calm, contained and cosy There is appropriate space where staff can speak in confidence to parents and carers when needed. | | | |

- The layout enables children's privacy and dignity to be respected, providing places for nappy changing and toilet training. The arrangements for children to receive personal care are well planned, support high levels of infection preventions and control and respect children's privacy.
- Each child can easily access a toilet from the rooms they use, and they can use this when they need to.
- Staff work well together to identify and remove risks, indoors and outdoors across the whole day.
- Staff ensure children are accounted for at all times and that the environment is safe and secure. This includes when outdoors and in the community.
- Robust infection prevention and control and food safety practices provide high levels of safety for children. These are effectively quality assured.
- The environment allows for genuine inclusion within the service and there is a commitment to create a culture of respect and involvement.
- All staff understand the arrangements for cleaning within the service. Risk assessments have been undertaken that address the current guidance in respect of infection prevention and control. Staff have received appropriate training on infection prevention and control and are confident in ensuring a high quality safe environment for themselves and the children in their care.
- There are clear policies and procedures in place to ensure consistent approaches across the setting. Children are protected as staff take all necessary precautions to prevent the spread of infection
- Meaningful, rich and challenging contexts and opportunities effectively support children to develop a wide range of skills such as language, literacy and numeracy using a range of natural, open ended, structured and real-life resources.
- Children have fun and stimulate their natural creativity and curiosity as they develop their skills in understanding, thinking, investigation, reasoning and problem solving.
- The environment embraces children's need to reinforce learning through schematic play.
- The learning environment acknowledges and encourages discussion about diversity through a variety of situations.
- Children are engrossed and motivated in their play as they learn and are progressing very well in all aspects of their development.
- The layout and design of the setting enables children to be independent and make choices.
- Staff enable children to influence the layout of the setting and the provision of appropriate resources.
- Staff actively engage with children to enable them to direct their own play and activities in the way they choose.

- Each child is learning in secure and supportive environments where they are expected to make decisions and where they feel valued.
- Each child can take part in daily routines, such as setting up activities and mealtimes, if this is what they want.
- The environment is free from avoidable and intrusive noise and smells.
- The environment has plenty of natural light and fresh air, and the lighting, ventilation and heating can be adjusted to meet each child's needs and wishes.
- Well functioning arrangements for monitoring, maintenance and repairs of the settings, equipment and vehicles are consistently implemented. Damaged items are removed.
- Each child is developing a positive attitude to learning through an active learning approach using real-life and imaginary situations.
- Each child's experiences provide opportunities to play and learn together, share ideas, reconcile differences and develop a sense of fairness.
- There is an emphasis on talk and shared thinking. Staff support the development of children's thinking skills through scaffolding, modelling, questioning and making their own thinking explicit.
- Each child has opportunities to develop social and physical skills, cognitive skills, confidence, self-esteem, reasoning, imaginative and creative skills daily, through a balance of adult led and freely chosen extended play.
- Children can select and use appropriate technology to learn or solve problems across a range of contexts with increasing confidence.
- Staff clearly understand 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.
- Approaches to learning and teaching enable children to become immersed in activities that interest them and to play for extended periods - staff take care not to rush children.
- Each child can enjoy unhurried snacks and mealtimes in as relaxed an atmosphere as possible.
- There are opportunities for children to choose to make their own meals, snacks and drinks, with support if needed, and to grow, cook and eat their own food where possible.
- Children are involved in developing and caring for their environment.
- Space has been thoughtfully arranged to allow children control over what they do and how they play and to promote independence.
- Physical spaces, both outside and indoors, are constantly reviewed to incorporate a wide range of responsive, familiar, and exciting new play opportunities.

| | |
|---|--|
| <ul style="list-style-type: none"> • The staff consider how useful or affording the experiences are outside and inside the setting. They consider both intentional and responsive planning for continuity and progression using the Curriculum for Excellence Early Level. They give thought to the opportunities that different learning spaces provide and use creative solutions to provide a variety of spaces for the children. • The staff observe how the children use and interact with the indoor and outdoor spaces available the respond to their interests and actions. | |
|---|--|

Key Strengths – How are we doing?

| |
|--|
| |
|--|

Areas for Improvement – What are we going to do now?

| |
|--|
| |
|--|

Support Tools

| |
|--|
| <ul style="list-style-type: none"> • Food Matters https://hub.careinspectorate.com/how-we-support-improvement/care-inspectorate-programmes-and-publications/foodmatters/#:~:text=Food%20Matters.%20Eating%20well%20is%20essential%20for%20children,sector%20and%20is%20intended%20to%20be%20practical%20 • Gender Equal Play https://hub.careinspectorate.com/how-we-support-improvement/care-inspectorate-programmes-and-publications/gender-equal-play-in-early-learning-andchildcare/#:~:text=Gender%20equal%20play%20in%20early%20learning%20and%20childcare.,in%20OELC%20practical%20tips%20on%20avoiding%20gender%20stereotyping. • Loose Parts Play A Took Kit https://www.playscotland.org/play/playful-learning/loose-parts-play/ • Our Creative Journey https://hub.careinspectorate.com/how-we-support-improvement/care-inspectorate-programmes-and-publications/our-creative-journey/ • My World Outdoors https://hub.careinspectorate.com/how-we-supportimprovement/care-inspectorate-programmes-andpublications/my-world-outdoors/ • Out to Play https://www.gov.scot/publications/out-play-practical-guidance-creating-outdoor-play-experiences-children/ • Space to Grow https://hub.careinspectorate.com/how-we-support-improvement/care-inspectorate-programmes-and-publications/space-to-grow/ • Play Strategy for Scotland https://www.playscotland.org/about/playstrategy/#:~:text=Play%20Strategy%20for%20Scotland.%20The%20Play%20Strategy%20seeks,of%20settings%20which%20offer%20variety%2C%20adventure%20and%20challenge. • Play Strategy for Scotland Action Plan https://www.playscotland.org/resources/print/Scotland-Play-Strategy-Action-Plan.pdf?plsctl_id=18546 • Fun First Foods http://www.healthscotland.com/uploads/documents/303- Fun%20first%20foods-June2020-English.pdf • Care Inspectorate (2018). Early Learning and Childcare: Delivering High Quality Play and Learning Environments Outdoors. Practice note https://www.careinspectorate.com/index.php/news/4681-early-learning-and-childcare-practice-note • Realising the Ambition. (sections 3, 4, 5 & 6) Realising the Ambition Learning resources National Improvement Hub (education.gov.scot) |
|--|

| Outdoor Play and Learning | | | |
|--|-------------------------------------|---|--|
| Setting Name: | | Date: | |
| National Standard for EL&C Providers | Care Inspectorate Quality Framework | How Good Is Our Early Learning and Childcare? | Health and Social Care Standards |
| Criteria 3.2 | 2.1 2.2 | QI 1.1 QI 1.4 QI 1.5 QI 3.3 | 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 5.23 5.24 |
| Features of high-quality practice | | Evidence - How do we know? | |
| <ul style="list-style-type: none"> • Each child's learning is promoted through high quality daily outdoor play opportunities which offer a rich variety, adventure and challenge. • Staff understand the positive impact rich, multi-sensory outdoor play and learning has on children's resilience, health and wellbeing. • Each child has uninterrupted time to become absorbed in their play and have fun. • Children access nature and outdoor play to develop their sense of wellbeing and learn about the wider world. • Well planned play areas and experiences support and extend children's learning in all areas, including early language, literacy and numeracy. • As children grow, they need access to a range of different spaces to move around, outdoors and indoors. • Staff take advantage of spontaneous play and learning to support children's creativity, experimenting and problem solving. • The extensive range of interesting materials, tools and open-ended resources enable big scale play, engage children's curiosity and challenge their thinking. • Positive and consistent approaches to the benefits of risky play underpin effective outdoor play and learning experiences. • Staff work with parents to ensure that they understand the benefits of children enjoying riskier play. • Changing into indoor and outdoor clothing is considered a rich learning opportunity. • Staff support children to safely engage in play to push their own boundaries and learning and build self-confidence. • Staff recognise that children have the right to outdoor play and each child can choose when to play outdoors. The routine provides flexibility and balance of time between indoors and outdoors. • Children flourish when playing outdoors in all weathers. • Each child is supported to feel confident in exploring and developing their outdoor environment, by staff who actively encourage children in their endeavours. • Each child has the opportunity to effectively engage with the wider community to promote their sense of belonging and provide further | | | |

| | |
|---|--|
| <p>opportunities to extend and develop their understanding of their environment.</p> <ul style="list-style-type: none"> • At least part of that day is spent outdoors - wherever practical this includes the freedom of choice to move between indoor and outdoor environments. • Each child has the opportunity and is encouraged to spend time outdoors within a natural environment - The natural environment is defined as 'green space', which could include but not be limited to, wild landscapes such as woodlands, forests, beaches, hillsides but also public parks, gardens, and open green areas. | |
|---|--|

Key Strengths – How are we doing?

| |
|--|
| |
|--|

Areas for Improvement – What are we going to do now?

| |
|--|
| |
|--|

Support Tools

- Food Matters <https://hub.careinspectorate.com/how-we-support-improvement/care-inspectorate-programmes-and-publications/foodmatters/#:~:text=Food%20Matters.%20Eating%20well%20is%20essential%20for%20children,sector%20and%20is%20intended%20to%20be%20practical%20>
 - Gender Equal Play <https://hub.careinspectorate.com/how-we-support-improvement/care-inspectorate-programmes-and-publications/gender-equal-play-in-early-learning-andchildcare/#:~:text=Gender%20equal%20play%20in%20early%20learning%20and%20childcare.,in%200ELC%20practical%20tips%20on%20avoiding%20gender%20stereotyping.>
 - Loose Parts Play A Took Kit <https://www.playscotland.org/play/playful-learning/loose-parts-play/>
 - Our Creative Journey <https://hub.careinspectorate.com/how-we-support-improvement/care-inspectorate-programmes-and-publications/our-creative-journey/>
 - My World Outdoors <https://hub.careinspectorate.com/how-we-supportimprovement/care-inspectorate-programmes-andpublications/my-world-outdoors/>
 - Out to Play <https://www.gov.scot/publications/out-play-practical-guidance-creating-outdoor-play-experiences-children/>
 - Space to Grow <https://hub.careinspectorate.com/how-we-support-improvement/care-inspectorate-programmes-and-publications/space-to-grow/>
 - Play Strategy for Scotland <https://www.playscotland.org/about/playstrategy/#:~:text=Play%20Strategy%20for%20Scotland.%20The%20Play%20Strategy%20seeks,of%20settings%20which%20offer%20variety%2C%20adventure%20and%20challenge.>
 - Play Strategy for Scotland Action Plan https://www.playscotland.org/resources/print/Scotland-Play-Strategy-Action-Plan.pdf?plsctml_id=18546
 - Fun First Foods <http://www.healthscotland.com/uploads/documents/303- Fun%20first%20foods-June2020-English.pdf>
 - Care Inspectorate (2018). Early Learning and Childcare: Delivering High Quality Play and Learning Environments Outdoors. Practice note <https://www.careinspectorate.com/index.php/news/4681-early-learning-and-childcare-practice-note>
- Realising the Ambition. (sections 3, 4, 5 & 6) [Realising the Ambition | Learning resources | National Improvement Hub \(education.gov.scot\)](#)

Criteria 4 – Self Evaluation & Improvement

Using national self-evaluation frameworks to self-evaluate and to identify strengths and areas of improvement

| Setting Name: | | Date: | |
|---|-------------------------------------|---|------------------------------------|
| National Standard for EL&C Providers | Care Inspectorate Quality Framework | How Good Is Our Early Learning and Childcare? | Health and Social Care Standards |
| Criteria 4.1 | 3.1 | QI 1.1 QI 1.3 | 4.6 4.7 4.8 4.11 4.19 4.20 4.21 |
| Features of high-quality practice | | Evidence - How do we know? | |
| <ul style="list-style-type: none"> • Self-evaluation is at the heart of everything that we do in our setting. • Leaders and staff will take account of local and national policy. • Robust, transparent, systematic and responsive self-evaluation is an important part of continuous improvement across the setting. • Self-Evaluation enables the setting to delivery high quality care and support tailored towards children and families' particular needs and choices. • There are effective quality assurance systems in place that maintains consistency and identifies where quality falls below expected standards. • The relationship between self-evaluation and improvement is understood using the questions • How are we doing? • How do we know? • What are we going to do now? The setting focuses on these questions to promote learning and development for children. • Our staff are inward, outward and forward looking in their evaluation and improvement activities. • Senior leaders empower all staff to be highly skilled and confident in their use of quality frameworks and national best practice guidance to benchmark and evaluate their current provision and identify key priorities to improve outcomes for children and families. • Leaders empower staff to be highly skilled and confident in their use of quality frameworks and best practice documents to initiate well informed change and share responsibility for the process. • Staff are able to reflect on current practice and implement initiatives that deliver high quality play and learning experiences tailored to children, families', individual needs and choices. • The improvement journey is documented so the setting can talk about and evidence the children's development journey. • 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. • All staff are proactive in the change process and in evaluating the impact of improvements. | | | |

- There is clear evidence of how decisions about change have been made and what the service plans to do to achieve this change.
- Any improvements identified are focussed on improving outcomes for children and families in line with the National Improvement Framework, alongside local and setting specific priorities.
- Leaders have a comprehensive understanding of the importance of using the views of children and families as well as partners, to inform planning and development of the service.
- Everyone involved with the setting's community has a shared understanding of its strengths and improvement needs and have regular opportunities to support improvement through a range of formal and informal activities.
- Children are supported to give regular feedback on how they experience care and support, and the organisation uses learning from this to improve.
- 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.
- Leaders ensure that high-quality learning through play is at the heart of improvement planning.
- Successes and achievements are shared with children, families and partners and are used as a starting point for future improvements.
- Leaders support staff to have high aspirations and confidence in their capacity to support children and families to reach their full potential. We use a well-informed range of approaches to assess children's progress across their learning.
- There is a strong ethos of improvement through sharing practice, and through peer support and challenge.
- Professional learning opportunities for all staff are clearly linked to the results of self-evaluation and identified areas for improvement.
- Staff are motivated and engaged in taking forward improvements in the setting and should be able to show how the changes they have made have improved outcomes for children and families.
- Staff make very effective use of information from our learning community, up-to-date research from Scotland and beyond to inform our learning and developments.
- All staff 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.

Key Strengths – How are we doing?

Areas for Improvement – What are we going to do now?

Support Tools

- Self-evaluation How Good is Our Early Learning and Childcare (HGIOELC) 2016 : https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK1_NIHeditSelfevaluationHGIELC/HGIOELC020316Revised.pdf
- Education Scotland's Scanning and Scoping Cycle https://education.gov.scot/nih/Documents/Creativity/CRE27_TransformingLearning/cr27-TLscoping-scanning-cycle.pdf
- Education Scotland's Transforming Learning <https://education.gov.scot/improvement/self-evaluation/transforming-learning>
- Rapid evidence review: Childcare quality and children's outcomes <http://www.healthscotland.scot/media/1613/rapid-evidence-review-childcare-quality-and-childrens-outcomes.pdf>
- Realising the Ambition: <https://education.gov.scot/media/3bjpr3wa/realisingtheambition.pdf>
- Growing Up In Scotland Study <https://www2.gov.scot/Resource/0052/00528287.pdf>
- A quality framework for day-care of children, childminding and school aged childcare [a-quality-framework-for-daycare-of-children-childminding-and-school-aged-childcare.pdf](https://www.careinspectorate.com/a-quality-framework-for-daycare-of-children-childminding-and-school-aged-childcare.pdf) (careinspectorate.com)

Developing visions, values and aims & Improvement Planning

| | | | |
|---|--|--|---|
| Setting Name: | | Date: | |
| National Standard for EL&C Providers | Care Inspectorate Quality Framework | How Good Is Our Early Learning and Childcare? | Health and Social Care Standards |
| Criteria 4.2 | 3.1 | QI 1.1 QI 1.3 | 4.6 4.7 4.8 4.11 4.19 4.20 4.21 |
| Features of high-quality practice | | Evidence - How do we know? | |
| <ul style="list-style-type: none"> • Shared vision, values, aims positively inform practice. • The setting has a clear shared vision for what they would like the provision to be and what they want for the children in their care. • The visions are based on the unique needs of the setting's children and families. • The visions are informed by current thinking in early learning pedagogy. • Children, families, staff and partners are all involved in the creation and regular review of the vision, aims and values of the setting so that everyone is working together for the best interested of the children. These are revisited and updated in line with setting's improvements and to remain relevant to the community the setting works in. • Children and families are supported to understand the vision, aims and values of the centre in the most appropriate way. • Settings should proactively recognise areas for improvement and plan effectively to make changes which will positively impact on children's experience. • Senior leaders ensure that high quality learning through play is at the heart of improvement planning • All leaders create conditions where all people feel confident to initiate well informed change and share responsibility for the process. • All 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. • Senior leaders enable all to be involved and promote accountability and responsibility which leads to a programme of continuous improvement. • The setting has a clear plan, developed in line with self-evaluation evidence, 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. • A manageable, measurable improvement plan is developed with a small number of well-considered priorities to support settings to continuously improve. • By planning improvements systematically and sharing this plan with everyone in the setting, the service supports the success of any improvements | | | |

| | |
|---|--|
| <p>and minimises the risk of continuity in EL&C being jeopardised.</p> <ul style="list-style-type: none"> • The plan should be a working document which is regularly reviewed to help ensure progress towards achieving the identified outcomes and improvements. • Settings who operate more than one type of service, for example, where a nursery is linked to a primary school, it could be developed as part of the wider improvement plan or as a stand-alone plan for the ELC setting. • Where settings have been inspected by the Care Inspectorate and/or Education Scotland, they should ensure that any areas for improvement which are identified through this process are included as a part of the improvement agenda for the setting. • Clear links to evaluations by Care Inspectorate and/or Education Scotland should be made within the improvement plan and key actions to address any areas for improvement included. • Children and families benefit from a culture of continuous improvement. • Children and families know how, and can be helped, to make a complaint or raise a concern about the care and support being received. • Any concern or complaint that is raised about care and support received will be discussed and acted on without negative consequences with the complainant. | |
|---|--|

Key Strengths – How are we doing?

Areas for Improvement – What are we going to do now?

| |
|---|
| <p>Support Tools</p> <ul style="list-style-type: none"> • Self-evaluation How Good is Our Early Learning and Childcare (HGIOELC) 2016 https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK1_NIHeditSelfevaluationHGIELC/HGIOELC020316Revised.pdf • Realising the Ambition. (sections 3, 4, 5 & 6) Realising the Ambition Learning resources National Improvement Hub (education.gov.scot) • A quality framework for day-care of children, childminding and school aged childcare a-quality-framework-for-daycare-of-children-childminding-and-school-aged-childcare.pdf (careinspectorate.com) |
|---|

Criteria 5 – Parent & Carer Engagement and Involvement in the Life of the Setting

| Open and regular communication with parents and carers about the work of the setting and families are meaningfully involved in influencing change | | | |
|---|-------------------------------------|---|--|
| Setting Name: | | Date: | |
| National Standard for EL&C Providers | Care Inspectorate Quality Framework | How Good Is Our Early Learning and Childcare? | Health and Social Care Standards |
| Criteria 5.1 | 1.4 | QI 2.5 QI 2.6 QI 2.7 QI 3.1 | 1.1 1.2 1.6 1.29 2.2 2.3 2.9 3.14 4.2 4.16 4.18 4.23 |
| Features of high-quality practice | | Evidence - How do we know? | |
| <ul style="list-style-type: none"> Families experience a well-planned, respectful introduction to the setting. Families are understood and listened to and there is a welcoming, loving and supportive culture where everyone is accepted, valued and treated with respect and dignity and their human rights are promoted. Staff are well informed about the UNCRC and The Promise and are able to translate this into actions which promote children's overall wellbeing and quality of experience. Information and advice related to the setting has been developed in consultation with parents and carers. In the setting children and families experience positive relationships, social inclusion and are signposted to sources of help when they need them. Practitioners understand the complexities, diversities and cultural difference of individual families and how this can impact each child. All information is in a format or language that is accessible to all parents and carers. Parents are asked e.g., when their child enrolls, if there is anything that would help them get involved, e.g., translation, interpretation, childcare, transport. The setting takes a strategic approach by asking parents and carers what would work for them. The setting uses a range of simple, creative and effective ways to communicate and collaborate with parents and carers, sensitive to their individual needs and circumstances, including the use of social media or other forms of electronic communication. All parents and carers are actively encouraged to participate in the life and work of the setting and ensure that their views are represented. The setting regularly shares information about the work of the setting with parents and carers. The setting involves parents and carers in self-evaluation and planning improvements in the service. | | | |

- Parents/carers have regular opportunities to support improvement by participating in a range of formal and informal activities.
- Children, families, practitioners and partners are all involved in the creation and regular review of the vision, aims and values of the setting.
- A wide range of approaches, for example, through Parent Forums or regular consultation strategies are used to engage with and listen to the views of children, stakeholders and partners.
- Parents can get actively involved at various times – in both regular (e.g., weekly commitments) and infrequent activities.
- Parents and carers know about routes they can use to raise issues that are of concern to them, and it is clear to them how they can contact the setting.
- Everyone involved with the setting’s community has a shared understanding of its strengths and areas for development.
- There are strong, supportive links between the home, the setting and any other organisations involved in the child’s early years.
- Parents and carers understand the role they can play and feel empowered to contribute to decisions.
- The setting identifies the strengths and expertise amongst parents and families and builds on those strengths.
- Parents/carers receive high quality feedback and are aware of the difference their involvement is making to the life and work of the setting.
- If the setting has a website, this is simple and easy to navigate and up to date.
- Parents who are not living with their children – for example, parents who are separated or someone who is working away - get regular updates on what is happening for their child.

Key Strengths – How are we doing?

Areas for Improvement – What are we going to do now?

Support Tools

- Scottish Schools (Parental Involvement) Act 2006: <https://www.gov.scot/publications/guidance-scottish-schools-parental-involvement-act-2006/>
- Engaging parents and families: A toolkit for practitioners: Section 3: Involving all parents <https://education.gov.scot/improvement/Documents/par2-section3-mar19.pdf>
- Education Scotland National Improvement Hub: Engaging with families: <https://education.gov.scot/improvement/learning-resources/engaging-parents-and-families-a-toolkit-forpractitioners>
- Realising the Ambition – Being Me: (P. 38, 52, 58,59, 60, 84, 93, 94) <https://education.gov.scot/media/3bjpr3wa/realisingtheambition.pdf> □ Building the Ambition <https://www2.gov.scot/Resource/0045/00458455.pdf>
- Health & Social Care Standards <https://www.gov.scot/publications/health-social-care-standards-support-life/>

- Getting it Right for Every Child (GIRFEC) <https://www.gov.scot/policies/girfec/>
- Better relationships, better learning, better behaviour <https://www2.gov.scot/Resource/0041/00416217.pdf>
- Parents as Partners in their Children’s Learning Toolkit:
<https://education.gov.scot/parentzone/Documents/parents-as-partners-toolkit.pdf>
- The UNCRC <https://www.cypcs.org.uk/rights/uncrc>
- “Learning together”; Scotland’s national action plan on parental involvement, parental engagement, family learning and learning at home 2018 – 2021:
<https://www.gov.scot/binaries/content/documents/govscot/publications/strategy-plan/2018/08/learning-together-scotlands-national-action-plan-parental-involvement-parentalengagement/documents/00539357-pdf/00539357-pdf/govscot%3Adocument/00539357.pdf>
- Education Scotland: Parentzone Scotland: <https://education.gov.scot/parentzone>
- Self-evaluation How Good is Our Early Learning and Childcare (HGIOELC) 2016
https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK1_NIHeditSelfevaluationHGIELC/HGIOELC020316Revised.pdf
- Pre-Birth to Three: https://stramash.org.uk/wp-content/uploads/2018/08/elc2_prebirthtothreebooklet.pdf
- Family Learning Framework (2018)
<https://education.gov.scot/improvement/Documents/FamilyLearningFrameworkApril18.pdf>

Parents and carers are supported to engage in their child's learning and development

| | | | |
|---|--|--|--|
| Setting Name: | | Date: | |
| National Standard for EL&C Providers | Care Inspectorate Quality Framework | How Good Is Our Early Learning and Childcare? | Health and Social Care Standards |
| Criteria 5.2 | 1.4 | QI 2.5 QI 2.6 QI 2.7 QI 3.1 | 1.1 1.2 1.6 1.29 2.2 2.3 2.9 3.14 4.2 4.16 4.18 4.23 |
| Features of high-quality practice | | Evidence - How do we know? | |
| <ul style="list-style-type: none"> The setting's leaders recognise that building positive relationships with children and families lie at the heart of children's development and lay the foundations for lifelong learning and wellbeing. There is a strong focus on working in partnership with families, support agencies and the community to identify effective improvements that support a better quality of life. Parents and carers are actively involved in determining and planning for the holistic wellbeing needs of their child, including creating and reviewing their child's personal plan. The setting recognises the importance of strong collaboration between practitioners, teachers and partners in designing a continuous curriculum experience for all children as they journey from one phase of their educational experience and care to another. The setting recognises the family as experts in their own experiences and works closely with them to best meet the needs of the children e.g., supporting them to share their questions, views and knowledge about their children. There are positive and trusting relationships between staff and families. The setting supports parents and carers to engage in their child's learning regularly and meaningfully at home and within their setting and suggests helpful ways that parents can support learning with clear information about what their child is learning and how they can provide support at home. The setting consults with parents and carers on how they can help to meet the individual learning needs of the family as a whole and signposts to or provides opportunities for families to learn together through a variety of family learning opportunities. The setting encourages parents and carers to share skills and knowledge to enrich the curriculum and respects and values each person's contribution. The setting provides parents and carers with information, advice and guidance on child development. The setting contacts parents proactively and regularly about their child's learning and progress and reports on progress in an environment where the families feel valued and respected. The setting supports parents to be active participants in the assessment and reporting | | | |

process, provides advice to parents to help talk to their child about their learning and next steps.

Key Strengths – How are we doing?

Areas for Improvement – What are we going to do now?

Support Tools

- Scottish Schools (Parental Involvement) Act 2006: <https://www.gov.scot/publications/guidance-scottish-schools-parental-involvement-act-2006/>
- Engaging parents and families: A toolkit for practitioners: Section 3: Involving all parents <https://education.gov.scot/improvement/Documents/par2-section3-mar19.pdf>
- Education Scotland National Improvement Hub: Engaging with families: <https://education.gov.scot/improvement/learning-resources/engaging-parents-and-families-a-toolkit-forpractitioners>
- Realising the Ambition – Being Me: (P. 38, 52, 58,59, 60, 84, 93, 94) <https://education.gov.scot/media/3bjpr3wa/realisingtheambition.pdf> □ Building the Ambition <https://www2.gov.scot/Resource/0045/00458455.pdf>
- Health & Social Care Standards <https://www.gov.scot/publications/health-social-care-standards-support-life/>
- Getting it Right for Every Child (GIRFEC) <https://www.gov.scot/policies/girfec/>
- Parents as Partners in their Children’s Learning Toolkit: <https://education.gov.scot/parentzone/Documents/parents-as-partners-toolkit.pdf>
- The UNCRC <https://www.cypcs.org.uk/rights/uncrc>
- “Learning together”; Scotland’s national action plan on parental involvement, parental engagement, family learning and learning at home 2018 – 2021: <https://www.gov.scot/binaries/content/documents/govscot/publications/strategy-plan/2018/08/learning-together-scotlands-national-action-plan-parental-involvement-parentalengagement/documents/00539357-pdf/00539357-pdf/govscot%3Adocument/00539357.pdf>
- Education Scotland: Parentzone Scotland: <https://education.gov.scot/parentzone>
- Self-evaluation How Good is Our Early Learning and Childcare (HGIOELC) 2016 https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK1_NIHeditSelfevaluationHGIELC/HGIOELC020316Revised.pdf
- Pre-Birth to Three: https://stramash.org.uk/wp-content/uploads/2018/08/elc2_prebirthtothreebooklet.pdf
- Family Learning Framework (2018) <https://education.gov.scot/improvement/Documents/FamilyLearningFrameworkApril18.pdf>

Criteria 6 – Inclusion

| Compliance with the duties under the Equality Act 2010 | | | |
|---|-------------------------------------|---|--|
| Setting Name: | | Date: | |
| National Standard for EL&C Providers | Care Inspectorate Quality Framework | How Good Is Our Early Learning and Childcare? | Health and Social Care Standards |
| Criteria 6.1 | 1.1 | QI 2.4 QI 2.6 QI 2.7 QI 3.1 | 1.1 1.2 1.6 1.29 2.2 2.3 2.9 3.14 4.2 4.16 4.18 4.23 |
| Features of high-quality practice | | Evidence - How do we know? | |
| <ul style="list-style-type: none"> All staff have a shared understanding of wellbeing and children's rights and are aware of their role in supporting Protected Characteristics (The Equality Act, 2010). Settings can demonstrate how they are meeting the Health and Social Care Standards related to this criterion, such as 1.1. <i>'I am accepted and valued whatever my needs, ability, gender, age, faith, mental health status, race, background or sexual orientation.'</i> The United Nations Convention on the Rights of the Child (UNCRC) and The Convention on The Rights of Persons with Disabilities informs the settings approach to children's rights when planning and making decisions. Diversity is valued and discrimination is challenged. All staff recognise and promote the rights of children and their families; all children are treated with dignity and respect and their basic human rights are upheld. There is a strong focus on driving improvement, promoting flexibility and encouraging innovation to achieved high quality, rights-based care and learning experiences. This is evident throughout the setting's work with children and families. All children with additional support needs receive high quality targeted support, including highly able children. Targeted interventions are effective and lead to positive outcomes for the children. All staff ensure appropriate, proportionate and timely support is provided including specialist input where required. Children requiring additional support have high quality, individualised plans which are shared with all relevant staff. Careful monitoring and reviews ensure that identified support strategies have a positive impact on learning and development. All staff have a shared vision that focuses on achieving the best outcomes for all children and families. All staff recognise that building positive relationships with children and families lie at the heart of children's development and lay the foundations for lifelong learning and wellbeing. All staff understand the significance of what happens beyond the setting, i.e., at home and the challenges of everyday life that can be present. | | | |

| | |
|---|--|
| <ul style="list-style-type: none"> There is a strong focus in working in partnership with families, support and/or partnership agencies and the community to identify effective improvements that support positive outcomes for all. | |
|---|--|

Key Strengths – How are we doing?

| |
|--|
| |
|--|

Areas for Improvement – What are we going to do now?

| |
|--|
| |
|--|

Support Tools

Acts and Policies that are required to meet the criteria:

- Equality Act 2010 (The Equality and Human Rights Commission publication) <https://www.gov.uk/guidance/equality-act-2010-guidance>
- Technical guidance on the Equality Act: https://www.equalityhumanrights.com/sites/default/files/equalityact2010-technicalguidance-schoolsinscotland-2015_0.pdf
- Early Learning and Childcare Statutory Guidance: <https://www.gov.scot/publications/early-learning-childcare-statutory-guidance/pages/19/>
- Gender Equal Pay <https://www.careinspectorate.com/images/documents/4704/Gender%20equal%20play%20in%20early%20learning%20and%20childcare.pdf>
- Health and Social Care Standards: <https://www.gov.scot/publications/health-social-care-standards-support-life/>
- Education (Additional Support for Learning) Scotland 2004: http://www.legislation.gov.uk/asp/2009/7/pdfs/asp_20090007_en.pdf □ Children and Young Peoples Act 2014: <http://www.legislation.gov.uk/asp/2014/8/contents/enacted>
- The UNCRC <https://www.cypcs.org.uk/rights/uncrc>
- Convention on the Rights of Persons with Disabilities. United Nations 2006. <https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities.html> □ National Child Protection Guidelines <https://www2.gov.scot/Resource/0045/00450733.pdf>
- National Risk Framework to Support the Assessment of Children and Young People <https://www.gov.scot/publications/national-risk-framework-support-assessment-children-youngpeople/>

Resources

- An Introduction to Inclusive Education: <https://www.open.edu/openlearncreate/course/view.php?id=3359>
- Gender Equal Play in Early Learning and Childcare CI 2019: <https://www.careinspectorate.com/images/documents/4704/Gender%20equal%20play%20in%20early%20learning%20and%20childcare.pdf>
- Self-evaluation How Good is Our Early Learning and Childcare (HGIOELC) 2016 : https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK1_NIHeditSelfevaluationHGIELC/HGIOELC020316Revised.pdf
- Getting it Right for Every Child (GIRFEC) <https://www.gov.scot/policies/girfec/>
- Pre-Birth to Three https://stramash.org.uk/wp-content/uploads/2018/08/elc2_prebirthtothreebooklet.pdf
- Curriculum for Excellence <https://education.gov.scot/education-scotland/scottish-education-system/policy-for-scottish-education/policy-drivers/cfe-building-from-the-statementappendix-incl-btc1-5/what-is-curriculum-for-excellence>
- 2018 National Improvement Framework and Improvement Plan for Scottish Education <https://www.gov.scot/publications/2018-national-improvement-framework-improvement-plan/>
- Realising the Ambition Section3 <https://education.gov.scot/improvement/learning-resources/realising-the-ambition/>

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 do not provide a barrier to them accessing a full range of experiences and meets their individual needs.

| | | | |
|---|--|--|--|
| Setting Name: | | Date: | |
| National Standard for EL&C Providers | Care Inspectorate Quality Framework | How Good Is Our Early Learning and Childcare? | Health and Social Care Standards |
| Criteria 6.2 | 1.1 | QI 2.4 QI 2.6 QI 2.7 QI 3.1 | 1.1 1.2 1.6 1.29 2.2 2.3 2.9 3.14 4.2 4.16 4.18 4.23 |
| Features of high-quality practice | | Evidence - How do we know? | |
| <ul style="list-style-type: none"> All staff engage in professional learning which takes due account of the legislative framework related to wellbeing, equality and inclusion. They use their knowledge to meet the diverse development and learning needs of each child through effective support and specialist resources. All staff are responsive to the family circumstances of all children, particularly those who are vulnerable, disadvantaged or looked after, including those living in financial hardship. All staff have a duty to identify, provide for and review the additional support needs of their children. The setting's approach to getting it right for all children focuses on improving outcomes for children and their families. There is a well-established and effective key worker approach, which is responsive to the individual needs of children, to promote and support their wellbeing. All staff understand the effects of poverty on children's development and learning. All staff actively promote inclusion and equity, supporting all children to make very good progress and fulfil their potential. The curriculum and approaches to learning and child development promote diversity and equality. Children's needs are identified quickly through careful observation and effective analysis of assessment information, and all staff recognise that any learner may require additional support at some stage in their lives. All staff have high expectations for all children and use a range of strategies to support the individual learners to reach their full potential. All staff engage with and support individual learners, having regular interactions, and where developmentally appropriate, learning conversations. There is an effective blend of adult supported and child-initiated play and learning experiences which are shared between home and other settings. All staff understand child development theory and practice and apply their knowledge when supporting children to develop their full potential. | | | |

- Managers and leaders ensure that all staff know, understand and use the wellbeing indicators in a meaningful way, fully embedding them into daily life. The children show a developing understanding of the wellbeing indicators.
- Staff work to build empowering and respectful relationships with children and families.
- Children show consideration and empathy for others supported by consistent positive relationships.
- Staff work closely with key partners to remove barriers to learning and provide an inclusive, nurturing learning environment.
- Play and learning experiences are planned effectively and in a skilful way to meet children's individual needs and help children to make sustained progress.
- All staff are highly effective in recognising, capturing and celebrating children's individual successes and achievements and sharing with families and partner agencies.
- Staff effectively track children's progress across their learning and development to ensure the provision and experiences are relevant and responsive.
- Children are involved in making decisions about their own learning and supported to plan and evaluate their own experiences.
- Parents/carers and, where appropriate, children are actively involved with staff to sensitively plan for and effectively manage all transitions to meet children's emotional and learning needs.
- Children are encouraged to begin exploring the thoughts, feelings, attitudes, values and beliefs that influence their lives and relationships in a developmentally appropriate way.
- Full account is taken of children's rights and is considered in respect of their stage of development and when planning learning.
- 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.
- Effective communication and planning enables continuity of care and learning for children accessing more than one ELC setting.

Key Strengths – How are we doing?

Areas for Improvement – What are we going to do now?

Support Tools

Act and Policies that are required to meet the criteria:

- Equality Act 2010 (The Equality and Human Rights Commission publication) <https://www.gov.uk/guidance/equality-act-2010-guidance>
- Technical guidance on the Equality Act: https://www.equalityhumanrights.com/sites/default/files/equalityact2010-technicalguidance-schoolsinscotland-2015_0.pdf
- Early Learning and Childcare Statutory Guidance: <https://www.gov.scot/publications/early-learning-childcare-statutory-guidance/pages/19/>
- Gender Equal Play <https://www.careinspectorate.com/images/documents/4704/Gender%20equal%20play%20in%20early%20learning%20and%20childcare.pdf>
- Health and Social Care Standards: <https://www.gov.scot/publications/health-social-care-standards-support-life/>
- Education (Additional Support for Learning) Scotland 2004: http://www.legislation.gov.uk/asp/2009/7/pdfs/asp_20090007_en.pdf
- Children and Young Peoples Act 2014: <http://www.legislation.gov.uk/asp/2014/8/contents/enacted>
- The UNCRC <https://www.cypcs.org.uk/rights/uncrc>
- Convention on the Rights of Persons with Disabilities. United Nations 2006. <https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities.html>
- National Child Protection Guidelines <https://www2.gov.scot/Resource/0045/00450733.pdf>
- National Risk Framework to Support the Assessment of Children and Young People <https://www.gov.scot/publications/national-risk-framework-support-assessment-children-youngpeople/>

Resources

- An Introduction to Inclusive Education: <https://www.open.edu/openlearncreate/course/view.php?id=3359>
- Gender Equal Play in Early Learning and Childcare CI 2019: <https://www.careinspectorate.com/images/documents/4704/Gender%20equal%20play%20in%20early%20learning%20and%20childcare.pdf>
- Self-evaluation How Good is Our Early Learning and Childcare (HGIOELC) 2016 : https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK1_NIHeditSelfevaluationHGIELC/HGIOELC020316Revised.pdf
- Getting it Right for Every Child (GIRFEC) <https://www.gov.scot/policies/girfec/>
- Pre-Birth to Three https://stramash.org.uk/wp-content/uploads/2018/08/elc2_prebirthtothreebooklet.pdf
- Curriculum for Excellence <https://education.gov.scot/education-scotland/scottish-education-system/policy-for-scottish-education/policy-drivers/cfe-building-from-the-statementappendix-incl-btc1-5/what-is-curriculum-for-excellence>
- 2018 National Improvement Framework and Improvement Plan for Scottish Education <https://www.gov.scot/publications/2018-national-improvement-framework-improvement-plan/>
- Realising the Ambition Section3 <https://education.gov.scot/improvement/learning-resources/realising-the-ambition/>

Criteria 7 – Business Sustainability

Criteria for ALL SETTINGS

- Settings wishing to deliver the funded entitlement must be able to demonstrate that they are financially viable providers.

In summary:

- The National Standards Criteria 7 makes it clear that all settings delivering the funded entitlement must be able to demonstrate that their business model is, and continues to be financially viable through the provision of appropriate financial information, which may include accounts and business forecasts/projections in regard to the business. A Business Continuity Plan must also be in place.
- Evidence to confirm compliance with the above criteria may be requested at any time.
- Newly registered settings wishing to deliver the funded entitlement will have had a financial viability check completed by the Care Inspectorate upon registration. This will be used as evidence of business sustainability in the funded provider probationary status period. When the probationary funded status is under review, the criteria as issued and agreed for existing settings will apply.

Childminding settings wishing to deliver the funded entitlement will be expected to have a contingency plan in place. This must detail arrangements for the children in their care should they stop providing the service e.g. if the service was temporarily unavailable due to illness or the service was closed permanently.

Criteria 8 – Fair Work Practices, Including Payment of the Living Wage

Criteria for ALL SETTINGS (EXCLUDING CHILDMINDERS WHO DO NOT EMPLOY STAFF)

- Settings, including childminders where workers are regularly employed to provide direct care to children, who agree to deliver the funded entitlement will, in accordance with the supporting guidance on Transition Options, pay the real Living Wage to all childcare workers delivering the funded entitlement and commit to adopting and demonstrating Fair Work practices in their setting.

In committing to Fair Work practices, settings must take into account:

- a fair and equal pay policy across their setting, (including a commitment to supporting the real Living Wage)
- 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
- 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;
- security of employment and hours of work, avoiding exploitative employment practices such as unfair zero hours contracts, or pregnancy and maternity discrimination;
- 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;
- 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

The setting must ensure that they comply with the criteria set out in the National Standards Criteria 8, and may be asked to evidence ways in which they do this.

Criteria 9 – Payment processes

Criteria for ALL SETTINGS

- Settings delivering the funded entitlement must ensure that access to the funded hours are free at the point of access to the child and that parents and carers are not subject to any fees in relation to the funded hours. The setting must ensure that they comply with the criteria set out in the National Standards Criteria 9, and will be asked to evidence ways in which they do this.

The setting must ensure that:

- 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;
- no top-up fees are charged to parents and carers relating to the funded hours;
- 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;
- additional charges to parents and carers relating to the funded hours should be optional, and limited to, for example, snacks and costs of outings or extracurricular activities such as music classes; and
- 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.

Criteria 10 – Food

| The appointed ELC setting will provide an important opportunity for maximising healthy eating | | | |
|--|-------------------------------------|---|--|
| Setting Name: | | Date: | |
| National Standard for EL&C Providers | Care Inspectorate Quality Framework | How Good Is Our Early Learning and Childcare? | Health and Social Care Standards |
| Criteria 10 | 1.1 | QI 2.4 QI 2.6 QI 3.1 | 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 |
| Features of high-quality practice | | Evidence - How do we know? | |
| <ul style="list-style-type: none"> The setting has a clear and comprehensive policy for the provision of healthy meals and snacks for children that is consistent with Setting the Table, The Eatwell Guide and Food Matters. Staff have completed or are about to complete the relevant Food Hygiene course (Setting the Table states at least one person) All staff should be aware of choking risks and be suitably trained to identify and minimise these risks at mealtimes. All staff recognise that a strong focus on health and wellbeing impacts positively on children’s learning and development. Leaders ensure that high quality health and wellbeing is fully embedded in the daily life of the setting and consistently promoted by all practitioners. Managers and leaders ensure that all staff know, understand and use the wellbeing indicators in a meaningful way and have a shared understanding of children’s needs and rights. Children show a developing understanding of The Wellbeing Indicators. The setting provides high quality experiences that ensure the children have opportunities to maximise healthy eating and establish healthy eating habits in the earliest years. Children are enabled and supported to have a positive relationship with food. Effective personal planning provides consistency and continuity of care and ensures all children’s needs are met in a manner that reflects their wishes and choices. The setting recognises the importance of health education and aims to support vulnerable families to reduce health inequalities by providing healthy and nutritionally balanced meals. Families and carers are consulted on how dietary preferences might be accommodated and the setting ensures that dietary needs are met. Light and main meals are provided either as a breakfast, lunch or an early evening meal dependant on the 1140 model the setting is providing. The meals may not be a hot meal, but all meals and snacks meet the most up-to-date nutritional guidance provided for Early Learning and Childcare (refer to Setting the Table document). | | | |

- The menu and recipe suggestions are based on the assumption that children obtain 30% of nutritional requirements from a main meal; 20% from a light meal; and 10% of nutritional requirements from a snack.
- Children can choose suitably presented and healthy meals and snacks, which are minimally processed and include fresh fruit and vegetables.
- All children are encouraged and supported by staff, who know them well, to be independent. Support is given with eating and drinking as required and is carried out in a dignified way that ensures children's personal preferences are respected.
- All staff understand it is important to supervise young children when they are eating and require assistance if required.
- Staff understand that some foods may need additional preparation to reduce the risk of choking.
- Children can enjoy unhurried snack and mealtimes in as relaxed an atmosphere as possible.
- All children are encouraged to participate in menu planning.
- Children can choose to make their own meals, snacks and drinks, with support when needed, alongside other people using and working in the service, if appropriate.
- Children's meals and snacks meet their cultural and dietary needs, beliefs and preferences.
- Children can participate in growing, cooking and eating food their own food where possible.
- Children have access to and can always drink fresh water.
- Routines such as mealtimes, rest times and personal hygiene should be viewed as learning opportunities where staff take time to support and encourage children to learn necessary skills for life.
- All staff use high quality appropriate early language, mathematics and health and wellbeing experiences to promote and enhance learning.
- Families feel involved in the process of their child's mealtimes in the setting.
- Staff remain solution-focused to ensure any potential issues are tackled in a supportive and informed manner.

Key Strengths – How are we doing?

Areas for Improvement – What are we going to do now?

Support Tools

- Setting the Table <http://www.healthscotland.com/uploads/documents/30341-Setting%20the%20Table.pdf>
- Eatwell Guide <http://fss-eatwellguide.scot/>

- Food Matters <https://hub.careinspectorate.com/how-we-support-improvement/care-inspectorate-programmes-and-publications/food-matters/>
- First Steps Nutrition, Good food choices and portion sizes for 1-4 year olds: <https://www.firststepsnutrition.org/eating-well-early-years>
- First Steps Nutrition, Eating Well: Packed lunches for 1-4 year olds: https://static1.squarespace.com/static/59f75004f09ca48694070f3b/t/5a926d288165f549b5a68ca2/1519545646246/Packed_lunches_Dec17.pdf
- First Steps Nutrition, Eating Well: Snacks for 1-4 year olds: https://static1.squarespace.com/static/59f75004f09ca48694070f3b/t/5afc5f01f950b7630a19e028/1526488846381/Eating_well_snacks_for_1-4_years_for_web.pdf
- First Steps Nutrition, Eating Well: Vegan infant and Under 5's https://static1.squarespace.com/static/59f75004f09ca48694070f3b/t/5e56fa31f3d6f227ed61362c/1582758484838/Eating_well_Vegans-Feb_2020_forweb.pdf
- Food Matters <https://hub.careinspectorate.com/how-we-support-improvement/care-inspectorate-programmes-and-publications/food-matters/>
- Food Standards Agency www.food.gov.uk/enforcement/yourarea/
- Health Protection Scotland <https://www.hps.scot.nhs.uk/>
- Education Scotland's Food for Thought: The Way We Grow and Catch Food (Sow it, Grow it, Eat it) <https://education.gov.scot/improvement/Documents/hwb19-the-way-we-grow-andcatch-food.pdf>
- Education Scotland's Food For Thought: Supporting Practitioners to Explore the Progression in Food, Health and Technologies Experiences and Outcomes <https://education.gov.scot/improvement/Documents/hwb19-food-and-health-skills.pdf>
- Education Scotland, Food education – Better Eating, Better Learning - Calderwood Lodge Nursery Class: <https://education.gov.scot/improvement/practice-exemplars/hwb42-calderwoodlodge>
- Education Scotland, Health and Wellbeing: responsibility of all. Making the links... making it work: <https://education.gov.scot/improvement/documents/hwb30-booklet.pdf> □ Food Standards Scotland, Food Safety: <http://www.foodstandards.gov.scot/consumers/food-safety>
- NHS Health Scotland, Tackling the attainment gap by preventing and responding to Adverse Childhood Experiences <http://www.healthscotland.scot/publications/tackling-the-attainmentgap-by-preventing-and-responding-to-adverse-childhood-experiences>
- Scottish Government, Better Eating, Better Learning, Self-Evaluation Tool: <http://www.gov.scot/Resource/0044/00446318.pdf>
- Scottish Government, Better Eating, Better Learning: A new context for school food, Appendix E: Food calendar: <http://www.gov.scot/Publications/2014/03/1606> □ Food and health skills support resource: Education Scotland <https://education.gov.scot/improvement/learning-resources/food-and-health-skills-support-resource>
- Good practice guidance: prevention and management of choking episodes in babies and children <https://www.careinspectorate.com/images/documents/5459/Good%20practice%20guidance%20prevention%20and%20management%20of%20choking%20episodes%20in%20babies%20and%20children.pdf>
 - [Qand%20children.pdf](https://www.careinspectorate.com/images/documents/5459/Good%20practice%20guidance%20prevention%20and%20management%20of%20choking%20episodes%20in%20babies%20and%20children.pdf)

Glossary

| | |
|---------------------------|--|
| Personal Plan | <p><i>The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011</i>: states that all service providers must prepare a written plan (“the personal plan”) for every child in their care and in consultation with the child’s representative (family or carer). The plan sets out a holistic overview of the child and states how each child’s health, welfare and safety needs are to be supported to enable them to develop their full potential. This must be done within 28 days of their start date and it must be reviewed at least once in every six-month period and whenever there is a significant change in the child’s, welfare or safety needs.</p> <p>https://www.legislation.gov.uk/ssi/2011/210/regulation/5/made</p> |
| Child’s Plan | <p>Child’s Plan refers to a plan of action drawn up for a child where evidence suggests that one or more targeted interventions are required to meet the child’s wellbeing and learning needs. This is managed and reviewed through a single meeting structure even if the child is involved with several agencies e.g., Ed Psy, SLT, CAHMS etc</p> |
| Targeted support | <p>Targeted support refers to additional or targeted support, tailored to the individual circumstances of a young child. This could be at any point of their learning journey or, for some, throughout the journey. This ‘targeted’ support can be, but is not exclusively, delivered by practitioners with additional training and expertise.</p> |
| Universal support | <p>Universal support is the responsibility of all practitioners and partners. It includes children’s entitlements to conversations about learning, reviewing progress and planning next steps as part of effective personal learning planning.</p> |
| Senior Leaders | <p>Within the context of this document, Senior Leaders refers to Head Teachers, Deputy Head Teachers, Principal Teachers with responsibility for the Nursery, Local Authority Centre Managers, Funded Provider Managers and Deputy Managers</p> |
| Leaders | <p>Within the context of this document, Leaders refers to Deputy Head Teachers and/or Principal Teachers who have responsibility for the Nursery, Local Authority Centre Managers, SEYOs, Funded Provider Managers, Deputy Managers and Room Leaders</p> |
| Partners | <p>Partners include all individuals or organisations that deliver learning and contribute to the life and work of the setting. These may include third sector, community organisations, libraries, local businesses, etc.</p> |
| Staff | <p>Refers to all staff who work within the Early Learning and Childcare provision: SEYOs, Room Leads, Practitioners, Play workers, Support workers, Modern Apprentices, ASN Support workers</p> |
| Protected Characteristics | <p>Protected characteristics is the term used in The Equality Act 2010 to describe who is protected by law. Protection varies on whether a person is at work or using the service. There are eight protected characteristics of people who use services. These are: disability; sex (gender); gender reassignment; pregnancy and maternity; race; religion or belief; sexual orientation; and age.</p> |
| Settings | <p>The term settings encompasses all physical environments both inside and out which children can access.</p> |

| | |
|--------|---|
| Equity | Equity means treating people fairly, but not necessarily treating people all the same. Equity in ELC means that personal or social circumstances such as gender, ethnic origin or family background are not obstacles to achieving potential and that all our babies, toddlers and young children are well supported to secure the best possible outcomes. Equity means giving individuals what they need to reach their potential, and not just treating all children equally. |
|--------|---|