

## Making the Connections: *Quality Frameworks*



**Forth Valley and West Lothian  
Regional  
Improvement Collaborative**



## Context

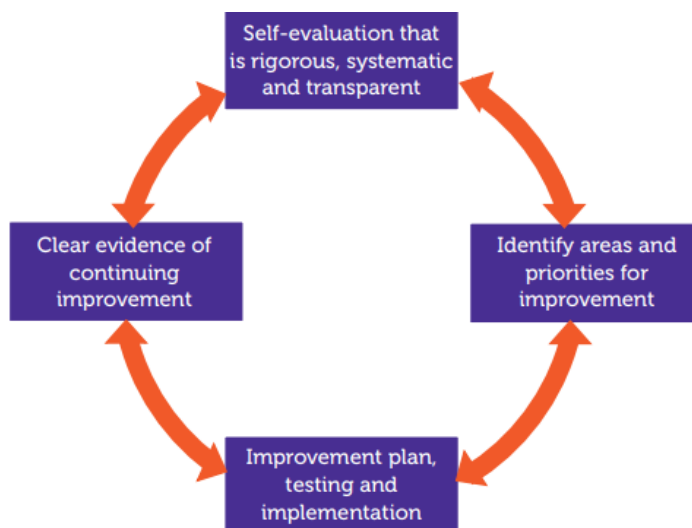
The early years sector in Scotland is governed by two different bodies (**Education Scotland & Care Inspectorate**) and are evaluated against 4 different frameworks (**How Good is our Early Learning and Childcare (HGIOELC)**, **A quality framework for daycare of children, childminding and school aged childcare**, **Health and Social Care Standards: my support, my life & The National Standards**) No one governing body is more important than the other, therefore, no one framework is more important than the other.

## Why we need this Connecting Frameworks Guidance






The purpose of this guidance is to help staff see that although there are different frameworks against which they are evaluated, and indeed should use to help evaluate themselves; there are clear connections between them. This guidance document has identified the links between all four of the documents to ensure a holistic approach to curriculum and care. It will hopefully help clarify our methodology around the self-evaluation process.






## How to use it






The starting point for any improvement journey should always be based on the settings own self evaluation process. Settings need to be clear about what it is that they aim to improve. All of the frameworks complement each other and therefore should be used in unison to support and benchmark your setting and influence your practice for the benefit of children and families.







Please note that when using this guidance that 'A quality framework for daycare of children, childminding and school aged childcare' QI 5.2 and 5.3 are not directly linked to HGIOELC but must still be evaluated.

	 <p>A quality framework for daycare of children, childminding and school aged childcare</p>	 <p>Health and Social Care Standards: my support, my life</p> <p>National standards</p> 
<p><b>1.1 Self-evaluation for self-improvement</b></p> <p><b>Themes</b></p> <ul style="list-style-type: none"> <li>• Collaborative approaches to self-evaluation</li> <li>• Evidence-based improvement</li> <li>• Ensuring impact of success for children and families</li> </ul> <p><b>Descriptor</b></p> <p>This indicator underlines that rigorous self-evaluation is the responsibility of all practitioners and stakeholders. It highlights the importance of partnership approaches to self-evaluation and continuous improvement. It emphasises the need for strong leadership and a shared understanding of strengths and areas for development. A key factor is how to demonstrate the impact of self-evaluation and how evidence is used to improve outcomes for children.</p>	<p><b>3.1 Quality assurance and improvement are led well</b></p> <p><b>Key areas include the extent to which:</b></p> <ul style="list-style-type: none"> <li>• a shared vision, values, aims and objectives positively informs practice</li> <li>• children and families are meaningfully involved and influence change within the setting</li> <li>• quality assurance, including self-evaluation and improvement plans are in place and lead to continuous improvement.</li> </ul> <p><b>Descriptor</b></p> <p>This indicator highlights the need for leaders to ensure an ambitious, shared vision which focuses on improvements and positive outcomes for all. There is a strong ethos of continuous improvement which enhances the delivery of high-quality practice, leading to improved outcomes for all. It underlines that self-evaluation is the responsibility of all involved in the life of the setting. A key factor is how well self-evaluation leads to high quality care and support tailored towards the needs of children and families.</p>	<p><b>Links to Health and Social Care Standards: my support, my life</b></p> <ul style="list-style-type: none"> <li>• 4.6 I can be meaningfully involved in how the organisations that support and care for me work and develop.</li> <li>• 4.7 I am actively encouraged to be involved in improving the service I use, in a spirit of genuine partnership.</li> <li>• 4.8 I am supported to give regular feedback on how I experience my care and support and the organisation uses learning from this to improve.</li> <li>• 4.11 I experience high quality care and support based on relevant evidence, guidance and best practice.</li> <li>• 4.19 I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes.</li> <li>• 4.20 I know how, and can be helped, to make a complaint or raise a concern about my care and support.</li> <li>• 4.21 If I have a concern or complaint, this will be discussed with me and acted on without negative consequences for me.</li> </ul> <p><b>National Standard</b></p> <p><b>Criteria 1:</b> Staffing, leadership and management</p> <p><b>Criteria 4:</b> Self-evaluation and improvement sub-criteria</p>
<p><b>Things to consider</b></p>		
	<p><b>7.1</b> Why we should focus on quality</p> <p><b>7.2</b> What does quality practice look like?</p> <p><b>7.3</b> Using critically reflective practice</p>	


	 <p><b>A quality framework for daycare of children, childminding and school aged childcare</b></p>	 <p><b>Health and Social Care Standards: my support, my life</b></p> <p><b>National standards</b></p> 
<p><b>1.2 Leadership of learning Themes</b></p> <ul style="list-style-type: none"> <li>Professional engagement and collegiate working</li> <li>Impact of career-long professional learning (CLPL)</li> <li>Children leading learning</li> </ul> <p><b>Descriptor</b> This indicator relates to leadership of improvements in learning and teaching. It highlights the importance of professional commitment to improving pedagogy through a range of approaches to professional learning including collegiate working. It focuses on leadership which improves outcomes for children and families. It highlights improving outcomes for children through enabling them to lead their own learning.</p>	<p><b>3.2 Leadership of play and learning</b> <b>Key areas include the extent to which:</b></p> <ul style="list-style-type: none"> <li>high-quality play and learning culture is fully embedded</li> <li>children actively lead their play and learning.</li> </ul> <p><b>Descriptor</b> This indicator relates to the leadership of improvements in play and learning. Leaders understand the importance of empowering children to lead their own play and learning. It is about how children follow their own ideas and interests in their own way and for their own reasons. This effectively promotes all aspects of children's development, learning and wellbeing. It focuses on the importance of a shared ethos and commitment to developing high quality play, based on children's needs and interests. This is achieved through observation approaches that place children at the centre of planning and evaluation.</p> <p><b>4.1: Staff skills, knowledge and values</b> <b>Key areas include the extent to which:</b></p> <ul style="list-style-type: none"> <li>children and families benefit from staff that are well trained, competent, skilled and registered with the relevant professional body.</li> </ul> <p><b>Descriptor</b> ... It looks at how staff development and reflective practice is promoted through feedback and support. Professional learning is well planned, reviewed and matched to identified needs and draws on local, national and international evidence and research.</p>	<p><b>Links to Health and Social Care Standards: my support, my life</b></p> <ul style="list-style-type: none"> <li>1.27 I am supported to achieve my potential in education and employment if this is right for me.</li> <li>1.30 As a child, I have fun as I develop my skills in understanding, thinking, investigation and problem solving, including through imaginative play and storytelling.</li> <li>2.24 I make informed choices and decisions about the risks I take in daily life and am encouraged to take positive risks which enhance the quality of my life.</li> <li>2.27 As a child, I can direct my own play and activities in the way that I choose, and freely access a wide range of experiences and resources suitable for my age and stage, which stimulate my natural curiosity, learning and creativity.</li> <li>4.11 I experience high quality care and support based on relevant evidence, guidance and best practice.</li> </ul> <p><b>Links to Health and Social Care Standards: my support, my life</b></p> <ul style="list-style-type: none"> <li>3.6 I feel at ease because I am greeted warmly by people and they introduce themselves.</li> <li>3.7 I experience a warm atmosphere because people have good working relationships.</li> <li>3.9 I experience warmth, kindness and compassion in how I am supported and cared for, including physical comfort when appropriate for me and the person supporting and caring for me.</li> <li>3.14 I have confidence in people because they are trained, competent and skilled, are able to reflect on their practice and follow their professional and organisational codes.</li> <li>4.1 My human rights are central to the organisations that support and care for me.</li> <li>4.2 The organisations that support and care for me help tackle health and social inequalities.</li> </ul> <p><b>National Standard</b> <b>Criteria 1:</b> Staffing, leadership and management</p>
<p><b>Things to consider</b></p> <div>  <div> <p>1.4 Making it happen -developing the workforce</p> <p>5.2 What do we mean by pedagogy and pedagogical leadership?</p> <p>5.4 Leading through learning together with families</p> <p>7.3 Using critically reflective practice</p> </div> </div>		





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<p><b>1.3 Leadership of change</b></p> <p><b>Themes</b></p> <ul style="list-style-type: none"> <li>• Developing a shared vision, values and aims relevant to the ELC setting and its community</li> <li>• Strategic planning for continuous improvement</li> <li>• Implementing improvement and change</li> </ul> <p><b>Descriptor</b></p> <p>This indicator focuses on working together at all levels to develop a shared vision for change and improvement which reflects the context of the setting within its community. Planning for continuous improvement change should be evidence-based and clearly linked to strong self-evaluation. Senior leaders should ensure that the pace of change is well judged and appropriate to have a positive impact on outcomes for children.</p>	<p><b>3.1 Quality assurance and improvement are led well</b></p> <p><b>Key areas include the extent to which:</b></p> <ul style="list-style-type: none"> <li>• a shared vision, values, aims and objectives positively informs practice</li> <li>• children and families are meaningfully involved and influence change within the setting</li> </ul> <p><b>Descriptor</b></p> <p>This indicator highlights the need for leaders to ensure an ambitious, shared vision which focuses on improvements and positive outcomes for all. There is a strong ethos of continuous improvement which enhances the delivery of high-quality practice, leading to improved outcomes for all. It underlines that self-evaluation is the responsibility of all involved in the life of the setting. ...</p> <p><b>3.3: Leadership and management of staff and resources</b></p> <p><b>Key areas include the extent to which:</b></p> <ul style="list-style-type: none"> <li>• leadership is empowering and motivating, which has a positive impact on children and families.</li> <li>• staff, resources and finances are used effectively to meet the needs of children and families.</li> </ul> <p><b>Descriptor</b></p> <p>This indicator highlights the importance of effective leadership of all staff within the setting. Wellbeing and pastoral support are enhanced through leadership that fosters positive and inclusive relationships for all. It focuses on the importance of having the right number of staff with sufficient time and appropriate skills to meet the needs of children and families. ...</p>	<p><b>Links to Health and Social Care Standards: my support, my life</b></p> <ul style="list-style-type: none"> <li>• 4.6 I can be meaningfully involved in how the organisations that support and care for me work and develop.</li> <li>• 4.7 I am actively encouraged to be involved in improving the service I use, in a spirit of genuine partnership.</li> <li>• 4.8 I am supported to give regular feedback on how I experience my care and support and the organisation uses learning from this to improve.</li> <li>• 4.11 I experience high quality care and support based on relevant evidence, guidance and best practice.</li> <li>• 4.19 I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes.</li> <li>• 4.20 I know how, and can be helped, to make a complaint or raise a concern about my care and support.</li> <li>• 4.21 If I have a concern or complaint, this will be discussed with me and acted on without negative consequences for me.</li> </ul> <p><b>Links to Health and Social Care Standards: my support, my life</b></p> <ul style="list-style-type: none"> <li>• 3.15 My needs are met by the right number of people.</li> <li>• 3.16 People have time to support and care for me and to speak with me.</li> <li>• 3.17 I am confident that people respond promptly, including when I ask for help.</li> <li>• 3.18 I am supported and cared for sensitively by people who anticipate issues and are aware of and plan for any known vulnerability or frailty.</li> <li>• 3.19 My care and support is consistent and stable because people work together well.</li> <li>• 4.23 I use a service and organisation that are well led and managed.</li> <li>• 4.27 I experience high quality</li> </ul> <p><b>National Standard</b></p> <p><b>Criteria 1:</b> Staffing, leadership and management</p>
<p><b>Things to consider</b></p>		
	<p>7.3 Using critically reflective practice</p>	



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<p><b>1.4 Leadership of management and practitioners</b></p> <p><b>Themes</b></p> <ul style="list-style-type: none"> <li>• Governance framework</li> <li>• Building and sustaining a professional team</li> <li>• Practitioner wellbeing and pastoral support</li> </ul> <p><b>Descriptor</b></p> <p>This indicator highlights the importance of sound governance within the early learning and childcare setting. It promotes the importance of fair and proper recruitment and selection of practitioners. It focuses on accountability, responsibility and shared values as important features of building and sustaining a highly professional team. Positive, caring and inclusive relationships underpin a highly supportive and welcoming ethos.</p>	<p><b>4.1: Staff skills, knowledge and values</b></p> <p><b>Key areas include the extent to which:</b></p> <ul style="list-style-type: none"> <li>• staff support children’s wellbeing through compassionate and responsive care</li> <li>• effective feedback and support enable staff to develop and improve through reflective practice</li> <li>• children and families benefit from staff that are well trained, competent, skilled and registered with the relevant professional body.</li> </ul> <p><b>Descriptor</b></p> <p>This indicator focuses on the ability of staff to build strong relationships with children and families. It highlights the importance of skilled interactions to promote children’s confidence and to have a positive influence on their lives as they develop and learn. It looks at how staff development and reflective practice is promoted through feedback and support. Professional learning is well planned, reviewed and matched to identified needs and draws on local, national and international evidence and research. It looks at how staff practice is underpinned by the Health and Social Care Standards, and relevant codes of practice. This is used to foster a culture where children thrive and flourish.</p> <p><b>4.2: Staff recruitment</b></p> <p><b>Key areas include the extent to which:</b></p> <ul style="list-style-type: none"> <li>• recruitment procedures are effective and reflect best practice guidance</li> <li>• induction is tailored to the learning and development needs of the individual staff member.</li> </ul> <p><b>Descriptor</b></p> <p>This indicator focuses on applying safe recruitment procedures to ensure that trained, competent and skilled staff are employed to promote positive outcomes for children. It focuses on how policy, guidance, legislation and Health and Social Care Standards, are used to ensure that each child is protected, safe and receives the right support and care from staff. It recognises that retaining a stable, high quality and motivated workforce is essential for the delivery of effective support for children. It highlights how induction programmes support and guide work roles and responsibilities</p> <p><b>4.3: Staff deployment</b></p> <p><b>Key areas include the extent to which:</b></p>	<p><b>Links to Health and Social Care Standards: my support, my life</b></p> <ul style="list-style-type: none"> <li>• 3.6 I feel at ease because I am greeted warmly by people and they introduce themselves.</li> <li>• 3.7 I experience a warm atmosphere because people have good working relationships.</li> <li>• 3.9 I experience warmth, kindness and compassion in how I am supported and cared for, including physical comfort when appropriate for me and the person supporting and caring for me.</li> <li>• 3.14 I have confidence in people because they are trained, competent and skilled, are able to reflect on their practice and follow their professional and organisational codes.</li> <li>• 4.1 My human rights are central to the organisations that support and care for me.</li> <li>• 4.2 The organisations that support and care for me help tackle health and social inequalities.</li> <li>• 4.3 I experience care and support where all people are respected and valued.</li> <li>• 4.11. I experience high quality care and support based on relevant evidence, guidance and best practice.</li> </ul> <p><b>Links to Health and Social Care Standards: my support, my life</b></p> <ul style="list-style-type: none"> <li>• 3.14 I have confidence in people because they are trained, competent and skilled, are able to reflect on their practice and follow their professional and organisational codes.</li> <li>• 4.23 I use a service and organisation that are well led and managed.</li> <li>• 4.24 I am confident that people who support and care for me have been appropriately and safely recruited.</li> <li>• 4.9 I can take part in recruiting and training people if possible</li> </ul> <p><b>Links to Health and Social Care Standards: my support, my life</b></p>


	<ul style="list-style-type: none"> <li>• deployment and levels of staff are effective in ensuring high quality outcomes for children</li> <li>• staff are flexible and support each other to work as a team to benefit children.</li> </ul> <p><b>Descriptor</b> This indicator focuses on ensuring that the deployment and staffing levels takes account of the skills mix, routines and activities of the day. This ensures safety and high-quality outcomes for children. It highlights the importance of considering the complexity of individual children’s needs in addition to the wider group and circumstances. Routines and use of available space whether indoors or outdoors are planned for appropriately</p>	<ul style="list-style-type: none"> <li>• 3.14 I have confidence in people because they are trained, competent and skilled, are able to reflect on their practice and follow their professional and organisational codes.</li> <li>• 3.15 My needs are met by the right number of people.</li> <li>• 3.16 People have time to support and care for me and to speak with me.</li> <li>• 3.17 I am confident that people respond promptly, including when I ask for help.</li> <li>• 3.18 I am supported and cared for sensitively by people who anticipate issues and are aware of and plan for any known vulnerability or frailty.</li> <li>• 3.19 My care and support is consistent and stable because people work together well.</li> <li>• 4.27 I experience high quality</li> </ul> <p><b>National Standard</b> <b>Criteria 1:</b> Staffing, leadership and management <b>Criteria 4 –</b> Self-evaluation and improvement sub-criteria</p>
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Things to consider	
	1.4 Making it happen -developing the workforce 7.3 Using critically reflective practice






	 <p>A quality framework for daycare of children, childminding and school aged childcare</p>	 <p>Health and Social Care Standards: my support, my life</p> <p>National standards</p> 
<p><b>1.5 Management of resources to promote equity</b></p> <p><b>Themes</b></p> <ul style="list-style-type: none"> <li>• Management of finance for learning</li> <li>• Management of resources and environment for learning</li> </ul> <p><b>Descriptor</b></p> <p>This indicator relates to the impact of the provision and management of the setting's finances and resources for learning. It focuses on the importance of sound management of the setting's finances and the extent to which the use of resources leads to improved outcomes for children. The management of resources should result in building a sustainable and equitable future for all.</p>	<p><b>Quality indicator 2.1: Quality of the setting for play and learning</b></p> <p><b>Key areas include the extent to which:</b></p> <ul style="list-style-type: none"> <li>• Children benefit from high quality play and learning settings.</li> <li>• Staff enable children to influence the design of the setting and the provision of appropriate resources and how they use them.</li> </ul> <p><b>Descriptor</b></p> <p>This indicator highlights the importance of having an inspiring setting, whether delivered indoors, outdoors or a blend of both. It makes clear the importance of children having an active role in influencing the design of the setting and in shaping their experiences and activities throughout the day. It positively supports children to access play and learning opportunities that will impact on their development, health, wellbeing and happiness. Staff understand the importance of outdoor play for children's health and wellbeing, promoting sustainability and caring for the environment. The setting reflects a risk benefit approach to children's play, learning and development.</p> <p><b>Quality indicator 2.2: Children experience high quality facilities</b></p> <p><b>Key areas include the extent to which:</b></p> <ul style="list-style-type: none"> <li>• the setting is well furnished, comfortable and homely *(not applicable to fully outdoor settings)</li> <li>• the setting's indoor and outdoor environments are developmentally appropriate spaces</li> <li>• the setting and equipment are safe, secure and well-maintained</li> <li>• children's information is securely stored and managed.</li> </ul> <p><b>Descriptor</b></p> <p>This indicator focuses on the physical environment in which children are cared for, ensuring that the environments are appropriate with high quality furnishings and equipment. It highlights how children's needs are considered and offering exciting and stimulating play spaces. The indicator acknowledges the need for regular maintenance and appropriate safety measures are in place.. All aspects of security are recognised as important, including the storage of confidential records and information.</p>	<p><b>Links to Health and Social Care Standards: my support, my life</b></p> <p>1.25 I can choose to have an active life and participate in a range of recreational, social, creative, physical and learning activities every day, both indoors and outdoors.</p> <p>1.32 As a child, I play outdoors every day and regularly explore a natural environment.</p> <p>2.24 I make informed choices and decisions about the risks I take in my daily life and am encouraged to take positive risks which enhance the quality of my life.</p> <p>2.27 As a child, I can direct my own play and activities in the way that I choose, and freely access a wide range of experiences and resources suitable for my age and stage, which stimulate my natural curiosity, learning and creativity.</p> <p><b>Links to Health and Social Care Standards: my support, my life</b></p> <p>5.1 I can use an appropriate mix of private and communal areas, including accessible outdoor space, because the premises have been designed or adapted for high quality care and support.</p> <p>5.2 I can easily access a toilet from the rooms I use and can use this when I need to.</p> <p>5.3 I have an accessible, secure place to keep my belongings.</p> <p>5.4 If I require intimate personal care, there is a suitable area for this, including a sink if needed.</p> <p>5.5 I experience a service that is the right size for me.</p> <p>5.6 If I experience care and support in a group, I experience a homely environment and can use a comfortable area with soft furnishings to relax.</p> <p>5.11 I can independently access the parts of the premises I use, and the environment has been designed to promote this.</p> <p>5.16 The premises have been adapted, equipped and furnished to meet my needs and wishes.</p> <p>5.17 My environment is secure and safe.</p> <p>5.18 My environment is relaxed, welcoming, peaceful and free from avoidable and intrusive noise and smells.</p> <p>5.19 My environment has plenty of natural light and fresh air and the lighting, ventilation and heating can be adjusted to meet my needs and wishes.</p> <p>5.20 I have enough physical space to meet my needs and wishes.</p>













		<p>5.21 I am able to access a range of good quality equipment and furnishings to meet my needs, wishes and choices.</p> <p>5.22 I experience an environment that is well looked after with clean, tidy and well maintained premises, furnishings and equipment.</p> <p><b>National Standard</b></p> <p><b>Criteria 3:</b> Physical Environment</p>
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Things to consider		
	<p><b>Section 5: Early Childhood Curriculum and pedagogical leadership</b></p> <p>5.1 What is the early childhood curriculum</p> <p>5.2 What do we mean by pedagogy and pedagogical leadership</p> <p>5.3 Considering the learning environment</p> <p>5.4Leading through learning together with families</p>	

	 <p>A quality framework for daycare of children, childminding and school aged childcare</p>	 <p>Health and Social Care Standards: my support, my life</p> <p>National standards</p> 
<p><b>2.1 Safeguarding and Child protection</b></p> <p><b>Themes</b></p> <ul style="list-style-type: none"> <li>• Arrangements for safeguarding, including child protection</li> <li>• Arrangements to ensure wellbeing</li> <li>• National guidance and legislation</li> </ul> <p><b>Descriptor</b></p> <p>This indicator focuses on the responsibilities required by practitioners and partners to ensure that all children are safe, well cared for and able to flourish. This indicator looks to how the setting takes account of statutory requirements in relation to child protection to ensure the needs of all children are met. Safeguarding all children requires strong partnerships to be established between the setting and its local community. This includes well-planned opportunities to help children become resilient and develop a sound understanding of how to keep themselves safe.</p>	<p><b>Quality indicator 1.2: Children are safe and protected</b></p> <p><b>Key areas include the extent to which:</b></p> <ul style="list-style-type: none"> <li>• children are supported to feel safe, secure and are protected from harm.</li> <li>• staff have a clear understanding of their responsibilities and are supported by comprehensive child protection procedures to inform their practice.</li> </ul> <p><b>Descriptor</b></p> <p>This indicator focuses on how effective relationships ensure children are safe, secure and protected from harm. It is about ensuring staff have the capacity to competently respond and action wellbeing, child protection and safeguarding concerns. The importance of how staff take account of local and national policies to promote the safety and protection of children is highlighted. Children accessing digital and on-line learning opportunities are safe and protected from potential harm.</p>	<p><b>Links to Health and Social Care Standards: my support, my life</b></p> <p>1.2 My human rights are protected and promoted and I experience no discrimination.</p> <p>1.6 I get the most out of life because the people and organisation who support and care for me have an enabling attitude and believe in my potential.</p> <p>1.19 My care and support meets my needs and is right for me.</p> <p>1.20 I am in the right place to experience the care and support I need and want.</p> <p>1.23 My needs, as agreed in my personal plan, are fully met, and my wishes and choices are respected.</p> <p>1.24 Any treatment or intervention that I experience is safe and effective.</p> <p>1.31 As a child, my social and physical skills, confidence, self-esteem and creativity are developed through a balance of organised and freely chosen extended play, including using open ended and natural materials.</p> <p>1.32 As a child, I play outdoors every day and regularly explore a natural environment.</p> <p>2.11 My views will always be sought and my choices respected, including when I have reduced capacity to fully make my own decisions.</p> <p>3.10 As a child or young person I feel valued, loved and secure.</p> <p>3.14 I have confidence in people because they are trained, competent and skilled, are able to reflect on their practice and follow their professional and organisational codes.</p> <p>3.15 My needs are met by the right number of people.</p> <p>3.16 People have time to support and care for me and to speak with me.</p> <p>3.17 I am confident that people respond promptly, including when I ask for help.</p> <p>3.20 I am protected from harm, neglect, abuse, bullying and exploitation by people who have a clear understanding of their responsibilities.</p> <p>3.21 I am protected from harm because people are alert and respond to signs of significant deterioration in my health and wellbeing that I may be unhappy or may be at risk of harm.</p> <p>3.22 I am listened to and taken seriously if I have a concern about the protection and safety of myself or others, with appropriate assessments and referrals made.</p> <p>3.23 If I go missing, people take urgent action, including looking for me and liaising with the police, other agencies and people who are important to me.</p> <p>3.24 If I might harm myself or others, I know that people have a duty to protect me and others, which may involve contacting relevant agencies.</p> <p>4.1 My human rights are central to the organisations that support and care for me.</p> <p><b>National Standard</b></p> <p><b>Criteria 2:</b> Development of children's cognitive skills, health and wellbeing</p>
<p><b>Things to consider</b></p> <div>  <div> <p>3.1 How I grow and develop</p> <p>3.2 What I need from the adults that look after me</p> <p>3.3 Schemas</p> <p>3.4 Doing the right thing for me / How to do the right thing for me</p> </div> <div> <p>3.5 When things in my life are not straightforward – adversity and trauma</p> <p>3.6 When things in my life are not straightforward – additional support for learning</p> <p>3.7 The impact of conscious and unconscious gender bias</p> </div> </div>		






	HGIOELC	 <p>A quality framework for daycare of children, childminding and school aged childcare</p>	 <p>Health and Social Care Standards: my support, my life</p> <p>National standards</p> 
<p><b>2.2 Curriculum</b></p> <p><b>Themes</b></p> <ul style="list-style-type: none"><li>• Rationale and design</li><li>• Learning and development pathways</li><li>• Pedagogy and play</li><li>• Skills for life and learning</li></ul> <p><b>Descriptor</b></p> <p>This indicator highlights the importance of placing the needs of children at the centre of curriculum design and development. It focuses on the importance of offering children rich and exciting play and learning opportunities, indoors, outdoors and within their community. The curriculum is designed to reflect local and national circumstances. The curriculum is most effective when it is highly relevant to children and families and has been shaped by their engagement. A clear and shared pedagogy promotes high quality learning and teaching and results in positive outcomes for all children.</p>	<p><b>Quality indicator 3.2 Leadership of play and learning</b></p> <p><b>Key areas include the extent to which:</b></p> <ul style="list-style-type: none"><li>• high-quality play and learning culture is fully embedded</li><li>• children actively lead their play and learning.</li></ul> <p><b>Descriptor</b></p> <p>This indicator relates to the leadership of improvements in play and learning. Leaders understand the importance of empowering children to lead their own play and learning. It is about how children follow their own ideas and interests in their own way and for their own reasons. This effectively promotes all aspects of children’s development, learning and wellbeing. It focuses on the importance of a shared ethos and commitment to developing high quality play, based on children’s needs and interests. This is achieved through observation approaches that place children at the centre of planning and evaluation</p>	<p><b>Links to Health and Social Care Standards: my support, my life</b></p> <p>1.27 I am supported to achieve my potential in education and employment if this is right for me.</p> <p>1.30 As a child, I have fun as I develop my skills in understanding, thinking, investigation and problem solving, including through imaginative play and storytelling.</p> <p>1.31 As a child, my social and physical skills, confidence, self-esteem and creativity are developed through a balance of organised and freely chosen extended play, including using open ended and natural materials.</p> <p>1.32 As a child, I play outdoors every day and regularly explore a natural environment.</p> <p>1.6 I get the most out of life because the people and organisation who support and care for me have an enabling attitude and believe in my potential.</p> <p>2.27 As a child, I can direct my own play and activities in the way that I choose, and freely access a wide range of experiences and resources suitable for my age and stage, which stimulate my natural curiosity, learning and creativity.</p> <p>4.11 I experience high quality care and support based on relevant evidence, guidance and best practice</p> <p>4.25 I am confident that people are encouraged to be innovative in the way they support and care for me</p> <p><b>National Standard</b></p> <p><b>Criteria 1:</b> Staffing, leadership and management</p>	
<p><b>Things to consider</b></p>			
	<p>5.1 What is the early childhood curriculum</p> <p>5.2 What do we mean by pedagogy and pedagogical leadership</p> <p>5.3 Considering the learning environment</p> <p>5.4 Leading through learning together with families</p> <p>6.1 Putting pedagogy into practice</p> <p>6.2 Responsive and intentional learning</p> <p>6.3 Facilitating playful learning environments</p> <p>6.4 Literacy, numeracy and mathematical thinking</p> <p>6.5 Digital technology and the young child</p>		






	 <p>A quality framework for daycare of children, childminding and school aged childcare</p>	 <p>Health and Social Care Standards: my support, my life</p> <p>National standards</p> 
<p><b>2.3 Learning, teaching and assessment</b></p> <p><b>Themes</b></p> <ul style="list-style-type: none"> <li>• Learning and engagement</li> <li>• Quality of interactions</li> <li>• Effective use of assessment</li> <li>• Planning tracking and monitoring</li> </ul> <p><b>Descriptor</b></p> <p>This indicator focuses on ensuring high quality learning experiences for young children. It highlights the importance of a very good understanding of child development and early learning pedagogy. Effective use is made of observation to inform future learning and identify the progress made. Children are involved in planning for their own learning. Together these ensure children's successes and achievements are maximised.</p>	<p><b>Quality indicator 1.3: Play and learning</b></p> <p><b>Key areas include the extent to which:</b></p> <ul style="list-style-type: none"> <li>• children have fun as they experience high quality play, learning and development opportunities.</li> <li>• children are empowered to be fully involved in their play and learning through the skilled interactions and actions of staff.</li> </ul> <p><b>Descriptor</b></p> <p>This indicator focuses on children's right to play, have fun, experience joy and the resulting impact this has on their learning and development. It recognises the value of play as a concept in itself, as well as an opportunity for developing life skills and learning. It highlights the importance of placing the needs and interests of children at the centre of their play and learning. It acknowledges the critical role of staff to support children's current interests and curiosities to promote their learning and development. It emphasises the importance of a very good understanding of child development, theory and practice. Quality assessments are used effectively to promote all aspects of children's development, learning and wellbeing. This ensures that children's successes and achievements are maximised, and any supports are identified and implemented.</p>	<p><b>Links to Health and Social Care Standards: my support, my life</b></p> <ul style="list-style-type: none"> <li>1.19 My care and support meets my needs and is right for me.</li> <li>1.2 My human rights are protected and promoted and I experience no discrimination.</li> <li>1.27 I am supported to achieve my potential in education and employment if this is right for me.</li> <li>1.30 As a child, I have fun as I develop my skills in understanding, thinking, investigation and problem solving, including through imaginative play and storytelling.</li> <li>1.31 As a child, my social and physical skills, confidence, self-esteem and creativity are developed through a balance of organised and freely chosen extended play, including using open ended and natural materials.</li> <li>1.32 As a child, I play outdoors every day and regularly explore a natural environment.</li> <li>2.27 As a child, I can direct my own play and activities in the way that I choose, and freely access a wide range of experiences and resources suitable for my age and stage, which stimulate my natural curiosity, learning and creativity.</li> <li>3.1 I experience people speaking and listening to me in a way that is courteous and respectful, with my care and support being the main focus of people's attention.</li> <li>3.13 I am treated as an individual by people who respect my choices and wishes, and anyone making a decision about my future care and support knows me.</li> <li>4.1 My human rights are central to the organisations that support and care for me.</li> <li>4.11 I experience high quality care and support based on relevant evidence, guidance and best practice.</li> <li>4.19 I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes.</li> </ul> <p><b>National Standard</b></p> <p><b>Criteria 2:</b> Development of children's cognitive skills, health and wellbeing</p>
<p><b>Things to consider</b></p>		
	<ul style="list-style-type: none"> <li>4.1 The importance of play</li> <li>4.2 Play pedagogy</li> <li>4.3 Play pedagogy from the beginning of ELC and beyond</li> <li>4.4 The role of the adult in supporting learning</li> </ul>	





	 <p>A quality framework for daycare of children, childminding and school aged childcare</p>	 <p>Health and Social Care Standards: my support, my life</p> <p>National standards</p> 
<p><b>2.4 Personalised Support</b></p> <p><b>Themes</b></p> <ul style="list-style-type: none"> <li>• Universal support</li> <li>• Role of practitioners and leaders</li> <li>• Identification of learning needs and targeted support</li> <li>• Removal of barriers</li> </ul> <p><b>Descriptor</b></p> <p>This indicator focuses on the provision of high quality support that enables all children to achieve success. It highlights the importance of wellbeing and of involving children and their families in decisions about how their needs should be best met. Strong partnerships with parents/carers and others who support children are essential. Careful monitoring of all children, particularly those who are more vulnerable or disadvantaged, ensures effective and early support leading to positive outcomes.</p>	<p><b>1.1 Nurturing care and support</b></p> <p><b>Key areas include the extent to which</b></p> <ul style="list-style-type: none"> <li>• children are nurtured and supported throughout their daily experience</li> <li>• children's individual wellbeing benefits from the effective use of personal planning</li> <li>• all children get the support they need to reach their full potential.</li> </ul> <p><b>Descriptor</b></p> <p>This indicator focuses on how well children are nurtured and supported. Children's care and learning routines are individual to their needs and are delivered with kindness and compassion. Personal planning reflects the holistic needs of each child to improve their wellbeing and support positive outcomes. It highlights the importance of involving children and their families in making decisions about their care and development. Staff are skilled at building resilience and identifying and supporting children with any additional support needs. It considers how planning and assessment ensures appropriate, proportionate and timely support, including specialist input where required. It focuses on the need for effective communication and for children to be well supported at times of change and transition.</p>	<p><b>Links to Health and Social Care Standards: my support, my life</b></p> <ul style="list-style-type: none"> <li>• 1.14 My future care and support needs are anticipated as part of my assessment.</li> <li>• 1.15 My personal plan (sometimes referred to as a care plan) is right for me because it sets out how my needs will be met, as well as my wishes and choices.</li> <li>• 1.19 My care and support meets my needs and is right for me.</li> <li>• 1.23 My needs, as agreed in my personal plan, are fully met, and my wishes and choices are respected.</li> <li>• 2.15 I am enabled to resolve conflict, agree rules and build positive relationships with other people as much as I can.</li> <li>• 2.17 I am fully involved in developing and reviewing my personal plan, which is always available to me. Children are supported to feel safe, secure and protected from harm.</li> <li>• 3.5 As a child or young person, I am helped to develop a positive view of myself and to form and sustain trusting and secure relationships.</li> <li>• 3.6 I feel at ease because I am greeted warmly by people and they introduce themselves.</li> <li>• 3.10 As a child or young person I feel valued, loved and secure</li> </ul> <p><b>National Standard</b></p> <p><b>Criteria 2:</b> Development of children's cognitive skills, health and wellbeing</p>
<p><b>Things to consider</b></p>  <ul style="list-style-type: none"> <li>2.1 The image of the developing child</li> <li>2.2 Being me from my earliest days / So what can we learn from practice and research</li> <li>2.3 Being a baby, a toddler and a young child</li> <li>3.5 When things in my life are not straightforward – adversity and trauma</li> <li>3.6 When things in my life are not straightforward – additional support needs</li> <li>3.7 The impact of conscious and unconscious gender bias</li> <li>3.8. An important note about being you ...</li> </ul>		

	 <p>A quality framework for daycare of children, childminding and school aged childcare</p>	 <p>Health and Social Care Standards: my support, my life</p> <p>National standards</p> 
<p><b>2.5 Family Learning Themes</b></p> <ul style="list-style-type: none"> <li>Engaging families in learning</li> <li>Early intervention and prevention</li> <li>Quality of family learning programmes</li> </ul> <p><b>Descriptor</b> This indicator focuses on increasing the positive impact of working with families to improve learning and achievement. The emphasis is on all early learning and childcare settings working in partnership with others in the community to support families to secure better outcomes through programmes which enable them to improve literacy, numeracy and health and wellbeing.</p>	<p><b>1.4. Family learning and engagement</b> <b>Key areas include the extent to which</b></p> <ul style="list-style-type: none"> <li>Families benefit from respectful and trusting relationships from first contact.</li> <li>Well planned early intervention supports and strengthens children and families' resilience.</li> <li>High quality engagement and programmes effectively build on families' strengths and contributes to a culture of family learning</li> </ul> <p><b>Descriptor</b> This indicator focuses on engaging with families to support children's care, play and learning together. This recognises the importance of sharing key approaches with families focused on the home learning environment. The emphasis is on working in partnership with families to achieve positive outcomes for children. It highlights the importance of children and families building resilience and feeling loved, safe and respected so that children can realise their full potential. It recognises family differences and responds without judgement.</p> <p>Staff understand the importance of children's human rights and reflect this in all of their work. This ensures children are healthy, happy and safe and that they have a say in their lives. Staff value diversity and challenge discrimination where this is needed</p>	<p><b>Links to Health and Social Care Standards: my support, my life</b></p> <p>1.2, My human rights are protected and promoted and I experience no discrimination 1.6, I get the most out of life because the people and organisation who support and care for me have an enabling attitude and believe in my potential. 1.29, I am supported to be emotionally resilient, have a strong sense of my own identity and wellbeing, and address any experiences of trauma or neglect 2.2, I am empowered and enabled to be as independent and as in control of my life as I want and can be 2.3, I am supported to understand and uphold my rights 2.9 I receive and understand information and advice in a format or language that is right for me 3.14 I have confidence in people because they are trained, competent and skilled, are able to reflect on their practice and follow their professional and organisational codes 4.2, The organisations that support and care for me help tackle health and social inequalities 4.16, I am supported and cared for by people I know so that I experience consistency and continuity 4.18, I benefit from different organisations working together and sharing information about me promptly where appropriate, and I understand how my privacy and confidentiality are respected. 4.23, I use a service and organisation that are well led and managed</p> <p><b>National Standard</b> <b>Criteria 5:</b> Parent and carer engagement. <b>Criteria 5:</b> Parent and carer engagement.</p>
<p><b>Things to consider</b></p>		
	<p>5.4 Leading through learning together with families</p>	



 <p>How good is our early learning and childcare?</p>	 <p>A quality framework for daycare of children, childminding and school aged childcare</p>	 <p>Health and Social Care Standards: my support, my life</p> <p>National standards</p> 
<p><b>2.6 Transitions</b></p> <p><b>Themes</b></p> <ul style="list-style-type: none"> <li>Quality of support children and their families</li> <li>Collaborative planning and delivery</li> <li>Continuity and progression in learning</li> </ul> <p><b>Descriptor</b></p> <p>This indicator focuses on the need for babies, toddlers and young children to be well supported at times of transition. This includes moving into and out of the early learning and childcare setting but also includes transitions as children through different rooms or stages of learning. Effective communication and partnership for tracking and recording progress and effective arrangements for sharing these are essential for curriculum continuity and progression in learning.</p>	<p><b>1.5 Effective Transition</b></p> <p><b>Key areas include the extent to which</b></p> <ul style="list-style-type: none"> <li>Approaches to transition promote children's security and wellbeing.</li> <li>Effective communication throughout transition promotes continuity and progression of children's care, play and learning.</li> </ul> <p><b>Descriptor</b></p> <p>This indicator focuses on the need for children to be well supported at times of transition. Recognising that moving into and out of the early learning and childcare setting, or moving through different rooms or stages of learning requires careful planning. This includes developing procedures that consider children's individual and developmental needs within the transition planning process. It promotes the need for meaningful consultation and effective communication with children, families and all professionals involved when any changes in the arrangements for their care, play and learning are due to take place.</p>	<p><b>Links to Health and Social Care Standards: my support, my life</b></p> <p>1.2, My human rights are protected and promoted and I experience no discrimination</p> <p>1.6, I get the most out of life because the people and the organisation who support and care for me have an enabling attitude and believe in my potential</p> <p>1.29, I am supposed to be emotionally resilient, have a strong sense of my own identity and wellbeing, and address any experiences of trauma or neglect.</p> <p>2.2, I am empowered and enabled to be as independent and as in control of my life as I want and can be.</p> <p>2.3, I am supported to understand and uphold my rights</p> <p>2.9, I am supported to communicate in a way that is right for me, at my own pace, by people who are sensitive to me and my needs</p> <p>3.14, I have confidence in people because they are trained, competent and skilled, are able to reflect on their practice and follow their professional and organisational codes</p> <p>4.2, The organisations that support and care for me help tackle health and social inequalities</p> <p>4.16, I am supported and cared for by people I know so that I experience consistency and continuity</p> <p>4.18, I benefit from different organisations working together and sharing information about me promptly where appropriate, and I understand how my privacy and confidentiality are respected</p> <p>4.23, I use a service and organisation that are well led and managed.</p> <p><b>National Standard</b></p> <p><b>Criteria 5:</b> Parent and carer engagement.</p> <p><b>Criteria 6:</b> Inclusion</p>
<p><b>Things to consider</b></p>		
	<p>8.1 Defining transitions</p> <p>8.2 What we can learn from research</p> <p>8.3 Why we should place a strong emphasis on improving transitions for children</p> <p>8.4 Key features of positive transitions practice from home to an early learning and childcare setting</p> <p>8.5 Key features of positive transitions practice within and across an ELC setting</p> <p>8.6 Key features of positive transitions practice for babies and children accessing more than one education and care setting/provider</p> <p>8.7 Key features of positive transitions practice for babies and children and families who need additional support</p> <p>8.8 Key features of positive transitions practice from an early learning and childcare setting to school</p>	

	 <p>A quality framework for daycare of children, childminding and school aged childcare</p>	 <p>Health and Social Care Standards: my support, my life</p>  <p>National standards</p>
<p><b>2.7 Partnerships</b></p> <p><b>Themes</b></p> <ul style="list-style-type: none"> <li>Engagement of parents and carers in the life of the setting</li> <li>The promotion of partnerships</li> <li>Impact on children and families</li> </ul> <p><b>Descriptor</b></p> <p>This indicator aims to capture the settings success in developing and maintaining strong partnership approaches which improve outcomes for babies, toddlers and young children. These partnerships also contribute to the continued improvement of the setting and community. All partnerships are based on mutual trust and respect for the particular contribution each partner brings. Strong partnerships are a powerful feature of a highly effective setting.</p>	<p><b>1.4. Family learning and engagement</b></p> <p><b>Key areas include the extent to which</b></p> <ul style="list-style-type: none"> <li>Families benefit from respectful and trusting relationships from first contact.</li> <li>Well planned early intervention supports and strengthens children and families' resilience.</li> <li>High quality engagement and programmes effectively build on families' strengths and contributes to a culture of family learning.</li> </ul> <p><b>Descriptor</b></p> <p>This indicator focuses on engaging with families to support children's care, play and learning together. This recognises the importance of sharing key approaches with families focused on the home learning environment. The emphasis is on working in partnership with families to achieve positive outcomes for children. It highlights the importance of children and families building resilience and feeling loved, safe and respected so that children can realise their full potential. It recognises family differences and responds without judgement.</p> <p>Staff understand the importance of children's human rights and reflect this in all of their work. This ensures children are healthy, happy and safe and that they have a say in their lives. Staff value diversity and challenge discrimination where this is needed</p>	<p><b>Links to Health and Social Care Standards: my support, my life</b></p> <p>1.2, My human rights are protected and promoted and I experience no discrimination</p> <p>1.6, I get the most out of life because the people and organisation who support can care for me have an enabling attitude and believe in my potential.</p> <p>1.29, I am supported to be emotionally resilient, have a strong sense of my own identity and wellbeing, and address any experiences of trauma or neglect</p> <p>2.2, I am empowered and enabled to be as independent and as in control of my life as I want and can be</p> <p>2.3, I am supported to understand and uphold my rights</p> <p>2.9 I receive and understand information and advice in a format or language that is right for me</p> <p>3.14 I have confidence in people because they are trained, competent and skilled, are able to reflect on their practice and follow their professional and organisational codes</p> <p>4.2, The organisations that support and care for me help tackle health and social inequalities</p> <p>4.16, I am supported and cared for by people I know so that I experience consistency and continuity</p> <p>4.18, I benefit from different organisations working together and sharing information about me promptly where appropriate, and I understand how my privacy and confidentiality are respected.</p> <p>4.23, I use a service and organisation that are well led and managed</p> <p><b>National Standard</b></p> <p><b>Criteria 5: Parent and carer engagement.</b></p>
<p><b>Things to consider</b></p>		
	<p>2.2 Being me from my earliest days / So what can we learn from practice and research</p> <p>2.3 Being a baby, a toddler and a young child</p> <p>3.1 How I grow and develop</p>	




	 <p>A quality framework for daycare of children, childminding and school aged childcare</p>	 <p>Health and Social Care Standards: my support, my life</p> <p>National standards</p> 
<p><b>3.1 Ensuring wellbeing, equality and inclusion</b></p> <p><b>Themes</b></p> <ul style="list-style-type: none"> <li>Wellbeing</li> <li>Fulfilment of statutory duties</li> <li>Inclusion and equalities</li> </ul> <p><b>Descriptor</b></p> <p>This indicator reflects on the setting's approach to children's wellbeing which underpins their ability to achieve success. It highlights the need for policies and practices to be well grounded in current legislation and a shared understanding of the value of each individual. A clear focus on wellbeing entitlements and protected characteristics supports all children to be the best they can be and celebrates their successes and achievements</p>	<p><b>Quality indicator 5.1: Children's health and wellbeing are supported and safeguarded during Covid-19</b></p> <p><b>Key areas include the extent to which:</b></p> <ul style="list-style-type: none"> <li>children are nurtured and supported throughout their changed experience in their early learning and childcare setting</li> <li>effective communication with families enables responsive care to support children through changing circumstances</li> </ul> <p><b>Descriptor</b></p> <p>This indicator focuses on the implementation of the national Covid-19 guidance in ELC settings (including out of school care and childminders) and establishes how well services are responding to ensure children are secure and confident within different delivery models. It promotes a rights-based approach for children and their families whilst meeting the standards required to maintain safety during the pandemic. It recognises the importance of new and existing attachments, connections and relationships between children, their friends and staff members and how they are supported wherever possible. It promotes innovation in the approaches to communication with families. It highlights the importance of children and families building resilience during these difficult times.</p>	<p><b>Links to Health and Social Care Standards: my support, my life</b></p> <ul style="list-style-type: none"> <li>1.1 I am accepted and valued whatever my needs, ability, gender, age, faith, mental health status, race, background or sexual orientation.</li> <li>1.2 My human rights are protected and promoted and I experience no discrimination.</li> <li>1.4 If I require intimate personal care, this is carried out in a dignified way, with my privacy and personal preferences respected.</li> <li>1.6 I get the most out of life because the people and organisation who support and care for me have an enabling attitude and believe in my potential.</li> <li>1.8 If I experience care and support in a group, the overall size and composition of that group is right for me.</li> <li>1.14 My future care and support needs are anticipated as part of my assessment.</li> <li>1.15 My personal plan (sometimes referred to as a care plan) is right for me because it sets out how my needs will be met, as well as my wishes and choices.</li> <li>1.19 My care and support meets my needs and is right for me.</li> <li>1.20 I am in the right place to experience the care and support I need and want.</li> <li>1.23 My needs, as agreed in my personal plan, are fully met, and my wishes and choices are respected.</li> <li>1.24 Any treatment or intervention that I experience is safe and effective.</li> <li>1.29 I am supported to be emotionally resilient, have a strong sense of my own identity and wellbeing, and address any experiences of trauma or neglect.</li> <li>1.31 As a child, my social and physical skills, confidence, self-esteem and creativity are developed through a balance of organised and freely chosen extended play, including using open ended and natural materials.</li> <li>1.32 As a child, I play outdoors every day and regularly explore a natural environment.</li> <li>2.15 I am enabled to resolve conflict, agree rules and build positive relationships with other people as much as I can</li> <li>2.17 I am fully involved in developing and reviewing my personal plan, which is always available to me</li> <li>3.5 As a child or young person, I am helped to develop a positive view of myself and to form and sustain trusting and secure relationships.</li> <li>3.6 I feel at ease because I am greeted warmly by people and they introduce themselves.</li> <li>3.13 I am treated as an individual by people who respect my needs, choices and wishes, and anyone making a decision about my future care and support knows me.</li> <li>3.14 I have confidence in people because they are trained, competent and skilled, are able to reflect on their practice and follow their professional and organisational codes</li> <li>3.20 I am protected from harm, neglect, abuse, bullying and exploitation by people who have a clear understanding of their responsibilities.</li> </ul>

		<p>3.21 I am protected from harm because people are alert and respond to signs of significant deterioration in my health and wellbeing, that I may be unhappy or may be at risk of harm.</p> <p>4.11 I experience high quality care and support based on relevant evidence, guidance and best practice.</p> <p><b>National Standard</b></p> <p><b>Criteria 4 – Self-evaluation and improvement</b></p>
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Things to consider



- 3.1 How I grow and develop
- 3.2 What I need from the adults who look after me
- 3.3 Schemas
- 3.4 Doing the right thing for me How to do the right thing for me
- 3.5 When things in my life are not straight forward
- 3.6 When things in my life are not straightforward – additional support for learning
- 3.7 The impact of coconscious and unconscious gender bias
- 3.8 An important note about being you

	 <p>A quality framework for daycare of children, childminding and school aged childcare</p>	 <p>Health and Social Care Standards: my support, my life</p> <p>National standards</p>
<p><b>3.2 Securing Children's Progress</b></p> <p><b>Themes</b></p> <ul style="list-style-type: none"> <li>• Progress in communication, early language, mathematics and health and wellbeing</li> <li>• Children's progress over time</li> <li>• Overall quality of children's achievement</li> <li>• Ensuring equity for all children</li> </ul> <p><b>Descriptor</b></p> <p>This indicator relates to the development and learning of babies, toddlers and young children. It requires clear understanding of early learning and development and pedagogy. It reflects the integrated way young children learn and the importance of experiences and development happening on an individual basis within a supportive, nurturing and stimulating environment. High quality early learning and childcare contributes significantly to enhancing children's progress and achievement as they grow and learn. It can benefit all children by closing the attainment gap and ensuring equity for all. It is about the holistic nature of development and learning and ensuring these foundations are secure in order to achieve future attainment success.</p>	<p><b>1.1 Nurturing care and support</b></p> <p><b>Key areas include the extent to which:</b></p> <ul style="list-style-type: none"> <li>• children are nurtured and supported throughout their daily experience</li> <li>• children's individual wellbeing benefits from the effective use of personal planning</li> <li>• all children get the support they need to reach their full potential.</li> </ul> <p><b>Descriptor</b></p> <p>This indicator focuses on how well children are nurtured and supported. Children's care and learning routines are individual to their needs and are delivered with kindness and compassion. Personal planning reflects the holistic needs of each child to improve their wellbeing and support positive outcomes. It highlights the importance of involving children and their families in making decisions about their care and development. Staff are skilled at building resilience and identifying and supporting children with any additional support needs. It considers how planning and assessment ensures appropriate, proportionate and timely support, including specialist input where required. It focuses on the need for effective communication and for children to be well supported at times of change and transition</p> <p><b>1.3: Play and learning</b></p> <p><b>Key areas include the extent to which:</b></p> <ul style="list-style-type: none"> <li>• children have fun as they experience high quality play, learning and development opportunities.</li> <li>• children are empowered to be fully involved in their play and learning through the skilled interactions and actions of staff.</li> </ul> <p><b>Descriptor</b></p> <p>This indicator focuses on children's right to play, have fun, experience joy and the resulting impact this has on their learning and development. It recognises the value of play as a concept in itself, as well as an opportunity for developing life skills and learning. It highlights the importance of placing the needs and interests of children at the centre of their play and learning. It acknowledges the critical role of staff to support children's current interests and curiosities to promote their learning and development. It emphasises the importance of a very good understanding of child development, theory and practice. Quality assessments are used effectively to promote all aspects of children's development, learning and wellbeing. This ensures that children's successes and achievements are maximised, and any supports are identified and implemented.</p> <p><b>3.2: Leadership of play and learning</b></p> <p><b>Key areas include the extent to which:</b></p>	<p><b>Links to the Health and Social Care Standards</b></p> <p>1.14 My future care and support needs are anticipated as part of my assessment.</p> <ul style="list-style-type: none"> <li>• 1.15 My personal plan (sometimes referred to as a care plan) is right for me because it sets out how my needs will be met, as well as my wishes and choices.</li> <li>• 1.19 My care and support meets my needs and is right for me.</li> <li>• 1.23 My needs, as agreed in my personal plan, are fully met, and my wishes and choices are respected.</li> <li>• 2.17 I am fully involved in developing and reviewing my personal plan, which is always available to me. Children are supported to feel safe, secure and protected from harm.</li> </ul> <p><b>Links to the Health and Social Care Standards</b></p> <p>1.27. I am supported to achieve my potential in education and employment if this is right for me.</p> <ul style="list-style-type: none"> <li>• 2.27. As a child, I can direct my own play and activities in the way that I choose, and freely access a wide range of experiences and resources suitable to my age and stage, which stimulate my natural curiosity, learning and creativity.</li> <li>• 3.13 I am treated as an individual by people who respect my needs, choices and wishes, and anyone making a decision about my future care and support knows me</li> </ul> <p><b>National Standard</b></p> <p><b>Criteria 1:</b> Staffing, leadership and management</p>





	<ul style="list-style-type: none"> <li>• high-quality play and learning culture is fully embedded</li> <li>• children actively lead their play and learning.</li> </ul> <p><b>Descriptor</b> This indicator relates to the leadership of improvements in play and learning. Leaders understand the importance of empowering children to lead their own play and learning. It is about how children follow their own ideas and interests in their own way and for their own reasons. This effectively promotes all aspects of children's development, learning and wellbeing. It focuses on the importance of a shared ethos and commitment to developing high quality play, based on children's needs and interests. This is achieved through observation approaches that place children at the centre of planning and evaluation</p>	<b>Criteria 2:</b> Development of children's cognitive skills, health and wellbeing
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#### Things to consider



- 3. 5 When things in my life are not straight forward, adversity and trauma
- 3.6 When things in my life are not straight forward, additional support for learning
- 6.2 Responsive and intentional planning
- 6.4 Literacy, numeracy and mathematical thinking



	 <p>A quality framework for daycare of children, childminding and school aged childcare</p>	 <p>Health and Social Care Standards: my support, my life</p> <p>National standards</p> 
<p><b>3.3 Developing creativity and skills for life and learning</b></p> <p><b>Themes</b></p> <ul style="list-style-type: none"> <li>• Developing creativity</li> <li>• Developing skills for life and learning</li> <li>• Developing digital skills</li> </ul> <p><b>Descriptor</b></p> <p>This indicator focuses on a range of significant skills for life and learning which children should increasingly be able to demonstrate as they grow and learn. A key feature is children's increasing ability to apply skills in a range of contexts, including unfamiliar settings. Children understand the importance of these skills to their learning and to work and life in their local community and the wider world</p>	<p><b>1.3 Play &amp; Learning</b></p> <p><b>Key areas include the extent to which</b></p> <ul style="list-style-type: none"> <li>• Children have fun as they experience high quality play, learning and development opportunities</li> <li>• Children are empowered to be fully involved in their play and learning through the skilled interactions and actions of staff</li> </ul> <p><b>Descriptor</b></p> <p>This indicator focuses on children's right to play, have fun, experience joy and the resulting impact this has on their learning and development. It recognises the value of play as a concept in itself, as well as an opportunity for developing life skills and learning. It highlights the importance of placing the needs and interests of children at the centre of their play and learning. It acknowledges the critical role of staff to support children's current interests and curiosities to promote their learning and development.</p> <p>It emphasises the importance of a very good understanding of child development, theory and practice. Quality assessments are used effectively to promote all aspects of children's development, learning and wellbeing. This ensures that children's successes and achievements are maximised and any supports and identified and implemented.</p> <p><b>1.2: Children are safe and protected</b></p> <p><b>Key areas include the extent to which:</b></p> <ul style="list-style-type: none"> <li>• children are supported to feel safe, secure and are protected from harm.</li> <li>• staff have a clear understanding of their responsibilities and are supported by comprehensive child protection procedures to inform their practice.</li> </ul> <p><b>Descriptor</b></p> <p>This indicator focuses on how effective relationships ensure children are safe, secure and protected from harm. It is about ensuring staff have the capacity to competently</p>	<p><b>Links to Health and Social Care Standards: my support, my life</b></p> <p>1.27 – I am supported to achieve my potential in education and employment if this is right for me</p> <p>2.27 – As a child, I can direct my own play and activities in the way that I choose and freely access a wide range of experiences and resources suitable to my age and stage, which stimulate my natural curiosity, learning and creativity.</p> <p>3.13 – I am treated as an individual by people who respect my needs, choices and wishes, and anyone making a decision about my future care and support knows me.</p> <p><b>National Standard</b></p> <p><b>Criteria 2:</b> Development of children's cognitive skills, health and wellbeing.</p>

	<p>respond and action wellbeing, child protection and safeguarding concerns. The importance of how staff take account of local and national policies to promote the safety and protection of children is highlighted. Children accessing digital and on-line learning opportunities are safe and protected from potential harm.</p>	
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Things to consider
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	<p>4.1 The importance of play</p> <p>4.2 Play pedagogy</p> <p>4.3 Play pedagogy from the beginning of ELC and beyond</p> <p>4.4 The role of the adult in supporting learning</p> <p>5.3 Learning environment to develop skills for life.</p>
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