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**EARLY LEARNING AND CHILDCARE**

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**QUALITY IMPROVEMENT FRAMEWORK FOR THE EARLY LEARNING AND CHILDCARE SECTOR**

**SELF EVALUATION TOOLKIT – ELC SECTOR**

**SEPTEMBER 2025**

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# 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.

* [Quality Improvement Framework for the Early Learning and Childcare Sectors](https://education.gov.scot/inspection-and-review/inspection-frameworks/quality-improvement-framework-for-the-early-learning-and-childcare-sectors/)
* [Health and Social Care Standards: My support, my life](https://www.careinspectorate.com/images/Health_and_Social_Care_Standards.pdf)
* [Realising the Ambition](https://education.gov.scot/media/3bjpr3wa/realisingtheambition.pdf).

**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 when using this toolkit to evaluate the quality of their provision.**

**This guide has been presented in a format that will support settings to self-evaluate against national benchmark frameworks.**

# [QUALITY IMPROVEMENT FRAMEWORK FOR THE EARLY LEARNING AND CHILDCARE SECTORS](https://education.gov.scot/inspection-and-review/inspection-frameworks/quality-improvement-framework-for-the-early-learning-and-childcare-sectors/)

## CROSS REFERENCE MATRIX

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **KEY QUESTION 1 - LEADERSHIP** | | | | |
| Quality Indicator | Themes | The National Standards for Early Learning and Childcare | The National Standards for Early Learning and Childcare – Sub Criterion | Health and Social Care Standards |
| Leadership and Management of staff and resource | Vision, values and aims | **Criterion 4**  Self-Evaluation and Improvement | 4.1 The setting uses relevant national self-evaluation frameworks to self-evaluate and systematically identify strengths and areas for improvement. | 4.6  4.7  4.8  4.11  4.19  4.20  4.21 |
| Self-evaluation, quality assurance and implementing change | **Criterion 4**  Self-Evaluation and Improvement | 4.2 The setting has a clear plan, developed in line with self-evaluation evidence from Education Scotland and Care Inspectorate scrutiny activities, research and national practice guidance, to continuously improve the quality of provision and outcomes for children and families. | 4.6  4.7  4.8  4.11  4.19  4.20  4.21 |
| Staff recruitment and induction | **Criterion 1**  Staffing, leadership and management | 1.2All support workers, practitioners and lead practitioners/managers working in the setting and included in the adult: child ratios must have either obtained the benchmark qualification for the role or, if they are still within their first 5 years of registered will have started working towards this.  1.5 Staff new to delivering funded ELC within the last year are familiar with the content of the most up-to-date version of the national induction resource. | 3.6  3.7  3.9  3.14  4.1  4.2  4.3  4.11  3.14  4.3  4.9  4.23  4.24 |
| Quality Indicator | Themes | The National Standards for Early Learning and Childcare | The National Standards for Early Learning and Childcare – Sub Criterion | Health and Social Care Standards |
| Staff skills, knowledge values and deployment | Staff skills, knowledge and values | **Criterion 1**  Staffing, leadership and management | 1.1 Care Inspectorate Quality evaluations are “Good” or better on themes that relate to quality staff reams and leadership  1.4 All SSSC registered staff in the setting are achieving the Continuous Professional Learning requirements as set by the SSSC | 3.6  3.7  3.9  3.14  4.1  4.2  4.3  4.9  4.11  4.23  4.24 |
| Staff deployment | **Criterion 1**  Staffing, leadership and management | 1.3Sustainable staffing structures are in place which met the recommended adult: child ratios. | 3.14  3.15  3.16  3.17  3.18  3.19 |
| Quality Indicator | Themes | The National Standards for Early Learning and Childcare | The National Standards for Early Learning and Childcare – Sub Criterion | Health and Social Care Standards |
| Leadership of continuous improvement | Pedagogical leadership | **Criterion 1**  Staffing, leadership and management | 1.2All support workers, practitioners and lead practitioners/managers working in the setting and included in the adult: child ratios must have either obtained the benchmark qualification for the role or, if they are still within their first 5 years of registered will have started working towards this. | 3.6  3.7  3.9  3.14  4.1  4.2  4.3  4.11 |
| Leadership and professional learning | **Criterion 1**  Staffing, leadership and management | 1.4All SSSC registered staff in the setting are achieving the Continuous Professional Learning requirements as set by the SSSC | 3.6  3.7  3.9  3.14  4.1  4.2  4.3  4.9  4.11  4.23  4.24 |
| Planning and continuous improvement | **Criterion 4**  Self-Evaluation and Improvement | 4.2 The setting has a clear plan, developed in line with self-evaluation evidence from Education Scotland and Care Inspectorate scrutiny activities, research and national practice guidance, to continuously improve the quality of provision and outcomes for children and families | 4.6  4.7  4.8  4.11  4.19  4.20  4.21 |

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| **KEY QUESTION 2 – CHILDREN THRIVE AND DEVELOP IN QUALITY SPACES** | | | | |
| Quality Indicator | Themes | The National Standards for Early Learning and Childcare | The National Standards for Early Learning and Childcare – Sub Criterion | Health and Social Care Standards |
| Children experience high quality spaces | Quality, safety and maintenance of spaces | **Criterion 3**  Physical Environment | 3.1 Care Inspectorate Quality evaluations are “Good” or better on themes that relate to Quality of the Setting  3.2 Children have daily access to outdoor play and they regularly experience outdoor play in a natural environment as part of their funded ELC offer. | 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 |
| Children influence and affect change | **Criterion 1**  Staffing, leadership and management  **Criterion 4**  Self-Evaluation and Improvement | 1.1 Care Inspectorate Quality evaluations are “Good” or better on themes that relate to quality staff reams and leadership  4.1 The setting uses relevant national self-evaluation frameworks to self-evaluate and systematically identify strengths and areas for improvement.  4.2 The setting has a clear plan, developed in line with self-evaluation evidence from Education Scotland and Care Inspectorate scrutiny activities, research and national practice guidance, to continuously improve the quality of provision and outcomes for children and families. | 1.27  1.30  2.24  2.27  4.6  4.7  4.8  4.11  4.19  4.20  4.21 |
| Information management |  |  |  |

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| **KEY QUESTION 3 – CHILDREN PLAY AND LEARN** | | | | |
| Quality Indicator | Themes | The National Standards for Early Learning and Childcare | The National Standards for Early Learning and Childcare – Sub Criterion | Health and Social Care Standards |
| Play and learning | Children’s engagement | **Criteria 2**  Development of Children’s Cognitive Skills, health and Wellbeing | 2.1 Care Inspectorate Quality evaluations are “Good” or better on themes that relate to Quality of Care, Play and Learning | 1.27  2.27  3.13 |
| Quality interactions | **Criteria 2**  Development of Children’s Cognitive Skills, health and Wellbeing | 2.1 Care Inspectorate Quality evaluations are “Good” or better on themes that relate to Quality of Care, Play and Learning | 1.27  2.27  3.13 |
| Child centred planning and assessment | **Criteria 2**  Development of Children’s Cognitive Skills, health and Wellbeing | 2.1 Care Inspectorate Quality evaluations are “Good” or better on themes that relate to Quality of Care, Play and Learning | 1.27  2.27  3.13 |
| Quality Indicator | Themes | The National Standards for Early Learning and Childcare | The National Standards for Early Learning and Childcare – Sub Criterion | Health and Social Care Standards |
| Curriculum | Curriculum rationale and design | **Criteria 2**  Development of Children’s Cognitive Skills, health and Wellbeing | 2.1 Care Inspectorate Quality evaluations are “Good” or better on themes that relate to Quality of Care, Play and Learning | 1.27  2.27  3.13 |
| Continuity and progression in the curriculum | **Criteria 2**  Development of Children’s Cognitive Skills, health and Wellbeing | 2.1 Care Inspectorate Quality evaluations are “Good” or better on themes that relate to Quality of Care, Play and Learning | 1.27  2.27  3.13 |
| Partnerships | **Criteria 2**  Development of Children’s Cognitive Skills, health and Wellbeing | 2.1 Care Inspectorate Quality evaluations are “Good” or better on themes that relate to Quality of Care, Play and Learning | 1.27  2.27  3.13 |
| Skills for life and learning | **Criteria 2**  Development of Children’s Cognitive Skills, health and Wellbeing | 2.1 Care Inspectorate Quality evaluations are “Good” or better on themes that relate to Quality of Care, Play and Learning | 1.27  2.27  3.13 |
| Quality Indicator | Themes | The National Standards for Early Learning and Childcare | The National Standards for Early Learning and Childcare – Sub Criterion | Health and Social Care Standards |
| Learning, teaching and assessment | Children’s experiences and spaces | **Criteria 2**  Development of Children’s Cognitive Skills, health and Wellbeing | 2.1 Care Inspectorate Quality evaluations are “Good” or better on themes that relate to Quality of Care, Play and Learning | 1.27  2.27  3.13 |
| Interactions to support learning | **Criteria 2**  Development of Children’s Cognitive Skills, health and Wellbeing | 2.1 Care Inspectorate Quality evaluations are “Good” or better on themes that relate to Quality of Care, Play and Learning | 1.27  2.27  3.13 |
| Planning and assessment | **Criteria 2**  Development of Children’s Cognitive Skills, health and Wellbeing | 2.1Care Inspectorate Quality evaluations are “Good” or better on themes that relate to Quality of Care, Play and Learning | 1.27  2.27  3.13 |
| Tracking and monitoring | **Criteria 2**  Development of Children’s Cognitive Skills, health and Wellbeing | 2.1 Care Inspectorate Quality evaluations are “Good” or better on themes that relate to Quality of Care, Play and Learning | 1.27  2.27  3.13 |

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| **KEY QUESTION 4 - CHILDREN ARE SUPPORTED TO ACHIEVE** | | | | |
| Quality Indicator | Themes | The National Standards for Early Learning and Childcare |  | Health and Social Care Standards |
| Nurturing care and support | Nurturing care | **Criteria 2**  Development of Children’s Cognitive Skills, health and Wellbeing | 2.1 Care Inspectorate Quality evaluations are “Good” or better on themes that relate to Quality of Care, Play and Learning | 1.14  1.15  1.19  1.23  2.15  2.17  3.5  3.6  3.10 |
| Personal planning | **Criteria 2**  Development of Children’s Cognitive Skills, health and Wellbeing | 2.1 Care Inspectorate Quality evaluations are “Good” or better on themes that relate to Quality of Care, Play and Learning | 1.14  1.15  1.19  1.23  2.15  2.17  3.5  3.6  3.10 |
| Connections with family | **Criteria 5**  Parent and carer engagement and involvement in the life of the setting | 5.1 There is open and regular communication with parents and carers about the work of the setting and families are meaningfully involved in influencing change.  5.2 Parent’s and carers are supported to engage in their child’s learning and development. | 1.1  1.9  1.10  2.8  2.9  2.10  2.11  3.1  3.6  6.7  4.6  4.6  4.7  4.18  4.23  1.15  1.19  1.2 1.  23 1.  3 1.9  2.17 |
| Quality Indicator | Themes | The National Standards for Early Learning and Childcare | The National Standards for Early Learning and Childcare – Sub Criterion | Health and Social Care Standards |
| Wellbeing, inclusion and equality | Positive relationships and wellbeing | **Criteria 2**  Development of Children’s Cognitive Skills, health and Wellbeing | 2.1 Care Inspectorate Quality evaluations are “Good” or better on themes that relate to Quality of Care, Play and Learning | 1.14  1.15  1.19  1.23  2.15  2.17  3.5  3.6  3.10 |
| Universal support | **Criteria 2**  Development of Children’s Cognitive Skills, health and Wellbeing | 2.1 Care Inspectorate Quality evaluations are “Good” or better on themes that relate to Quality of Care, Play and Learning | 1.14  1.15  1.19  1.23  2.15  2.17  3.5  3.6  3.10 |
| Identification of learning needs and targeted support | **Criteria 2**  Development of Children’s Cognitive Skills, health and Wellbeing  **Criteria 6**  Inclusion | 2.1 Care Inspectorate Quality evaluations are “Good” or better on themes that relate to Quality of Care, Play and Learning  6.1 The setting must comply with the duties under the Equalities Act 2010.  6.2 The setting will be willing to provide appropriate support, including making any reasonable changes to the care and learning environment, in order to meet the individual needs of the child. This will ensure that children’s additional support needs do not provide a barrier to them accessing a full range of experiences. | 1.14  1.15  1.19  1.23  2.15  2.17  3.5  3.6  3.10  1.1  1.2  1.6  1.29  2.2  2.3  2.9  3.14  4.2  4.16  4.18  4.23 |
| Inclusion and equality | **Criteria 2**  Development of Children’s Cognitive Skills, health and Wellbeing  **Criteria 6**  Inclusion | 2.1 Care Inspectorate Quality evaluations are “Good” or better on themes that relate to Quality of Care, Play and Learning  6.1 The setting must comply with the duties under the Equalities Act 2010.  6.2 The setting will be willing to provide appropriate support, including making any reasonable changes to the care and learning environment, in order to meet the individual needs of the child. This will ensure that children’s additional support needs do not provide a barrier to them accessing a full range of experiences. | 1.14  1.15  1.19  1.23  2.15  2.17  3.5  3.6  3.10  1.1  1.2  1.6  1.29  2.2  2.3  2.9  3.14  4.2  4.16  4.18  4.23 |
| Quality Indicator | Themes | The National Standards for Early Learning and Childcare | The National Standards for Early Learning and Childcare – Sub Criterion | Health and Social Care Standards |
| Children’s Progress | Progress over time across all areas of learning | **Criteria 2**  Development of Children’s Cognitive Skills, health and Wellbeing | 2.2 The setting must have a framework to support children’s learning that is informed by national guidance and is appropriate to support individual children’s development and learning through child-centred play pedagogy. | 1.27  2.27  3.13 |
| Overall quality of children’s achievements | **Criteria 2**  Development of Children’s Cognitive Skills, health and Wellbeing | 2.2The setting must have a framework to support children’s learning that is informed by national guidance and is appropriate to support individual children’s development and learning through child-centred play pedagogy. | 1.27  2.27  3.13 |
| Ensuring equity for all children | **Criteria 2**  Development of Children’s Cognitive Skills, health and Wellbeing  **Criteria 6**  Inclusion | 2.2 The setting must have a framework to support children’s learning that is informed by national guidance and is appropriate to support individual children’s development and learning through child-centred play pedagogy.  6.1 The setting must comply with the duties under the Equalities Act 2010.  6.2 The setting will be willing to provide appropriate support, including making any reasonable changes to the care and learning environment, in order to meet the individual needs of the child. This will ensure that children’s additional support needs do not provide a barrier to them accessing a full range of experiences. | 1.1  1.2  1.6  1.29  2.2  2.3  2.9  3.14  4.2  4.16  4.18  4.23 |
| Quality Indicator | Themes | The National Standards for Early Learning and Childcare | The National Standards for Early Learning and Childcare – Sub Criterion | Health and Social Care Standards |
| Safeguarding and child protection | Arrangements for safeguarding, including child protection | **Criteria 2**  Development of Children’s Cognitive Skills, health and Wellbeing | 2.1 Care Inspectorate Quality evaluations are “Good” or better on themes that relate to Quality of Care, Play and Learning | 3.20  3.21  3.22  4.17 |
| Children are safe, secure and protected from harm | **Criteria 2**  Development of Children’s Cognitive Skills, health and Wellbeing | 2.1 Care Inspectorate Quality evaluations are “Good” or better on themes that relate to Quality of Care, Play and Learning | 3.20  3.21  3.22  4.17 |
| National guidance and legislation | **Criteria 2**  Development of Children’s Cognitive Skills, health and Wellbeing | 2.1 Care Inspectorate Quality evaluations are “Good” or better on themes that relate to Quality of Care, Play and Learning | 3.20  3.21  3.22  4.17 |

# LEADERSHIP QUALITY INDICATORS

## GRAFFITI WALL - [LEADERSHIP AND MANAGEMENT OF RESOURCES](https://education.gov.scot/inspection-and-review/inspection-frameworks/quality-improvement-framework-for-the-early-learning-and-childcare-sectors/early-learning-and-childcare-quality-indicators/)

**Staff Recruitment and Induction**

**Self-Evaluation, Quality Assurance and Implementing Change**

**Vision, Values and Aims**

**LEADERSHIP**

**QUALITY INDICATOR - LEADERSHIP AND MANAGEMENT OF STAFF AND RESOURCES**

**Children and families involved in design of VVA**

**Shared vision by all**

**Values are embedded in setting life**

**VVA inform daily practice**

**Shared leadership and responsibility**

**Change is embraced**

**Promotion of high standards for all**

**Quality culture embraced by all**

**Shared responsibility**

**Communication of vision, values and aims**

**Ethos of continuous improvement**

**Shared understanding of strengths**

**Appropriate, well managed pace of change**

**Self-evaluation drives improvement**

**High quality learning and play at heart**

**Data systematically gathered**

**Sharing of highly effective practice**

**Quality assurance activities have impact**

**Areas for improvement understood by all**

**Constant self-evaluation**

**Safe recruitment practices**

**Induction of temporary staff**

**Mentoring of new staff**

**Roles and responsibilities understood**

**Families/children aware of temporary staff**

**Temporary staff understand responsibilities**

**Families involved in recruitment**

**Time set aside for mentoring**

**Personalised induction programmes**

**Use of national induction resource**



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| QI - [LEADERSHIP AND MANAGEMENT OF RESOURCES](https://education.gov.scot/inspection-and-review/inspection-frameworks/quality-improvement-framework-for-the-early-learning-and-childcare-sectors/early-learning-and-childcare-quality-indicators/) | | | | | |
| **DATE EVALUATED:** |  | **EVALUATED BY:** |  | **SELF EVALUATION GRADE:** |  |
| Vision, values and aims | | Self-evaluation, quality assurance and implementing change | | Staff recruitment and induction | |
| The following challenge questions can support your self-evaluation:   * How effectively do we collaborate with children, families and other stakeholders in developing a shared vision and purpose? * To what extent is our vision aspirational and challenging? * How well does our vision, values and aims inform our daily practice? * What impact do our vision, values and aims have on improving the quality of the early learning and childcare we provide? * How do we know our quality assurance processes improve outcomes for children and families? * How well do staff understand their responsibility in improvement through self-evaluation? * To what extent are staff empowered to make changes? * How has the use of best practice documents and national guidance led to improvement in children’s experiences and outcomes? * How have we used children’s voices to evaluate and inform our practice and provision? * How do we engage our families and children to ensure they have a role in our improvement journey? * How do we ensure staff recruitment processes reflect current best practice and national guidance? * In what ways do we ensure our recruitment process attracts people with the right values, skills and knowledge for their role? * How do we ensure that our induction processes are tailored to meet the needs of different staff roles and responsibilities? | | | | | |
| How are we doing? | | | How do we know? | | |
|  | | |  | | |
| What are we going to do next? *Consider: How are we going to do it? Who will be responsible? When will we do it? How will we know that we have achieved it?* | | | | | |
|  | | | | | |

## GRAFFITI WALL - STAFF SKILLS, KNOWLEDGE VALUES AND DEPLOYMENT

**Staff Deployment**

**Staff Skills, Knowledge and Values**

**LEADERSHIP  
QUALITY INDICATOR - STAFF SKILLS, KNOWLEDGE, VALUES AND DEPLOYMENT**

**High aspirations for all children**

**Highly skilled interactions**

**PL matched to needs of staff**

**Positive, compassionate & responsive**

**Evidence of PL impact**

**Learning from mistakes and open culture**

**Staff up to date with current practice**

**Consistency of approach**

**Feedback and support across team**

**Planned professional learning**

**Reflective practice**

**Leaders transparent about staffing decisions**

**Registration with SSSC**

**Effective team communication**

**Celebrate success**

**Flexible team approach**

**Inspired and pro-active staff**

**Children prepared for absences if possible**

**SSSC codes understood**

**Continuity of care across day and week**

**Make use of diverse skills and experience**

**Safe and responsive learning and care**

**Supportive team approach**

**Appropriate mix of staff experience**

**Experienced staff share skills & knowledge**

**Staffing shared with families and children**

**Staff absences have minimal impact**

**Appropriate levels of staffing**

**Staff breaks planned to minimise impact**

**Staff provided with appropriate breaks**



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| QI - STAFF SKILLS, KNOWLEDGE VALUES AND DEPLOYMENT | | | | | |
| **DATE EVALUATED:** |  | **EVALUATED BY:** |  | **SELF EVALUATION GRADE:** |  |
| Staff skills, knowledge and values | | | Staff deployment | | |
| The following challenge questions can support your self-evaluation:   * What evidence do we have that our professional learning is increasing our knowledge and understanding and improving outcomes for children and families? * How confident are we at building on individual skills and interests which lead to improvements for children? * How do we engage and encourage leadership at all levels when promoting play and learning in our setting? * How do we know that staff have the appropriate knowledge and skills to support children to be the best that they can be? * In what ways are we maximising opportunities for staff to work and learn together? * What approaches do we take to tasks to ensure children are supported across the whole day? * How does staff deployment meet the individual care and support needs of all children throughout the session? * How do we promote a positive staff ethos and support staff wellbeing? * How do we know staff enjoy working here and feel involved and part of an effective team? * How do we consider staff wellbeing to ensure we provide safe and high-quality care and the best outcomes for children? | | | | | |
| How are we doing? | | | How do we know? | | |
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| What are we going to do next? *Consider: How are we going to do it? Who will be responsible? When will we do it? How will we know that we have achieved it?* | | | | | |
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## GRAFFITI WALL - LEADERSHIP OF CONTINUOUS IMPROVEMENT

**Planning and Continuous Improvement**

**Leadership and Professional Learning**

**Pedagogical Leadership**

**LEADERSHIP**

**QUALITY INDICATOR - LEADERSHIP OF CONTINUOUS IMPROVEMENT**

**Senior leaders visible**

**SLT provide strong guidance and direction**

**Improving of children’s rights & wellbeing**

**Staff up to date with current practice**

**Rigorous monitoring with feedback**

**Reducing inequity and improving** **outcomes**

**Shared pedagogy understood**

**Quality spaces, experiences and interactions (RtA)**

**Professional enquiry promoted**

**Staff innovation and creativity supported**

**Change is embraced**

**Leadership at all levels**

**Professional learning valued**

**Professional learning based on self-evaluation**

**Networking opportunities**

**Peer evaluations**

**Impact of professional learning**

**Range of CPL experiences**

**Staff inspired and motivated**

**Culture of continuous improvement**

**Co-created with stakeholders vision for change**

**Values reflect ambitions of all and setting ethos**

**Clear plan for improvement**

**Planned actions with measurable outcomes**

**Involvement of families and children**

**Progress of improvements communicated**

**Pace of change monitored effectively**

**Impact of change evaluated**

**Critical reflection encouraged**

**All stakeholders involved in robust self-evaluation**

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| QI - LEADERSHIP OF CONTINUOUS IMPROVEMENT | | | | | |
| **DATE EVALUATED:** |  | **EVALUATED BY:** |  | **SELF EVALUATION GRADE:** |  |
| Pedagogical Leadership | | Leadership and Professional Learning | | Planning and Continuous Improvement | |
| The following challenge questions can support your self-evaluation:   * How well do we use evidence-based research, local and national guidance to inform our pedagogy and improvements? * How well do we support one another, share practice and take responsibility for improving our pedagogy? * In what ways do we use robust self-evaluation to make decisions about professional learning and improvement? * How well does professional learning impact positively on outcomes for children and in what ways? * To what extent do our approaches support children, staff and stakeholders to share their views, experiences and opinions to influence change? * How effectively do we engage others to develop a shared vision and purpose for our setting? * How well does the setting’s vision and values underpin the work of the setting? What impact do they have on improving the quality of education and care we provide? | | | | | |
| How are we doing? | | | How do we know? | | |
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| What are we going to do next? *Consider: How are we going to do it? Who will be responsible? When will we do it? How will we know that we have achieved it?* | | | | | |
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# CHILDREN THRIVE AND DEVLOP IN QUALITY SPACES QUALITY INDICATORS

## GRAFFITI WALL - CHILDREN EXPERIENCE HIGH QUALITY SPACES

**Information Management**

**Children Influence and Affect Change**

**Quality, Safety and Maintenance of Spaces**

**CHILDREN THRIVE AND DEVELOP IN QUALITY SPACES**

**QUALITY INDICATOR - CHILDREN EXPERIENCE HIGH QUALITY SPACES**

**Well maintained spaces and resources**

**Welcoming and well equipped**

**Spaces promote independence and creativity**

**Challenging play opportunities and types**

**Dignified personal care arrangements**

**Maintenance and repairs actioned**

**Robust infection prevention and control**

**Safety and security paramount**

**Risk benefits approach adopted**

**Daily outdoor play**

**Children influencing spaces**

**Child centred approaches to play and learning**

**Children engaged and motivated in play**

**Resources adapt and respond as appropriate**

**Resources support learning about diversity**

**Inclusive resources and spaces**

**Experiences for literacy and numeracy skills**

**Resources reflect families & communities**

**Appropriate resources for age and stage**

**Children make choices about play**

**Physical environment is safe & secure**

**CCTV is used lawfully and appropriately**

**Current advice on cyber threats implemented**

**Information resilience plans in place**

**Learning about sustainability**

**Play promotes development and learning**

**Staff understand roles in confidentiality**

**Best practice and legal requirements**

**Personal records held securely**

**GDPR practices & training up to date**



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| QI - CHILDREN EXPERIENCE HIGH QUALITY SPACES | | | | | |
| **DATE EVALUATED:** |  | **EVALUATED BY:** |  | **SELF EVALUATION GRADE:** |  |
| Quality, Safety and Maintenance of Spaces | | Children Influence and Affect Change | | Information Management | |
| The following challenge questions can support your self-evaluation:   * How can we be confident that our physical environment maximises opportunities for children to be challenged, creative and engaged in their play? * To what extent does the physical environments support different types of play? * How can we be confident that our physical environment is maintained to the highest standards, ensuring a safe and healthy environment for children? * How do we know our physical environment is secure and that children cannot leave unsupervised? * How do we ensure children’s privacy, dignity and preferences are fully respected? * How do we know our setting provides a wide range of challenging outdoor play and learning experiences that promote children’s health and wellbeing? * How well are children enabled to select and make use of high-quality resources which meet their needs, interests and development? * How inclusive is our setting for all children and families? Does it accommodate and promote emotional safety? * How do we promote diversity, equity and inclusions and how are these positively reflected in the resources, spaces and experiences available? * How are children’s files and information stored to ensure they are secure? * Do we demonstrate an understanding of how data protection laws operate? | | | | | |
| How are we doing? | | | How do we know? | | |
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| What are we going to do next? *Consider: How are we going to do it? Who will be responsible? When will we do it? How will we know that we have achieved it?* | | | | | |
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# CHILDREN PLAY AND LEARN

## GRAFFITI WALL – PLAYING, LEARNING AND DEVELOPING

**Child-Centred Planning and Assessment**

**Quality of Interactions**

**Children’s Engagement**

**CHILDREN PLAY AND LEARN**

**QUALITY INDICATOR - PLAY AND LEARN**

**Fun and joy in play indoors and outdoors**

**Planned and spontaneous play opportunities**

**Children lead their own learning and make choices**

**Sustained shared thinking**

**Community connections and resources**

**Wellbeing of all supported to flourish & thrive**

**Creativity, resilience and independence**

**Quality spaces, interactions and experiences**

**Skills in literacy and numeracy enhanced in play**

**Families supported to understand play**

**Staff understand learning and progression**

**Current use of relevant theory and practice**

**Responsive interventions to extend learning**

**Sensitive interactions to cues**

**Interactions with peers supported**

**Interactions support stage of development**

**Appropriate praise and encouragement**

**Opportunities for problem solving & imaginative play**

**Nurturing approaches to support wellbeing**

**Careful observing of play and learning**

**Child centred approach**

**Children make progress at own pace**

**Supports are identified and planned for**

**Support, challenge & extension**

**Broad range of knowledge and skills developed**

**Achievements and successes shared**

**Children highly motivated and engaged**

**Right to play (UNCRC: Article 31)**

**Individual observations made**

**Staff recognise stages of play and learning**



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| QI - PLAY AND LEARNING | | | | | |
| **DATE EVALUATED:** |  | **EVALUATED BY:** |  | **SELF EVALUATION GRADE:** |  |
| Children’s Engagement | | Quality Interactions | | Child Centred Planning and Assessment | |
| The following challenge questions can support your self-evaluation:   * How well do we support and encourage children’s natural curiosity, creativity and problem solving? * What approaches are we using to promote children’s developing skills over a broad range of areas, such as emotional and social development, emergent language skills, literacy and numeracy? * How can children be supported to have confidence in leading their own learning? * How do we ensure we keep up to date with relevant theory and demonstrate how our understanding of child development supports high-quality play and learning experiences? * How do we ensure our approach to children’s needs recognises the independent thoughts and feelings of children as individuals? * How do we approach support for children to develop their thinking and problem-solving skills? * How well do we support staff in undertaking their role in planning for and evaluating children’s progress? * How effective are our processes to evaluate children’s development, progress and achievements? How well does this information gathered about children’s progress inform our planning and reporting to parents/others? * How do we maximise opportunities for children to be challenged, creative and engaged in their play and learning? | | | | | |
| How are we doing? | | | How do we know? | | |
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| What are we going to do next? *Consider: How are we going to do it? Who will be responsible? When will we do it? How will we know that we have achieved it?* | | | | | |
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## GRAFFITI WALL - CURRICULUM

**Curriculum Rationale and Design**

**CHILDREN PLAY AND LEARN**

**QUALITY INDICATOR - CURRICULUM**

**Based on nurturing relationships**

**Promotes the rights of the child**

**Entitlement to BGE fulfilled**

**Four contexts of learning understood by all**

**Reviewed and refreshed regularly**

**Reflects families and context of community**

**Reflects current research and guidance**

**Principles of curriculum design adhered to**

**Good understand of current pedagogy**

**Responsive curriculum design**

**Co-created with stakeholders**

**Robust gathering of recording and sharing learning**

**High quality transitions for all**

**High Quality Transitions**

**Breadth of experiences**

**Open door policy for families**

**Rich core provision on offer**

**Prior learning consistently built upon**

**Progression supported across Early level**

**Supported by partners**

**Partners support curriculum delivery**

**Broad range of skills promoted**

**Sharing and promoting good practice**

**Technologies support learning**

**Children leading their learning centred**

**Real life learning experiences**

**Learning indoors, outdoors and in community**

**Nurture supports attitudes towards change**

**Planned family learning**

**Connections made across learning**

**Continuity and Progression in the Curriculum**

**Partnerships**

**Skills for Life and Learning**



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| QI - CURRICULUM | | | | | | | |
| **DATE EVALUATED:** |  | | **EVALUATED BY:** |  | **SELF EVALUATION GRADE:** | |  |
| Curriculum Rationale and Design | | Continuity and Progression in the Curriculum | | Partnership | | Skills for Life and Learning | |
| The following challenge questions can support your self-evaluation:   * How do we ensure the rationale for our curriculum is underpinned by children’s rights and informed by local and national guidance and current research? * In what ways and how effectively do we involve staff and stakeholders to co-create the curriculum to respond to the needs and interests of children? * In what way are we ensuring the curriculum is rights‑based, responsive and play‑based? * In what ways do we share the purpose of our curriculum with children, parents, staff and partners? * What difference does our curriculum make to our practice and pedagogy? * How do we ensure continuity and progression in the curriculum within and across the early level. * How effectively do we collaborate with parents and colleagues to ensure continuity? * To what extent does the curriculum take account of and respond to potential barriers in learning? * In what way do partnerships enhance and impact positively on the design and implementation of the curriculum? * In what ways does our curriculum foster creativity, enterprise, sustainability, equality and children’s skills for life and learning? | | | | | | | |
| How are we doing? | | | | How do we know? | | | |
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| What are we going to do next? *Consider: How are we going to do it? Who will be responsible? When will we do it? How will we know that we have achieved it?* | | | | | | | |
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## GRAFFITI WALL – LEARNING TEACHING AND ASSESSMENT

**CHILDREN PLAY AND LEARN**

**QUALITY INDICATOR – LEARNING, TEACHING AND ASSESSMENT**

**High quality learning experiences**

**Carefully considered spaces**

**Exploration, curiosity, inquiry & creativity**

**Promotion of independence**

**Meaningful use of technology to extend learning**

**Children evaluate spaces and experiences**

**Spaces to relax and be calm**

**Ideas, opinions and involvement respected**

**Meet developmental needs & interests**

**Good use of indoors and outdoors**

**Respectful relationships**

**Children’s rights at heart of all interactions**

**Interactions extend, deepen & support learning**

**Children’s views listened to**

**Use of questions, commentary and modelling**

**Families involved in all aspects of learning**

**Skilful interventions**

**Balance of child and adult led experiences**

**Staff attuned to needs, interests & learning styles**

**Highly responsive to children**

**Understanding of learning and development**

**Monitor, record, evaluate and report progress**

**Identify next steps in learning**

**Monitor planned interventions**

**Moderation within and beyond setting**

**Use of community to support learning**

**Early Years pedagogy**

**Parents understand progress**

**Observation and assessment of learning**

**Tracking breadth, depth and balance for all**

**Children’s Experiences and Spaces**

**Interactions to Support Learning**

**Planning and Assessment**

**Tracking and Monitoring**



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| QI - LEARNING, TEACHING AND ASSESSMENT | | | | | | | |
| **DATE EVALUATED:** |  | | **EVALUATED BY:** |  | **SELF EVALUATION GRADE:** | |  |
| Children’s Experiences and Spaces | | Interactions to Support Learning | | Planning and Assessment | | Tracking and Monitoring | |
| The following challenge questions can support your self-evaluation:   * In what ways do we motivate and engage all children in their learning? How do we ensure high quality learning is sustained? * How well do we plan and manage transitions throughout a child’s day? * How do we ensure that we use a rights-based approach to learning, teaching and assessment? In what ways do children have the opportunity to be independent, responsible, and lead their own learning? * How well do staff use high quality interactions to support, challenge and extend children’s thinking and learning? * In what ways do we support children to make effective and creative use of digital technology to enhance their learning? • * In what ways do we use our assessment information to inform planning for children’s learning? How effective are we at involving parents/carers? * How well does the balance of intentional and responsive planning allow for breadth, depth, challenge and progress across the curriculum? In what ways do children influence planning to take their interests forward? * How robust are our processes for tracking and monitoring to identify children’s strengths, individual needs, or gaps in their experiences or learning? • * How well do staff and senior leaders use their robust discussions about children’s learning to make sound judgements about their progress? How reliable is our professional judgement | | | | | | | |
| How are we doing? | | | | How do we know? | | | |
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| What are we going to do next? *Consider: How are we going to do it? Who will be responsible? When will we do it? How will we know that we have achieved it?* | | | | | | | |
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# CHILDREN ARE SUPPORTED TO ACHIEVE

## GRAFFITI WALL - NURTURING CARE AND SUPPORT

**Connections with Families**

**Personal Planning**

**Nurturing Care**

**CHILDREN ARE SUPPORTED TO ACHIEVE**

**QUALITY INDICATOR – NURTURING CARE AND SUPPORT**

**Care and learning is individualised**

**Consistent relationships and routines**

**Warm, consistent responsive care provided**

**Spaces to play in groups or alone**

**Transitions tailored to individuals**

**Meaningful mealtimes**

**Kept safe in line with best practice and guidance**

**Food choices follow national guidance**

**Nurturing relationships essential**

**Privacy and dignity respected**

**Administration medication safely**

**Personalised planning supports wellbeing**

**Regularly reviewed**

**Partnership working with families/agencies**

**Families/children at heart of decision making**

**Information shared timeously at transitions**

**Personal plan is achievable and specific**

**Use of GIRFEC and wellbeing indicators**

**Viewed as a capable and competent child**

**Plans tailored to strengths, needs and interests**

**Warm and welcoming environment**

**All feel valued and supported**

**Responsive to needs of families**

**Families can discuss care and development**

**Families involved in reviewing needs**

**Families welcomed into setting**

**Range of communication methods**

**Address potential barriers to involvement**

**Culturally sensitive and inclusive spaces**

**Build on strengths families bring**



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| QI - NURTURING CARE AND SUPPORT | | | | | |
| **DATE EVALUATED:** |  | **EVALUATED BY:** |  | **SELF EVALUATION GRADE:** |  |
| Nurturing Care | | Personal Planning | | Connections with Family | |
| The following challenge questions can support your self-evaluation:   * What best practices, theories and guidance underpin our care and support of children? * How do our observations and knowledge of a child influence the routine of the day? * Does our approach to transitions help children to feel safe and secure? How do we know our approach is effective? * What systems, processes and approaches do we have in place to keep children safe? How do we know they are effective? * What do we need to do to ensure that the voices of all children, both verbal and nonverbal, are heard and responded to? * How do we know that all staff fully understand and implement our approaches to inclusion, diversity and equity? * How well do staff understand and champion the rights of care experienced children and families? * What do we do to promote sociable and healthy eating experiences? * In what ways do we communicate with children, families and/or partner professionals to jointly plan children’s care and support? * When children and their families arrive at our setting, how do we know they feel welcomed? | | | | | |
| How are we doing? | | | How do we know? | | |
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| What are we going to do next? *Consider: How are we going to do it? Who will be responsible? When will we do it? How will we know that we have achieved it?* | | | | | |
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## GRAFFITI WALL – WELLBEING, INCLUSION AND EQUALITY

**Positive Relationships and Wellbeing**

**Universal Support**

**Identification of Learning Needs and Targeted Support**

**Inclusion and Equality**

**CHILDREN ARE SUPPORTED TO ACHIEVE**

**QUALITY INDICATOR – WELLBEING, INCLUSION AND EQUALITY**

**Staff wellbeing foundation for nurture**

**Wellbeing indicators used with children**

**Listening and valuing children’s voice**

**Staff know families well**

**Emotionally secure environments**

**Inclusive daily routines that meet needs of all**

**Consistent, caring relationships**

**Kindness, respect and fairness evident**

**Promoting resilience and emotional literacy**

**Nurturing principles understood**

**Early intervention embedded in everyday practice**

**Clear support strategies in place**

**Culturally responsive practice**

**Multi-agency collaboration to support children**

**WB Indicators form basis of assessments**

**Observations and assessments used to identify individual needs**

**Spaces which promote independence**

**Responsive planning tailored to age and stage developmental stage**

**Interactions that support language development**

**Protected characteristic understood**

**Staff training to inclusive practice**

**Unconscious bias understood**

**Next steps identified - shared to families**

**Equity in access to learning opportunities**

**Targeted interventions impactful**

**Challenging discrimination**

**Children meaningfully involved**

**Celebrating diversity using experiences**

**Policies that uphold UNCRC and equality**

**Equity accessing support**

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| QI - WELLBEING, INCLUSION AND EQUALITY | | | | | |
| **DATE EVALUATED:** |  | **EVALUATED BY:** |  | **SELF EVALUATION GRADE:** |  |
| Positive Relationships and Wellbeing | | Universal Support | | Identification of Learning Needs and Targeted Support | |
| The following challenge questions can support your self-evaluation:   * • To what extent do our approaches to inclusion and equality positively impact on children’s wellbeing? * • How well do we meet the needs of individual children, including those facing additional challenges? How effective is our approach to planning for children requiring additional support? * • How effectively do we involve parents/carers and partners in planning and delivering targeted support for individual children? In what ways do we engage children, parents/carers and partners in reviewing the impact of targeted support? * • In what ways do we support children at key points of transition to ensure continuity in wellbeing and inclusion? * • How effective are our approaches to improving outcomes for children? To what extent are these underpinned by getting it right for every child? * • How well is the UNCRC understood and embedded within our practice? * • To what extent do we have regular, high quality professional learning to support wellbeing, inclusion and equality? What impact does this professional learning have? * • To what extent do we have a comprehensive and shared, understanding of our legislative duties to support all children? * • In what ways do we encourage children to explore the feelings, attitudes, values and beliefs that influence their lives in a developmentally appropriate way? * • To what extent does our practice create an ethos that ensures equality and celebrates diversity? | | | | | |
| How are we doing? | | | How do we know? | | |
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| What are we going to do next? *Consider: How are we going to do it? Who will be responsible? When will we do it? How will we know that we have achieved it?* | | | | | |
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## GRAFFITI WALL – CHILDREN’S PROGRESS

**Ensuring Equity for all Children**

**Overall Quality of Children’s Achievements**

**Progress Over Time Across All Areas of Learning**

**CHILDREN ARE SUPPORTED TO ACHIEVE**

**QUALITY INDICATOR – CHILDREN’S PROGRESS**

**Engaging with high quality experiences**

**Strong focus on health and wellbeing**

**Becoming independent learners**

**Significant learning identified**

**Children can talk about learning**

**Learning in real life & imaginary contexts**

**Supported to make choices**

**Confident to explore new experiences**

**Increasing confidence and resilience**

**Agree and share progress with stakeholders**

**Individual successes valued & celebrated**

**Participation in setting & community**

**Feedback and praise used effectively**

**Positive attitudes to learning promoted**

**Continuity in learning experiences**

**Progression in learning understood by all**

**Cooperation encouraged**

**Children’s independence promoted**

**At home achievements valued & built on**

**CfE four capacities recognised**

**Learning needs taken into account**

**Family circumstances understood**

**Potential barriers to learning removed**

**Plan for and monitor supports & interventions**

**Progress clearly evidenced**

**Continuity of learning experiences**

**Strategies evaluated for impact**

**Partnership working with agencies**

**Respect diversity, needs and contexts**

**Well timed supports**



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| QI - CHILDREN’S PROGRESS | | | | | |
| **DATE EVALUATED:** |  | **EVALUATED BY:** |  | **SELF EVALUATION GRADE:** |  |
| Progress Over Time Across all Areas of Learning | | Overall Quality of Children’s Achievements | | Ensuring Equity for All Children | |
| The following challenge questions can support your self-evaluation:   * How effectively do we build on the skills and experiences children bring from home to ensure they make the best possible progress? * In what ways do we ensure our interactions, experiences and spaces support children to make progress across almost all aspects of their learning * How well do we use assessment information to identify the progress children make over time? * In what ways can we demonstrate children’s achievements, and the range of skills developed as a result of their ELC experience? * How effectively do we share information on children’s progress with families and relevant partner organisations, including colleagues working within and across the early level? How does this ensure children experience continuous and progressive learning? * In what ways do we use contributions about children’s achievements from families? How does this impact positively on children’s progress? How effectively do we gather, analyse, and use data to inform future planning and to ensure equity for all? * In what ways do we work with partners, including parents/carers, to ensure children have an equitable ELC experience? How is this supporting all children to make the best possible progress? | | | | | |
| How are we doing? | | | How do we know? | | |
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| What are we going to do next? *Consider: How are we going to do it? Who will be responsible? When will we do it? How will we know that we have achieved it?* | | | | | |
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## GRAFFITI WALL – SAFEGAURDING AND CHILD PROTECTION

**National Guidance and Legislation**

**Children are Safe, Secure and Protected from Harm**

**Arrangements for Safeguarding, Including Child Protection**

**CHILDREN ARE SUPPORTED TO ACHIEVE**

**QUALITY INDICATOR – SAFEGAURDING AND CHILD PROTECTION**

**Up to date policies and procedures**

**Needs of all families considered**

**Roles and responsibilities for CP are clear**

**Robust processes for CP reporting**

**Staff identify CP & safeguarding issues**

**Clear record keeping in place**

**CP professional learning up to date**

**CP Coordinators effectively trained in role**

**Strong communication with agencies**

**Safety is key feature of play and learning**

**Children are safe and well cared for**

**Children rights promoted**

**Staff know families well**

**Needs/concerns dealt with quickly & sensitively**

**Chronologies effectively used**

**Information appropriately shared**

**Continuous reflection of practice**

**Supporting vulnerable families**

**Trusting relationships with adults**

**Children’s views listened to and valued**

**Legislation followed**

**Reporting concerns robust**

**Senior leaders understand roles and responsibility**

**Whistleblowing procedures understood**

**Staff knowledge of local & national guidance**



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| QI - SAFEGAURDING AND CHILD PROTECTION | | | | | |
| **DATE EVALUATED:** |  | **EVALUATED BY:** |  | **SELF EVALUATION GRADE:** |  |
| Arrangements for Safeguarding, Including Child Protection | | Children Are Safe, Secure and Protected from Harm | | National Guidance and legislation | |
| The following challenge questions can support your self-evaluation:   * How effectively do leaders and staff implement national guidance and take account of legislation to keep children safe, secure and protected from harm? * To what extent do our relationships with children, staff, families, partners and the local community promote children’s welfare and safety? * How well do our self-evaluation and quality assurance processes support improvements in safeguarding? To what extent do they strengthen areas such as staff and volunteer recruitment, personal planning, and practice in place to keep children safe during play and learning? * To what extent does regular, high-quality, professional learning improve our practice? * What changes have we made as a result of professional learning? How do we know practice changes have had a positive impact for children and/or staff? * How effectively do we identify and support children at risk of harm, including those who are on, or were previously on, the child protection register? * How effectively do we identify and support children who are care experienced and living with kinship, foster or adoptive families or in residential care? * How well do we record and share relevant information in chronologies to inform our actions and improve outcomes for children and families? * What evidence tells us that we are effectively using a trauma-informed approach? * How effectively do staff support children, parents and one another to develop their cyber resilience and internet safety skills? * In what ways do we protect children’s dignity whilst maintaining their safety and wellbeing? * How effectively do staff support children to learn how to recognise and manage risk as they play and learn? * How well are staff wellbeing needs recognised and supported within your child protection practice? | | | | | |
| How are we doing? | | | How do we know? | | |
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| What are we going to do next? *Consider: How are we going to do it? Who will be responsible? When will we do it? How will we know that we have achieved it?* | | | | | |
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# A logo with purple text AI-generated content may be incorrect.CARE INSPECTORATE CORE ASSURANCES

The following document provides key information on the core assurances which are routinely checked by the care inspectorate when they inspect Early Learning and Childcare Settings. Alongside the Quality Framework this will help support your quality assurance processes. The Care Inspectorate has these core assurances which they inspect at every inspection.

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| Have you displayed…? | Notes |
| Your up-to-date registration document |  |
| Your current liability insurance certificate |  |
| Your most recent CI and HMIe reports |  |
| A summary of your Improvement plan and signposted access to the full document |  |
| Your complaints procedure, including contact details for the Care Inspectorate |  |
| Child protection information – e.g., designated co-ordinator for child protection and Social Work Contact Centre phone number |  |

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| Do you have available…? | Notes |
| Complaints log |  |
| Accident and incident log |  |
| Staff training records |  |
| Child protection training records for all staff |  |
| H&S records and actions |  |
| Infection prevention and control procedures |  |
| Food hygiene and handling records – e.g., fridge temperatures records, food storage records |  |
| Policy folder with policies which are regularly reviewed and up to date with current practice – particularly.   * Administration of medication * Child protection * Complaints * Food and nutrition * Infection prevention and control * Positive nurturing relationships * Whistleblowing |  |
| Nappy changing and personal care policies and procedures |  |

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| Have you …? | Notes |
| Identified a lead person for ASN and EAL children |  |
| Made any required notifications to CI e.g., change of manager, allegations made against member of staff, death of a service user, illness where more than two cases, closure of service |  |
| Notified CI if manager absent for more than 28 days |  |
| Submitted your annual return |  |
| Checked and have evidence of progress made to meet requirements/recommendations from previous inspections |  |
| Ensured all staff are familiar with the Health and Social Care Standards |  |
| Ensured that you have followed safe recruitment procedures – completed checks and taken up references |  |

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| Record-keeping | Notes |
| Have you followed guidance contained in ‘*Records that all care services must keep’ e.g.,* staff records, service users, finance etc? |  |
| Are child protection records kept securely locked away? |  |
| Are all Getting it Right records and minutes kept confidentially, locked away? |  |
| Are risk assessments – room, outdoor, visits, individual children – up to date? |  |
| Do you have an evacuation plan for both fire and other emergency? Are drills carried out and records kept? |  |

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| Environment Checks | Notes |
| Do bathroom bins, including nappy bins have lids? |  |
| Are mops and cloths for different areas clearly marked/colour coded? |  |
| Are coats/clothes in bathroom areas in sealed boxes? |  |
| Are aprons and gloves freely available to staff for changing, cleaning, dealing with spillages etc? |  |

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| **Core Assurances** | **Quality Assurance – How do we know?** | | **Notes** |
| **Child Protection: Staff skills and**  **knowledge** | * Staff training up to date with relevant training. * Staff familiar with the child protection process * Child protection process on display on nursery web page/parent pack * Child Protection Officers on display * Child Protection Policy up to date | |  |
| * **Resource to support this area:**   [www.gov.scot/publications/national-guidance-child-protection-scotland-2021-updated-2023/](http://www.gov.scot/publications/national-guidance-child-protection-scotland-2021-updated-2023/) | | | |
| **Staffing: SSSC** | * Staff rotas in place * All staff registered with SSSC within 6 months * Process in place for monitoring SSSC registration and annual fee payments? * Codes of practice discussed with staff/copy available for staff | |  |
| * **Resource to support this area:**   Care Inspectorate Quick wins bitesize video  [(1) Quick wins bite size session - Safe recruitment (ELC) - YouTube](https://www.youtube.com/watch?v=v28Lwz9M8Hg) | | | |
| **Recruitment:**  **Induction & support** | * Safe recruitment policy up to date in line with Safer Recruitment through better recruitment – Care Inspectorate * All new staff are issued with Induction material (handbook/pack) * System in place to ensure staff have engaged with National Induction materials * All new staff have set up a training folder including any training they have done at team meetings for example Digital Training Log SSSC * Use of revised National Induction resource | |  |
| **Resources to support this area:**  [Safer Recruitment through better recruitment – Care Inspectorate](https://hub.careinspectorate.com/media/1608/safer-recruitment-through-better-recruitment.pdf)  [National Induction Resource](https://www.gov.scot/binaries/content/documents/govscot/publications/advice-and-guidance/2022/08/early-learning-childcare-national-induction-resource-latest-version-august-2022/documents/early-learning-childcare-national-induction-resource-latest-version-january-2023/early-learning-childcare-national-induction-resource-latest-version-january-2023/govscot%3Adocument/early-learning-childcare-national-induction-resource-latest-version-january-2023.pdf)  [Welcome To Step into Leadership](https://stepintoleadership.info/#:~:text=Whatever%20your%20role%20in%20social,access%20support%20and%20their%20carers.) | | | |
| **Care/Personal Plans – case track personal plan** | | * Every child has a care/personal plan * Care/personal plan contains:   + Registration information   + All about me information * This plan is reviewed at least every six months, more frequently for younger children * Every child also has a personal learning plan available to them to reflect on, and available to families to contribute to or comment on, either paper or online * Individual plans for children requiring additional support are in place [e.g., health care plans, IEPs, CSPs]. These are shared with all members of staff including supply/students/ temporary staff members. Plans updated at least every 6 months * Transition reports when moving rooms * Policies up to date in line with Guide for providers on personal planning |  |
| **Resource to support this area:**  [Guide for providers on Personal Planning – Care Inspectorate](https://hub.careinspectorate.com/media/4888/personal-plans-guide-elc-final-13102021-revised-1.pdf) | | | |
| **Meal or snack time** | | * Allergen Policy up to date * Dietary requirement up to date * Allergy/dietary information displayed/accessible to staff * Food and nutrition Policy up to date in line with Setting the Table Guidance * Staff knowledge on how to prevent choking. * Staff first aid certificates up to date * Snack/mealtimes relaxed and unhurried * Staff sitting with and supporting children * Children being as independent as possible * Crockery, cutlery, and utensils are of an appropriate size * Use of Care Inspectorate Food Matters/documentaries/practice note mealtimes to support practice, discuss at team meetings (see links below) |  |
| **Resources to support this area:**  [Setting the Table Guidance](https://www.gov.scot/binaries/content/documents/govscot/publications/advice-and-guidance/2024/10/setting-table-guidance/documents/setting-table-guidance/setting-table-guidance/govscot%3Adocument/setting-table-guidance.pdf) - Dec 24  [Food Matters – Care Inspectorate](https://hub.careinspectorate.com/media/3241/food-matters-nurturing-happy-healthy-children.pdf)  [good-practice-guidance-prevention-and-management-of-choking-episodes-in-babies-and-children.pdf](https://hub.careinspectorate.com/media/5613/good-practice-guidance-prevention-and-management-of-choking-episodes-in-babies-and-children.pdf)  [Practice note keeping children safe: supporting positive mealtime experiences in early learning and childcare](https://hub.careinspectorate.com/media/5018/elc-practice-note-4-mealtimes.pdf)  [Fife Council ELC – Guidance on Food Management and Hygiene](https://blogs.glowscotland.org.uk/fi/public/fifeelec/uploads/sites/12892/2023/09/27100714/Updated-Sept-2023-Food-Guidance-Rules-22-09-23-Draft.pdf)  [Fife Council ELC – House Rules for Food Management and Hygiene](https://blogs.glowscotland.org.uk/fi/public/fifeelec/uploads/sites/12892/2023/09/27100407/Sept-2023-House-Rules-Food-Hygiene.pdf) | | | |
| **Sleep time** | | * Sleep Policy up to date in line with Safe Sleeping Guidance * Staff know about the safe sleeping messages and understand the importance of following them – Safe Sleeping Guidance * Children’s sleeps and checks are recorded and who did the check * Children all using their own sheets/bedding * Mats, mattresses, and cots wiped down after use |  |
| **Resource to support this area:**  [Safe Sleeping Guidance Scottish Cot Death Trust](https://scottishcotdeathtrust.org/wp-content/uploads/2019/02/early-years-safe-sleep-guide.pdf) | | | |
| **Medication/**  **Allergies** | | * Medication Policy up to date in line with Management of medication in daycare of children and childminding services * Food Hygiene and Handling Food Guidance followed * All medication stored either in named zip lock bag, or in airtight named box in fridge as appropriate. Child’s name and date of birth on medication checked. * Parents have signed that they administered the first dose of any medication * Medicine forms completed properly and signed by both and parents * All staff know children who have medication/allergies. This information is available to all staff, but not for general view [e.g., inside cupboard door in snack area] * Medicine audit completed regularly including dates on medicines checked * Appropriate labelling of medication eg prescription label supplied on box or on bottle * Children's health care plans detailed and up to date with information where medication can be found |  |
| **Resources to support this area:**  [Care Inspectorate Allergies and Medicines Quick wins bitesize video](https://www.youtube.com/watch?v=xDZubqLHxCU)  [Management of medication in daycare of children and childminding services\_Dec 2024.pdf](https://www.careinspectorate.com/images/documents/1427/Management%20of%20medication%20in%20daycare%20of%20children%20and%20childminding%20services_Dec%202024.pdf) | | | |
| **Keeping children safe/First Aid** | | * Staff awareness of Look, Think, Act – SIMOA campaign * SIMOA Practice notes supporting self-evaluation * Incidents and Accident logs kept and signed promptly by staff and parents * Regular audit of the Accident and Incidents logs any actions recorded and implemented * Staff First Aid training up to date and in line with guidance * First Aid kits are checked regularly to ensure they are complete and in date. Records are kept of the checks. |  |
| **Resource to support this area:**  [Keeping children safe campaign](https://hub.careinspectorate.com/how-we-support-improvement/improvement-programmes-and-topics/keeping-children-safe/#:~:text=SIMOA%20(Safe%2C%20Inspect%2C%20Monitor%2C%20Observe%2C%20Act)&text=Let%27s%20raise%20awareness%20and%20act,protect%20and%20support%20children%27s%20wellbeing.&text=Be%20alert%20to%20all%20potential%20risks%20in%20your%20setting.&text=Look%20around%20and%20inspect%20the,staff%20or%20their%20parent%2Fcarer.) | | | |

# SUGGESTED QUALITY ASSURANCE ACTIVITY

Quality assurance (QA) and quality improvement (QI) are essential components of effective management in all ELC settings.

QA provides the foundation of establishing standards through regular monitoring activities and ensuring compliance with relevant guidance and policies. It aims to detect errors before they occur, thereby maintaining consistency and quality of ELC delivery.

QI builds on this foundation to enhance overall ELC quality. It involves analysing information gathered from QA processes, identifying areas for improvement, implementing changes, and monitoring the outcomes to achieve better results. This is the process of Improvement Planning.

Together, QA and QI create a dynamic cycle of maintaining and advancing quality. QA ensures that the current standards are met, while QI drives ongoing improvement.

**This section provides some suggested QA activities, linked to the four headings from the quality framework and how these can be potentially planned throughout the year. These are only broad suggestions. Each setting will need to amend to individual contexts and in consultation with staff, and compile this into their own personalised Quality Assurance Calendar. It will be vital that benchmarking against the Quality Framework is part of ongoing self-evaluation to improving the quality of your setting’s work.**

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|  | **Quality Assuring Leadership and Staffing?** | | | **Quality Assuring Children Thrive and Develop in Quality Spaces?** | **Quality Assuring Children’s Play and Learning?** | | | **Quality Assuring Children are Supported to Achieve?** | | | |
|  | Leadership and management of staff and resources | Staff skills, knowledge, values and deployment | Leadership of continuous improvement | Children experience high quality spaces | Play and learning | Curriculum | Learning, teaching and assessment | Nurturing care and support | Wellbeing, inclusion and equality | Children’s progress | Safeguarding and child protection |
| Suggested QA Activity | * Discuss improvement priorities and identify staff roles and responsibilities (start of academic year) * Provide annual training updates as required i.e. child protection, fire safety, data protection etc. (annually) * Review/revisit vision values and aims (annually) * Complete Core Assurances Evaluation (annually) * Check staff progress in meeting SSSC registrations (termly) * Plan staff development sessions (termly) * Plan team meetings for term to discuss self-evaluation and improvement plan progress (termly) * Plan for self – evaluation using Quality Framework selecting relevant QIs (termly) * Plan for parental involvement in self-evaluation work relevant to the improvement plan e.g. question of the month, questionnaires, consultations etc (monthly/termly) * Discuss and review actions towards Improvement Plan priorities (termly) * Care Inspectorate Annual Return (January/February) * National Induction Resource for new staff (as appropriate) * Evaluate impact of improvement plan priorities, compile standards and quality report and improvement plan for following session (term 4) | | | * Audits of quality spaces indoors and outdoors (termly) * Fire Drill (termly) * Check of food and hygiene management records (Termly) * First aid boxes – dates and supplies (monthly) * Review risk assessments (ongoing rolling programme throughout year) * Review policies and procedures (ongoing rolling programme throughout year) | * PLJ Monitoring (rolling keyworker group programme each week) * Monitoring of planning documentation (rolling playroom programme weekly/monthly depending on size of setting) * Share Improvement Plan with parents/carers (at start of academic year) * Update website (termly) * Review and plan family learning opportunities for term – Bookbug, PEEP (termly) * Review and plan home link learning activities – library, story sacks (termly) * Shared Playroom observation and feedback linked to Improvement Plan (termly) * Parent/carer committee/forum meeting (termly) | | | * Review medical information (monthly) * Newsletters/SWAYS to families (termly) * Review allergy and dietary information (monthly) * Check annual CP training (start of academic year) * Review and update personalised planning and All About Me (at least every 6 monthly) * Review and check child’s personal information is up to date (at least 6 monthly) * Track and monitor children’s progress in learning and next steps ((three times per year, prior to parent chats e.g. October, February, May) * Review parent chat attendance and next steps (three times per year, prior to parent chats e.g. October, February, May) * Review and audit accidents and incidents (monthly) * Review and audit child protection files (termly) * Follow [Positive Transitions from ELC to P1 guidance](https://blogs.glowscotland.org.uk/fi/public/fifeelec/uploads/sites/12892/2025/03/05105613/Positive-Transitions-from-ELC-to-P1.pdf) | | | |

# ACKNOWLEDGEMENTS

Thank you to the following professionals for their contributions to this document:

* Pamela Cox – Early Years Development Officer
* Jennifer Drummond – Depute Headteacher, Capshard Primary School
* Lorna Hillmansen – ELC Area Principal Teacher
* Genna Inglis – Early Years Lead Officer
* Hayley Kelly – Manager, Newcastle Early Learning Nursery
* Birgitta MacDonald – Principal Teacher, Beanstalk Family Nurture Centre
* Yvette O’Neil – Headteacher, East Wemyss Primary School
* Kim Williamson – Manager, Wormit Playgroup

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