SELF-EVALUATION (2026)

Setting: **Head:**   **Area Manager:**

Birth to 2   2 to 3 years   3 to 6 years

LEADERSHIP	GCC VALUES: COMPASSION, AMBITION, TRUST & EQUITY
Q.I. LEADERSHIP AND MANAGEMENT OF EDUCATORS AND RESOURCES (CI) • Vision, Values and Aims • Self-Evaluation, Quality Assurance and Implementing Change • Educators Recruitment and Induction	**GCC GRAND CHALLENGES** • Wellbeing and Learning • Achievement and Progress • Networked Learning Organisation • Connected Learning • Engagement, Participation and Inclusion
THEME - VISION, VALUES AND AIMS (VVA) **Documentation** • Clear, ambitious, co-created and current vison, values and aims. Detail of journey and accountability • SIP/SER identifying a collective focus and voice on improvement and successes, documented as they happen • Quality data from all stakeholders and evidence of triangulation • Formal monitoring of the service with a focus on improvement • Focused observations to inform planned developments or improvements that are important to children • Planned improvements take account of children's rights, needs and interests **Practice** • Strong ethos of continuous improvement, highest aspirations and standards possible • Meaningful collaboration with children, families, communities and other service users • Sustained meaningful communication and awareness of vision, values and aims by all service users • Accountability and responsibility in building and sustaining a high-quality team • Leaders are ethical, inspirational, visible and approachable • Dedication to the delivery of services vision values and aims, high-quality practice and improvement • Educators are solution focused and encouraged to participate • Leaders create conditions where all people feel confident to initiate well informed change and share responsibility for the process **Questions** • What impact do your VVA have on improving the quality of the childcare you provide • Does your VVA inform your daily practice • How effectively do you engage others to develop a shared purpose for your setting	

THEME - SELF-EVALUATION, QUALITY ASSURANCE AND IMPLEMENTING CHANGE

Documentation
- Purposeful Self-evaluation framework and quality assurance activities/ processes. Detailing how it is tailored to service users individual learning, care and support needs and choices
- Ongoing and regular monitoring and data gathering records ensures high quality learning through play is at the heart of improvement planning
- Variety of moderation activities internally and externally. Relevant to local, national and international advice to support thoughtful positive change
- Educators/Leadership meeting minutes and in-service agendas demonstrate collegiate reflection and self-evaluation
- Parental and children's views and participation, demonstrates collective responsibility and involvement in change
- Social media and correspondence show effective communication with home
- Details of how previous recommendations or requirements have been addressed

Practice
- Partnership approaches inform and are central to self-evaluation process and continuous improvement
- Consistent high standard and expectations of all educators and management
- Children and families' voices are recognised in feedback
- Self-evaluation using frameworks is evident as a team, collective responsibility for sustainable well-paced change
- Highly effective practice is identified and shared within and beyond the service
- High quality learning through play is informed by theory and up to date research and policy.

Questions
- How do you engage and empower educators, children and families to ensure they have a role in the services improvement journey
- How do you use quality assurance processes, best practice documents and national and international guidance to improve outcomes for children and families
- Is there a clear link between SER and SIP, and is it evaluative to inform change
- How do you know that your quality assurance processes improve outcomes for children and families

THEME - EDUCATORS RECRUITMENT AND INDUCTION

Documentation
- Safe recruitment checks in place through council employment processes
- Comprehensive and consistent induction programme for all educators – National Induction Resource (NIR)
- All educators' names, roles and responsibilities are clear and shared with all appropriate service users
- PDP processes link with improvement objectives
- Evidence of any mentoring processes and programmes that support educators

Practice

- All educators including short term use induction information to ensure they are confident with their roles and responsibilities and to meet the needs of individual children
- Trained, competent and skilled educators whose values align with what matters most to children and families
- Parents and children are involved in a meaningful way, regularly kept informed and provided with regular opportunities to build positive relationships with people who may be caring for children
- Educators' confidence is enhanced through the support, Involvement and learning through mentoring programmes

Questions

- How do you ensure your induction processes are tailored to meet the needs of different educators' roles and responsibilities
- How do you ensure the value of mentoring procedures are recognised and support high quality outcomes for all children
- How do you ensure your recruitment processes reflect attract and retain people with the right values, skills and knowledge for their role

Q.I. EDUCATORS SKILLS, KNOWLEDGE VALUES AND DEPLOYMENT (CI)	GCC GRAND CHALLENGES
• Educators Skills Knowledge and Values • Educators Deployment	• Wellbeing and Learning • Achievement and Progress • Networked Learning Organisation • Connected Learning • Engagement, Participation and Inclusion

THEME - EDUCATORS SKILLS KNOWLEDGE AND VALUES

Documentation

- All educator's SSSC/GTC registration information
- Provision of quality in-house training and signposting to GCC CLPL
- Use and Impact of training on the quality of learning and childcare provided
- Highly effective PDP/ supervision informs roles and are routinely carried out and reviewed
- Educators champion roles and remits relate to improvement priorities
- National Induction resource – all educators aware of individual services induction processes
- Best practice, local and national policy. All educators aware of expectations, and used in PDPs
- Clear records of training and /or studies the leadership team and educators are currently undertaking, or has previously completed that link directly to enhanced outcomes for children

Practice

- Clear understanding of child development, learning and high aspirations of children's achievements
- Wide range of opportunities for educators' reflective professional discussion to build individual and team knowledge and effectiveness
- Respect for children is evident through consistent consideration and skilled positive interactions
- Process of CLPL linking to improvement, impact and evidence

- An evident culture where knowledge is shared regularly and effectively across the team celebrating success and learning from mistakes
- Professional learning undertaken is increasing educators' knowledge and is improving outcomes for children
- Shared values guide the work of the service and result in positive outcomes for children

Questions
- What evidence do you have that individual professional learning is increasing knowledge and understanding and improving outcomes for service users
- What are your leadership teams roles and responsibilities
- What impacts do distributed leadership roles (e.g., TL/LPA, LELs) and other visiting professionals have on your service
- Do educators understand and adhere to the relevant codes of practice

THEME - EDUCATORS DEPLOYMENT

Documentation
- Educators' deployment and shifts ensure children experience safe and responsive learning and care
- Evidence of continuity of care and deployment to ensure positive transitions and communication with families and minimise negative impact on children
- Evidence of new or inexperienced educators been given an appropriate level of support from experienced colleagues
- All absence management procedures are followed

Practice
- Highly effective use of educators' diverse experience, knowledge and skills to provide high quality responsive learning and care
- Ratios and children's needs are met at all times to ensure consistency in children's care
- Effective communication across the team in all spaces- with use of communication radios if appropriate
- Educators are mentored when first deployed or when needed
- Planned and unplanned absence arrangements are considered and shared in advance with children wherever possible
- Educators are flexible, communicate well and consider each other to ensure opportunities for rest and refresh
- Sharing of skills and knowledge across the team and confidence that the team are working well together

Questions
- What pastoral support is in place for your educators'
- How do you provide a positive ethos and consider staff wellbeing to ensure you provide safe and high-quality care and the best outcomes for children
- Are reasonable adjustments made to support the individual needs of your educators

Q.I.- LEADERSHIP OF CONTINUOUS IMPROVEMENT (HMIE)	GCC GRAND CHALLENGES
• Pedagogical Leadership • Leadership and Professional Learning • Planning and Continuous Improvement	• Wellbeing and Learning • Achievement and Progress • Networked Learning Organisation • Connected Learning • Engagement, Participation and Inclusion
THEME - PEDAGOGICAL LEADERSHIP **Documentation** • Robust self-evaluation that informs future plans and evidence of well-paced sustainable change is implemented to improve outcomes for all children • SLT meetings with educators that demonstrate strong guidance/direction, wellbeing and professional support • Professional enquiry that shows critically reflective practice and supports innovation and creativity • Engagement with others which demonstrates the development of a shared understanding and purpose • Rigorous monitoring of quality interactions, experiences, and spaces **Practice** • Leadership that considers local and national guidance, evidence-based research in all aspects of practice to reduce inequality and improve outcomes for children • Strong, regular, and meaningful relationships and guidance by senior leaders • Demonstrates and enacts children's rights across the setting • Culture of empowering educators' autonomy to be highly effective leaders of learning impacting meaningfully on children's progress • Educators are given meaningful feedback that informs the highest quality learning and teaching and ensures continuous improvement **Questions** • Who leads - is leadership ambitious and strong, are they providing direction and role modelling best practise • How well do you support one another • How well does the settings vision and values underpin the work of the setting • What is your pedagogical leadership, journey and responsibilities for improving the quality of the service • How will you engage in courageous and ethical leadership in your service	
THEME- LEADERSHIP AND PROFESSIONAL LEARNING **Documentation** • Evidence of protected time for educators' discussion and consultation to inform improvement • Evidence of how educators remain knowledgeable, skilled and up to date in their practice • Evidence of how professional learning has built capacity and has a positive impact on children	

- Evidence of educator's leadership at all levels, additional studies or professional enquiry based on quality self-evaluation
- Evidence of achievement of high standards and improved outcomes for children

Practice
- Highly effective leadership at all levels, motivating and supporting to consistently achieving high standards
- Professional learning opportunities are used well and enacted to improve pedagogy and practice and have a strong focus on equity and inclusion
- Leadership and educators value continuous professional learning, continually developing their knowledge, building capacity, and sustaining highly effective practice
- Observing highly skilled practitioners and innovative practice
- An ethos that challenges the status quo and meets the need of all service users

Questions
- How are service users empowered to consistently reach aspirational goals and share practice
- How is input and impact of effective leadership and professional learning clearly recorded
- How are educators' and resources used to support ASN/ care experienced children

THEME- PLANNING AND CONTINUOUS IMPROVEMENT

Documentation
- Clear, current and co-created vison and journey of change
- SIP priorities reflective of services current needs and detail the impact on quality of early learning and childcare
- Evidence of processes for all service users to share views on strengths and improvements
- Critically reflective and purposeful self-evaluation records that influence decisions about individual services change and improvement
- Current quality assurance /monitoring calendars with clear timelines and responsibilities and used as a working document
- Evidence of highly effective strategies to monitor and evaluate, using a range of evidence including self-evaluation to inform well-paced future change
- Shows robust depth of breadth of the early level experiences and outcomes.

Practice
- Vision, Values and Aims are enacted across setting
- Clear links from S&Q/SER - how well do you use local and national guidance and evidence-based research to inform pedagogy and improvement
- Observations of interactions, experiences and spaces – what are you seeing
- Children are receiving their entitlement to strong and full curriculum coverage

Questions
- How effective are the vision and values in influencing the quality of education and creating better outcomes for children
- Is the pace of change appropriate to setting's capacity

- What has been the impact of pace of change - In what ways do approaches ensure all service users share views, experiences and opinions to influence change - What opportunities have educators had to engage with others locally and nationally sharing effective practice - How does current quality assurance and monitoring activities support you to ensure quality outcomes. Is it accurate and has it impacted quality - Are all service users aware of the reasons behind improvements, how these will be achieved and the impact on the quality of the service	

CHILDREN THRIVE AND DEVELOP IN QUALITY SPACES	GCC VALUES: COMPASSION, AMBITION, TRUST, EQUITY
Q.I. - CHILDREN EXPERIENCE HIGH QUALITY SPACES (CI) • Quality safety and maintenance of spaces • Children influence and affect change • Information management	**GCC GRAND CHALLENGES** • Wellbeing and Learning • Achievement and Progress • Networked Learning Organisation • Connected Learning • Engagement, Participation and Inclusion

THEME - QUALITY SAFETY AND MAINTENANCE OF SPACES

Documentation
- Evidence of use of Realising the ambition as a key resource
- Opportunities for funding to maintain and improve the physical environment are sought and applied for
- Risk benefits and assessments for appropriate resources and spaces
- Safety/Hazard Reporting – procedures and reporting paperwork detailing actions taken and date completed
- Outstanding works regularly monitored and evidenced until completion
- Accident and incident procedures, reporting and evidence of monitoring and audits
- Food safety recording
- Personal care recording
- Monitoring, maintenance, and repair of equipment, furniture and physical environment
- Authority and service policies for safety, care, and maintenance
- Use of SIMOA and other security information

Practice
- All spaces are welcoming, resourced, and designed to fully meet children's needs and interests
- Environments that are inclusive and celebrate diversity, including differences in speech, language and communication
- Strong message that children matter, and they are empowered and seen leading their own play
- Free flow play is managed well, and educators are deployed well
- Spaces are welcoming, natural, calming, clean, and spacious with good ventilation and shade
- Well thought out layout indoors and outdoors to explore and build children's independence
- Quality resources are developmentally appropriate and encourage curiosity and creativity
- Direct access to safe, secure, motivating outdoor spaces areas enhancing learning, wellbeing and skills for life
- Where direct access is not possible procedures are in place to ensure children have agency over access to outdoor spaces
- Children have access to water outdoors and indoors to remain hydrated
- Safe suncare practices are followed
- Consistent and clear robust infection control measures including personal care and in practicing food safety

- Handwashing – children and educators are vigilant (especially after wiping noses and before and after eating)
- Furniture and resources are well maintained
- Fans in toilets are in good working order and regularly cleaned
- Risk benefit procedures are in place and consider both excessive restrictions and avoidable harm
- Children's privacy, dignity and preferences are fully respected with appropriate changing facilities to ensure children's fun and experiences are not compromised

Questions
- How has your environment been enhanced over time.
- Are effective systems in place to monitor, evaluate and review the impact of resources to maximise high quality learning
- How do your spaces meet the developmental, health and wellbeing needs of all children

THEME - CHILDREN INFLUENCE AND AFFECT CHANGE

Documentation
- Meaningful and creative involvement of children influencing design, use of spaces and daily routine
- Meaningful children's voice – actions, emotions and words informing adjustments to their environment
- Children's progress in all aspects of learning and development
- Children are involved routinely in creating and maintaining risk assessments

Practice
- Strong, supportive environment where children matter, are valued and celebrated
- Children are motivated, engaged and play for prolonged periods
- Very good opportunities for children to be independent and make choices
- Children have agency as they have control over what they do and how they play
- Educators are responsive to children's needs and interests
- Educators understand the capabilities of all children including babies and encourage all children to have a belief in their abilities
- Educators playing as partners with children
- Educators understand and promote diversity, equity and inclusion
- Resources are adaptive, responsive and promote interesting learning opportunities across all curricular areas
- Childrens and their family's identity, communities and the wider world are positively reflected in the resources experiences and spaces promoting a sense of inclusion and wellbeing

Questions
- How inclusive is the setting for all children and families
- How do you know there is an understanding of difference and diversity for all
- How well are children enabled to select and make use of high-quality resources

THEME - INFORMATION MANAGEMENT

Documentation

- CCTV policy if applicable is linked to children's rights
- Efficient and effective record keeping systems
- Annual GCC data protection training and requirements – GOLD
- Data protection and information in accordance with best practice
- Child Protection and Vulnerable Case Files up to date and signed out when being looked at
- Photograph and information permission from parents and children

Practice
- Personal information is protected; practice is relevant and meets legal requirements
- Children's personal information is stored following best practice guidance
- Efficient and effective record keeping and storage is in line with general data protection requirements
- Educators are aware and understand their role in protection of passwords and sharing service users' information
- Children having agency over information about them and how this is used e.g., Educators asking children's permission regards taking and use of information and photographs

Question
- How are children's files and information stored to ensure they are secure
- How do you demonstrate an understanding of how data protection laws operate

CHILDREN PLAY AND LEARN	GCC VALUES: COMPASSION, AMBITION, TRUST, EQUITY
Q.I. PLAYING, LEARNING AND DEVELOPING (CI) • Children's engagement • Quality of interactions • Child centred planning and assessment	**GCC GRAND CHALLENGES** • Wellbeing and Learning • Achievement and Progress • Networked Learning Organisation • Connected Learning • Engagement, Participation and Inclusion

THEME - CHILDREN'S ENGAGEMENT

Documentation
- Educators strong understanding of how children develop, learn and progress
- Skilful use of relevant theory and practice to support the delivery of high-quality play experiences
- Intentional and responsive planning showing a range of high-quality experiences on offer to all children informed by their actions, emotions and words
- Personal Learning Journals showing individual developmental needs and progress
- Use of Four Capacities to record how children are successful, responsible, confident and contribute effectively
- Tracking showing children's progress in language, literacy, numeracy and beyond

Practice
- Children are excited and engage as they learn they play, have fun and experience joy as they develop their natural curiosity and creativity, and problem solve to strengthen their resilience and independence
- Well considered and innovative literacy and numeracy experiences throughout the service
- Opportunities, space and time for children to use their imagination and enrich their play and learning over a broad range of areas
- Educators provide a balance of child and adult led interactions and playful experiences
- Additional consideration is given to how children can deepen their learning through digital technology
- Children make informed choices through actions, emotions and words, and lead their own learning within a creative and challenging environment
- Collaboration with families to support their understanding of the benefits of play
- Educators value and have a firm understanding of how play helps all children and their right to play indoors and outdoors
- Meaningful observations of children, spaces, interactions and experiences to enhance children's engagement
- There is a strong culture of connection to relevant local and wider communities
- Educators skilfully engage in quality child led interactions using a balance of comments and developmentally appropriate questions to enhance and extend children's thinking

Questions
- How do you extend and sustain children's interests, including developing strong connections to their own and wider communities

• How do you ensure you keep up to date with relevant theory and transfer this theory into high quality practice • How well are educators guided to undertake their role, understand others and interact in a way where respect and teamwork are considered	
THEME - QUALITY OF INTERACTIONS **Documentation** • Learning and progress reports • Use of nurture and trauma informed theory and practice • Observation, recording and reflection to develop a deeper understanding of how children learn • Records of management and educators' discussions, reflection and evaluation **Practice** • Warm, responsive and caring interactions that support the communication, language, movement and social development of all children • Consistent and considered use of individual child's preferred ways of communication • Quality use of questioning, conversation, wondering and modelling of these skills • Use of relevant theory and practice to support children's wellbeing • Individualised responsiveness to cues to support development of self-regulation, empathy, confidence, creativity and curiosity • Educators recognise the important role other children have in enriching play this enables children to make the most of their interactions and experiences • Meaningful praise and encouragement to develop thinking and problem solving **Questions** • How do you ensure you recognise the independent thoughts and feelings of children as individuals • What approach are you using to promote children's development and skills over a broad range of areas	
THEME - CHILD CENTRED PLANNING AND ASSESSMENT **Documentation** • Children at the centre of all planning for play and learning • Individual planning for children's progress • Individual children's reflection on learning • Progress over time at individual's own pace • Profiles share individual progress with home • Meaningful recording of child centred intentional and responsive planning, and ownership of learning • Observations identify individual and group patterns of play to inform next steps **Practice** • Educators are skilled in recognising the different stages in children's play and learning • Educators consistently consider observations of individual children when planning new experiences and opportunities	

- Value the power of observing, take time to stand back to inform high quality next steps
- Children are given support and challenges to extend their learning
- Very good balance of intentional and responsive planning.
- Experiences reflect children's ideas, aspirations, curiosities and meaningful next steps in their learning
- A culture of collaboration with children and families to deepen our understanding and planning of each child's learning journey, inform experiences and share achievements and update on children's progress

Questions
- How well do you support educators in undertaking their role in planning for and evaluating children's progress
- How well does the information gathered about children's progress inform planning and reporting to parents and others

Q.I. CURRICULUM (HMIE)	GCC GRAND CHALLENGES
- Curriculum rational and design - Continuity and progression in the curriculum - Partnerships - Skills for life and learning	- Wellbeing and Learning - Achievement and Progress - Networked Learning Organisation - Connected Learning - Engagement, Participation and Inclusion

THEME - CURRICULUM RATIONAL AND DESIGN

Documentation
- A play based, aspirational, creative and responsive curriculum rational underpinned by children's rights
- A creative and responsive approach to curriculum design which demonstrates all children receive their entitlement to a broad and balanced curriculum
- Documentation that reflects a strong curriculum design based on local and national guidance and current evidence-based research
- Regular review and refresh of curriculum rational and design and meaningfully incorporates the voice of all service users
- How you have identified and shared the vision of what matters to children now and the years ahead

Practice
- A practice built upon trusting nurturing relationships are evident across the service.
- All educators have a very good understanding of pedagogy, which is effectively enacted within the culture and ethos of the curriculum
- All educators are clear on the knowledge and skills that underpin curriculum areas
- The curriculum supports children to become successful learners, confident individuals, responsible citizens and effective contributors
- All educators know what impacts on children's wellbeing, health and learning most
- Well timed interventions that promote creativity, extend thinking, widen skills and supports play

- All educators have a sound knowledge and understanding of local and national guidance and evidence-based research and regularly engage with professional enquiry
- The four contexts of learning are taken account of within the ethos and life of the service
- Outdoor learning is an embedded and valued part of the curriculum design, offering rich opportunities for enquiry, exploration and wellbeing and is planned and progressed to support children's development and learning

Questions
- Do all service users understand why your curriculum rational was developed and what it means for them
- How does the planning promote and effectively develop the essential aspects for early learning: wellbeing, communication, mathematics, curiosity, inquiry and creativity, movement, and coordination to secure the best outcomes for children
- How does current evidence based local and national research influence and inform the curriculum
- How will you find out what makes your service unique

THEME - CONTINUITY AND PROGRESSION IN THE CURRICULUM

Documentation
- Children's identity needs, interests and funds of knowledge are effectively built on to support continuous learning and shape our curriculum
- Demonstrating effective processes for gathering recording and sharing information about learning that informs the implementation of our curriculum to deliver excellence and equity for all children
- Evidence of ongoing transition programmes throughout year, shared transition projects
- Processes are in place to ensure collaborative planning and delivery for all horizontal and vertical transitions
- Effective child and family centred home visit and settling processes
- Other settings/split placements – effective collaboration and communication
- Transition/settling processes are effectively communicated with families
- Where children have had extended periods of absence, resettling processes are communicated
- Collaboration with educators to support positive transitions to school which meet the needs of all children and families

Practice
- Co-created highly responsive curriculum based on the children's unique identity, their family and the context of their community
- Educators understand how to plan to use the curriculum according to children's stage of development to meet the needs of all learners
- Interactions, experiences and spaces where learning is meaningful and relevant to the child
- Educators, families and children collaboratively plan transition processes.
- Families are actively engaged in evaluating transition arrangements and programmes
- Transfer of information between home, ELC and school is clear and robust to support continuity of learning
- Transition programmes are well designed with schools to support children's learning and wellbeing needs over an extended period
- Child–centred transitions are planned to ensure the wellbeing and learning needs of each child are met

Questions
- How do you ensure continuity and progression across the curriculum through transition programmes and activities
- What processes are in place to ensure collaborative planning and delivery for all children from nursery to school
- How are transitions adapted, planned and delivered to ensure children are supported appropriately
- How are families welcomed into playrooms and greeted warmly by educators; this provides an opportunity for practitioners and parents to share relevant information
- Are shared collaboration events and sessions planned regularly at times that suit families

THEME - PARTNERSHIPS

Documentation
- That shows search and collaboration with relevant community partners which is carefully chosen and sustainable
- Educators consult children and act upon the information to build on funds of knowledge
- Evidence of family learning – impact on children and families
- Shared professional learning opportunities with partners build capacity within educators' teams and improve outcomes for learners

Practice
- We know and value children and family's identity our community and context
- We seek out and foster a range of meaningful relationships with a wide range of partners to support and deign the implementation of our curriculum
- Everyone has a shared understanding of children's progress; this is reviewed regularly. e.g. all about my languages, care plans
- Information is accessible to all families
- Levels of community involvement enriching the curriculum and supporting skills for life and learning
- The purpose of partnership working is clear to all service users
- Joint planning and evaluation of partnership working shows clear impact

Questions
- How do partnerships positively impact on the curriculum
- How well do you ensure opportunities for families to be involved in their children's learning
- How do you develop and maintain strong partnership approaches which improve outcomes for babies, toddlers, and young children
- How do you build on children's prior learning

THEME - SKILLS FOR LIFE AND LEARNING

Documentation
- Observations of interactions, experiences and spaces
- Examples of meaningful and age-appropriate children's voice and participation
- Use of nurture principles and approaches towards change and positive attitudes to succeed
- Showing children are active agents in improving our service and community

Practice
- Educators have a sound knowledge of the fundamental importance of supporting the development of skills for life and learning. e.g. kindness, empathy, persevering with difficulty, problem solving, confidence, creativity and curiosity, taking responsibility, the willingness to take risk
- Community involvement enriching the curriculum and supporting skills for life and learning
- Childrens and their family's identity, communities and the wider world are meaningfully represented across the ethos of the service
- Use of technology is carefully considered to support the development of essential skills for life and learning
- Children are given time and space to consider and make connections and develop and apply skills across learning
- Consistent nurturing approaches support children to develop their emotional literacy
- Digital skills are embedded across the curriculum enabling children to explore create and connect with the world beyond their immediate experience

Questions
- Does the curriculum offer and foster creativity, enterprise, sustainability and equality
- How do you regularly demonstrate children's capacity to initiate and participate in improvements to the setting and their community

Q.I. - LEARNING, TEACHING AND ASSESSMENT (HMIE)	**GCC GRAND CHALLENGES**
• Children's learning and engagement • Interactions to support learning • Planning and assessment • Tracking and monitoring	• Wellbeing and Learning • Achievement and Progress • Networked Learning Organisation • Connected Learning • Engagement, Participation and Inclusion

THEME - CHILDREN'S LEARNING AND ENGAGEMENT

Documentation
- Childrens wellbeing and developmental needs are being met through carefully considered transitions, experiences and learning environments
- Planning and evaluation records, connections across learning experiences
- Observation records of interactions experiences and spaces and any developments
- Records of children's individual learning needs, and next steps – learning journals
- Children participate in reflecting on their own learning, including sharing achievements
- Children meaningfully contributing to the service making choices and decisions about their learning
- Children's interests and needs clearly shape interactions, experiences and spaces
- Care plans
- Meetings with senior leaders and educators to discuss the cycle of planning and involvement of children
- Children's voice – questioning, leading learning, involved in improvement journey

Practice

- Educators have a very good understanding of early learning pedagogy, the concept of play, how children learn and children's rights
- Educators understand the importance of building relationships and developing secure attachments with children
- Relationships with children and between children are very positive
- Children feel valued safe and secure
- Clear consistent routines and expectations that help children settle, build confidence and develop independence in their learning
- Regular, high-quality, real-life experiences in indoor and outdoor spaces and the local community
- Children are motivated and engage and interact purposefully with a range of challenging and open-ended opportunities across the curriculum
- Questions/ pondering statements posed to encourage enquiry and curiosity across the curriculum
- Carefully considered spaces and high-quality real-life experiences where children explore, experiment and develop creativity
- Children take increasing responsibility for their own learning
- Children fully involved in planning and leading their play on own and in groups
- Children applying skills across learning
- Open ended quality natural resources
- Consideration of the flow of a day, developmental stages and learning styles
- Appropriate balance of child and adult led experiences
- Opportunities and spaces for children to rest and be calm

Questions
- How do you know that the experiences in the nursery add value to children's learning because of their experiences in nursery
- How do educators empower children and offer opportunities for leading own learning
- How do children use digital technologies to enhance, deepen and personalise play and learning across the curriculum
- How does digital technology enhance interdisciplinary learning in your setting
- How does the pace of the day provide opportunities for children to develop their creativity and curiosity in adaptable spaces using open ended natural resources
- How much agency do children have over access to indoor and outdoor spaces
- How are SLT monitoring children's agency
- How do you find solutions to barriers identified in interactions, experiences and spaces

THEME - INTERACTIONS TO SUPPORT LEARNING

Documentation
- GCC/ inhouse audits
- Educators' awareness of children's developmental stages and how they use this information to plan spaces, interactions and experiences within the setting
- Meaningful and ongoing promotion of children's rights
- Evidence of children being listened to and their opinions and views being valued
- Sensitive Interactions with parents and meaningful involvement in all aspects of their child's learning

Practice

- Skilful educators who have a very good understanding of early learning and pedagogy and put this into practice
- Respectful and responsive relationships and high-quality interactions
- Educators who listen carefully to children and are attuned to their needs, interests and learning styles
- Interactions that promote a calm purposeful learning environment
- Support children to understand expectations and manage their behaviour in ways that enable everyone to learn together
- Educators model, give commentary and use well considered questions to support and extend children's learning
- Highly effective, well considered approach and use of digital technologies to enrich learning and teaching in a safe and creative way
- Educators valuing children's opinions and empowering them to use their voice
- Interacting sensitively with parents and involving them in all aspects of learning
- Children are encouraged and supported to develop independence as they develop, apply and consolidate their skills
- Meaningful use

Questions
- How do educators ensure continuous provision for all developmental stages
- How do educators deepen and extend children's learning

THEME - PLANNING AND ASSESSMENT
Documentation

- Working with all service users to gather a relevant range of information about children and their prior learning
- Evidence of highly responsive planning of individual children's learning
- Children's voices are evident in planning and self-evaluation
- Monitoring of interactions, experiences, spaces linked to improvements
- Clear planning shaped from children's interests/needs that is both responsive and intentional to ensure experiences have a balance of child- led, adult- initiated and adult- directed
- Robust assessment information and tools that provide reliable evidence and form a holistic picture of children's progress and future learning
- Additional planning, input, training and planning interventions for those who require additional support in their learning
- Questionnaires to support learning, teaching and assessment
- Demonstrating children's learning and progression over time
- Moderation of children's progress and achievement within and beyond the setting

Practice
- Highly skilled educators observing who recognise significant learning and achievements have a clear understanding of how children learn and develop
- Educators know each individual child very well and empower them to identify their next steps
- Educators plan for exciting experiences that covers different timescales
- Children are imaginatively and creatively involved in planning and can talk about their learning and what they might learn next

- Planning takes into consideration children's developmental needs, levels of challenge and support e.g. EAL/ASN
- Educators have a clear picture of children's progress and use this information to ensure learning opportunities meet their needs and identify their next steps
- Cultural diversity is included in planning
- Clear procedures in place for when educators move area

Questions
- How robust are your processes for tracking progress
- How do you identify children's strengths and gaps in their learning
- What does your short- medium- and long-term planning look like

THEME - TRACKING AND MONITORING

Documentation
- Monitoring of learning, teaching practice and children's progress as well as the impact for all children, including children experiencing barriers to their learning. Evidence of consideration of the views of all service users in these processes
- Monitoring calendar
- Robust tracking systems/ developmental overviews demonstrating progress over time and identification of further supports for individuals or groups
- Tracking learning documentation across all curricular areas to ensure the planning provides breadth, depth and challenge for all children
- Management team trackers overview all curricular areas to ensure interventions are having a positive impact
- Self-evaluation – audit information
- Monitoring children's individual progress and achievements

Practice
- Meaningful involvement of children and parents in understanding the tracking and monitoring process
- Moderation and collaboration with colleagues within and out with to reach a shared understanding of children's progress
- Observations give a clear picture of children as learners; these are used to inform well planned future learning
- Learning conversations are planned to moderate children's progress
- Regular meetings with families to update care plans- at least twice per year
- Educators confidently track children's progress using Glasgow frameworks
- Educators have a good understanding of the learning, teaching and assessment cycle
- Planning is included within quality assurance processes

Questions
- Are tracking and monitoring systems leading to greater breadth, depth and challenge
- How does your planning link to observations, personal/care plans, profiles, assessment/tracker
- How reliable is our professional judgement, do educators use robust discussion and robust processes for tracking and monitoring learning to identify strengths, individual needs or gaps

CHILDREN ARE SUPPORTED TO ACHIEVE	GCC VALUES: COMPASSION, AMBITION, TRUST, EQUITY
Q.I. - NURTURING CARE AND SUPPORT (CI) • Nurturing care • Personal planning • Connections with families	**GCC GRAND CHALLENGES** • Wellbeing and Learning • Achievement and Progress • Networked Learning Organisation • Connected Learning • Engagement, Participation and Inclusion

THEME - NURTURING CARE

Documentation
- Regular evaluation of approaches and spaces within the setting to ensure they meet the needs of all learners and strive to improve practice
- Individualised care and personal care plans
- Nurture and trauma informed training record
- Transition strategies and programmes for all children
- Educators understanding and use of realising the ambition- being me
- Menus detail food choices that are nutritious, culturally appropriate and align with current dietary guidelines
- Childrens food is safely prepared to account for any specific dietary needs, allergies or intolerances
- Daily routines that detail rich opportunities for children and support their growth and development
- Administration of medicines policy, procedures and paperwork
- Systems and processes and approaches in place to keep children safe

Practice
- Nurturing responsive relationships are evident throughout service
- Children are skilfully helped to express their needs
- Educators are aware of the six principles of nurture, and these are used in practice
- Use of PATHs/Think Equal programmes to foster wellbeing
- Minimal transitions throughout the day – not interrupting children's play
- Environment meets developmental needs of all children
- Sociable and quiet spaces available for children
- Children are observed to be independent at lunch/snack times with educators encouraging the social aspect as well as ensuring safety
- Children are empathetic and encouraged to welcome and support others throughout the day, which positively impact transitions
- Privacy and dignity are always respected
- Fresh water is available throughout the day
- Mealtimes are valuable and promote children's involvement, independence and enhance their experience

Questions
- How are targeted support plans/ WAPs/ strategies shared with all educators
- How are targeted support plans co created with children and families

- How is nurture embedded within your setting and practice
- How do educators ensure continuous provision for all developmental stages
- How is nurture woven throughout your planning
- How do you ensure consistency in who provides child's care and support and how it is provided
- What best practises, theories and guidance underpin our care and support for children
- Does your approach to transitions help children feel safe and secure. How do you know your approach is effective

Medication
- Who oversees medication in the nursery
- What training have educators had for the administration of medication is it in line with CI management of medication in daycare of children and childminding services
- How do you consult with parents about medication being administered (does it link with home)? – individual health care plans
- Do educators know who to contact for support with medication
- Have parents signed all consents
- How did the nursery create the medication paperwork
- Who is responsible for auditing the medication held in the nursery – paper trail
- Medication is stored appropriate clearly labelled, with photo, name and DOB
- How are educators made aware of allergies/intolerances etc and any updates

THEME - PERSONAL PLANNING

Documentation
- Personal planning and progress information effectively reviewed involving parents and other partners to minimise barriers to learning.
- Specific, Measurable Achievable, Relevant and Time – bound strategies for care, support and protection when necessary
- Children's strengths needs and interests are identified through robust, regular assessment processes
- Monitoring of children's plans ensures identified strategies have a positive impact on learning and development
- Milestones trackers
- Demonstrates that children and families are at the heart of transition policy and practices.

Practice
- Children and their family's individuality and wellbeing needs are valued and supported
- All children are recognised as capable individuals who are listened to and their rights recognised and valued
- Developmentally appropriate and meaningful use of wellbeing indicators
- Use of common language to assess and discuss children's strengths, needs and progress with families and other professionals
- Use of best practice guidance is grounded in the GIRFEC framework
- Educators are engaging in appropriate CLPL to meet the needs of learners within the setting
- Care/personal plans are cocreated, accessible and consistently actioned to support the individual needs and next steps of children
- Purposeful use of partners – SALT/Ed. Psych. to deliver training and offer advice

- A child centred approach is at the centre of our strategies for transitions
- Information to support continuity and progression in a child's care and support is shared appropriately, securely and in good time
- Educators use well planned and flexible approaches to enable children to feel safe and secure with any changes.

Questions
- How do you identify when children need additional supports
- Are you regularly and meaningfully linking with families and professionals from the start of children's nursery experience until the end
- How do you ensure children feel safe and secure with any changes

THEME - CONNECTIONS WITH FAMILIES

Documentation
- Questionnaires/feedback from service users
- 'All about me' booklets using individual family information to influence inclusive care and supports needed
- Records of informal and formal opportunities for parents to discuss their child's care and development
- Communication systems in place, verbal and written
- Celebrating wider achievement

Practice
- Service knows their children and families very well
- Warm welcoming environment
- Children and families feel valued and supported
- We learn from families build upon their strengths and respond to their unique needs
- spaces which are culturally sensitive, accessible and inclusive for all

Questions
- How does the connections with families, increase their engagement and positively impact the service
- How do you address the potential barriers that make it difficult for families to get involved
- How do you make best use of information from children and families to ensure the service remains responsive to their unique needs
- How do you know that children and families feel welcomed

Q.I. - WELLBEING, INCLUSION AND EQUALITY (HMIE)	**GCC GRAND CHALLENGES**
- Positive relationships and wellbeing - Universal support - Identifying and assessing learning needs and targeted support - Inclusion and equality	- Wellbeing and Learning - Achievement and Progress - Networked Learning Organisation - Connected Learning - Engagement, Participation and Inclusion

THEME - POSITIVE RELATIONSHIPS AND WELLBEING

Documentation
- Showing positive relationships lie at the heart of the service and that wellbeing for all service users is carefully considered and respected
- Trackers/overviews for social, emotional and mental wellbeing
- Assessment and planning tools and processes for social emotional and mental wellbeing as well as their development and learning
- The unique strengths and interests of each child are recognised and educators impower children to flourish.
- Active participation, views and rights of children are valued
- Meaningful engagement showing children have agency in making decisions which affect them

Practice
- Educators support children to understand and manage their emotions and behaviour in ways that promote positive relationships, engagement and inclusion
- Educators understand fully that relationships lie at the heart of children's development and lay the foundation for lifelong learning and wellbeing
- Building and maintaining positive relationships and engagement with a focus on wellbeing
- Well thought out and planned key worker allocation
- Children are valued by all educators
- Children are actively encouraged to participate in everything that affects them
- Children are celebrated as individuals, with their own personalities, views and needs and rights

Questions
- To what extent do approaches ensure equity, inclusion and how do these positively impact on children's wellbeing
- What support and activities are in place for children and family's wellbeing to ensure smooth horizontal and vertical transitions

THEME - UNIVERSAL SUPPORT

Documentation
- Care/ Personal plans – completed at enrolment, reviewed with parent/carer at least twice a year
- High quality individualised learning and development targets which build on prior learning. Reviewed and evaluated regularly with families and appropriate next steps are identified.
- Appropriate tools to inform needs, support or challenge required
- Review and adaptations of interactions experiences and spaces to ensure developmentally appropriate, high-quality provision
- Procedures for sharing information about child at start and end of day and during key points of transition

Practice
- Educators ensure everyone is included and inclusive practice is embedded across the service
- Children are provided with individualised support and encouragement
- Children settled and fully engaged
- Educators know all children well
- High quality interactions, experiences meet the needs and interests of individual children

• Creative use of spaces and technology **Questions** • What training/research have you undertaken that has had the greatest impact on your day-to-day engagement with children	
THEME - IDENTIFYING AND ASSESSING LEARNING NEEDS AND TARGETED SUPPORT **Documentation** • Observation formats • Cocreated Individual targeted plans clearly identifying unique individual needs and characteristics are identified timeously, well planned and regularly reviewed with children and families • Holistic assessments of children's strengths and support needs • Meaningful engagement with service users leading to positive change • Risk assessments/Risk Needs Analysis • Legislative requirements are fully adhered to • High quality targeted support for all children who require additional support, including access to digital technologies to reduce barriers to inclusion and learning • Chronologies to support children's wellbeing • Specific measurable achievable relevant and time bound plans in place • Transitions meet the needs of all service users • Partners being fully involved in reviewing children's progress and making decisions about future learning and support • Educators training is specific to the current needs of identified children **Practice** • Clear understanding of risk however, children being afforded the opportunity of dignity of risk. • Effective use of national wellbeing indicators • Observed impact of targeted support that led to positive outcomes for children • Robust systems and procedures are in place and reviewed regularly to ensure effectiveness • Senior leaders and educators fully adhere to legislative requirements **Questions** • How do you identify and support the needs of all children • Has current targeted support led to positive outcomes for children • How well is the United Nations Convention on the Right of the Child understood and embedded within our educator's practice • What impact is regular, high quality CLPL having on outcomes for children.	

THEME - INCLUSION AND EQUALITY

Documentation
- Chronologies to support and document inclusion
- Meaningful involvement leading to inclusion for the child and family
- Relating to incidents, inclusion/discrimination outcomes
- Policy and procedures informed by theory, research, policy
- Use of technology to support involvement and engagement of children and families
- Well timed supports, including taking account of the needs of children who are care experienced and the protected characteristics of all children and families
- Inclusion and children's rights are actively encouraged to fully involve all children
- Highly effective strategies that improve progress of children

Practice
- Celebrates diversity and challenges discrimination to develop children's awareness of the world in which they live
- Culture of kindness, respect and fairness
- Children's rights are actively promoted and enacted
- Educators know all children and families very well
- Educators value the protected characteristics of all children and families

Questions
- Give an example of inclusive practice within your setting
- How do you share good practice

Q.I. - CHILDREN'S PROGRESS (HMIE) - Childrens progress over time - Overall quality of children's achievements - Ensuring equity for all children	**GCC GRAND CHALLENGES** - Wellbeing and Learning - Achievement and Progress - Networked Learning Organisation - Connected Learning - Engagement, Participation and Inclusion

THEME – CHILDRENS PROGRESS OVER TIME

Documentation
- Data that demonstrates progress across almost all aspects of learning and development
- Well informed self-evaluation/audit information
- Tracks relevant holistic developmental and academic progress over time
- Robust moderation within and out with service
- Progress of wider achievements over time
- The Four Capacities are well understood and authentically enacted within the service and beyond
- Robust personal plans detailing children's progress
- Impact of city-wide training on Nurturing My Potential and Realising the Ambition
- Evidence of working in partnership with all service users and other professionals to agree and share progress
- QA calendar

- Accurate, frequent and reliable professional dialogue informs significant learning and individual progress
- Senior leaders have interpreted and used data with staff to inform future planning to secure positive outcomes for all children

Practice
- Consistent high quality early learning experiences from the earliest stages in all spaces
- Children applying skills in real life and imaginary contexts for all curricular learning on offer – transferral of acquired skills
- Confident children from the earliest stages, who try new experiences and engage in new learning enthusiastically and independently and gain knowledge and understanding of their world
- Educators support children to build on their prior experiences, develop new skills and positive attitudes to learning
- Strong focus on children's health and wellbeing early language and literacy, numerical and mathematical skills and learning
- Effective professional judgements are part of ongoing teaching, learning and observation cycles

Questions
- What evidence do you have that children are making progress over time
- How do you use assessment information to identify children's progress over time, across the curriculum
- How do you plan for next steps
- How effectively do we engage families and partners in progress over time across all areas of learning
- How do you know children are making the best possible progress since starting nursery

THEME - OVERALL QUALITY OF CHILDREN'S ACHIEVEMENTS

Documentation
- Accreditation programmes
- Individual successes are valued, recognised and celebrated
- Service users informed of progress and influence future learning and progress
- Children are successful, confident and responsible learners who contribute effectively to the life of the setting and the wider community

Practice
- All educators value, recognise and celebrate routinely individual success
- Children confidently talk about, share their learning, and make choices
- All educators recognise and value all children's strengths,
- All educators use feedback and praise consistently well to promote positive attitudes and to encourage effective cooperation and independence
- Children contribute effectively to the life of the service and the wider community and beyond
- Children developing a range of skills, a sense of achievement, knowledge and understanding
- Children engage in a wide range of high-quality experiences

Questions
- How do you celebrate children's individual achievements

• In what ways do you embrace the community to add value to children's learning	

THEME - ENSURING EQUITY FOR ALL CHILDREN

Documentation
- The value of children's differing learning needs and the cultural socio- economic and linguistic context in which they live
- Chronologies demonstrating equity for children and families
- Well timed specific interventions
- Robust plans and monitoring systems are in place to reduce where possible potential barriers to learning and development
- Consistent evaluation of impact of strategies to inform what needs to happen to ensure children continue to make progress in their learning and development
- Evidence of effective partnership working to secure improved outcomes for children and families
- Commitment to equity for all children and families

Practice
- Very good consideration for all learners' different needs and cultural, socio- economic and linguistic context
- Consistent commitment by all management and educators to reduce barriers for children so children continue to make progress in their learning and development
- Sensitive and well-timed support for children by all educators
- Sensitive and supportive awareness of family circumstance

Questions
- What are you doing to ensure that all children are making the best progress taking account of their individual needs and circumstances
- How well do you use and analysis the range of information and data to secure children's progress and improve outcomes for children and families

Q.I. - SAFEGUARDING AND CHILD PROTECTION (CI) & (HMIE)	**GCC GRAND CHALLENGES**
• Culture of safety and wellbeing • Legislation, policy and guidance in practice • Empowerment of staff	• Wellbeing and Learning • Achievement and Progress • Networked Learning Organisation • Connected Learning • Engagement, Participation and Inclusion

THEME – CULTURE OF SAFETY AND WELLBEING

Documents
- Register of all educators attended child protection training/ update including PREVENT showing educators have a deep understanding of their responsibilities
- CP records are stored safely; only relevant information is shared with educators
- National guidance referenced within policies and procedures
- Advanced training for management
- Regular completion of CP Toolkit with service user involvement driven by reflective practice

- Evidence of children being actively encouraged to give their views and voice any concerns
- Evidence of volunteers / covering staff have been made aware of arrangements for safeguarding and child protection
- Evidence of rights based and trauma informed practice
- Evidence of anticipation and responding promptly and sensitively to safeguarding issues
- Evidence of sensitively sharing information regards family supports to prevent escalating needs and risks to children

Practice
- Children feel safe and cared for and are experiencing positive, trusting relationships with adults
- Ethos and vision that sensitively and effectively promotes children's rights and equality
- Strong Leadership that empowers staff to continuously improve safeguarding and child protection practice across the setting
- Culture of accountability and continuous learning
- Educators understand the varied needs and experiences of families
- A culture of prioritising and fostering partnerships with families and within the community to keep children safe

Questions
- How do you ensure national guidance and legislation informs practice in your setting
- To what extent do your relationships with children, staff, families, partners and the local community promote children's welfare and safety
- How does regular high quality professional learning improve practice

THEME – LEGISLATION, POLICY AND GUIDANCE INTO PRACTICE

Documentation
- Chronologies that identify, record and respond to concerns effectively
- Monitoring of safeguarding arrangements
- Child protection procedures are clearly displayed
- Posters show photos and names of CP educators throughout the year
- Clear Internal procedures including safe recruitment and whistleblowing to keep children safe
- Robust self-evaluation that fully informs arrangements for children's wellbeing and safety
- Evidence of proactively taking account of new information, policy development and emerging issues to improve practice.
- Risk assessments for all outings/potential risks of harm to others
- Risk assessments individualised as required
- Medication policy and procedures in line with Care Inspectorate best guidance
- Individual Health Care plans jointly created and reviewed
- Highly effective safeguarding and child protection processes to support our communication with other agencies
- Considering the strengths, needs, risks and protective factors for individual children

Practice

- Educators have a comprehensive understanding of safeguarding policies and apply it consistently to their practice
- Consistent commitment across the service to protecting children from harm and empowerment to escalate child protection issues that are not being handled appropriately
- Educators recognise, respond to, record and report concerns about children's wellbeing and safety
- Educators have a clear understanding of their role and responsibility to keep children safe and when to share information with others
- Safety and securing of building
- Effective sustained partnerships where the views of children and families fully inform our well-judged decisions and actions

Questions
- 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.
- How effectively do you identify and support children who care experienced
- What evidence tells you that you are using a trauma- informed approach

THEME – EMPOWERMENT OF STAFF

Documentation
- Enhanced child protection awareness and training for leaders
- Evidence of respectful communication to develop holistic knowledge of children and their wellbeing needs
- Identification of children and families who may be at risk of harm and response
- Children assessing and managing appropriate risk and learning how to keep safe and understand physical and emotional safety
- Safeguarding is included within quality assurance calendar
- Child Protection toolkit
- Thoughtful approaches to support families to learn about safeguarding and children's rights within the setting
- Opportunities for all service users to develop their cyber resilience and internet safety skills

Practice
- Educators use a trauma informed lens to their practice and interactions with children, families and people within and outside the service
- Stable, consistent nurturing, trusting and respectful relationships with children, families and the local community are valued and enacted
- Highly skilled educators with a deep understanding of individual children and   children's rights
- Safe and trusting environment where all children feel safe to express their view, worries and ask for help in their individual various ways
- Educators' priorities noticing, listening sensitively and responding with care to all service users
- Leaders are empowering and empathetic and encourage openness and value educators' wellbeing
- Responsive interactions and well-judged support are given to help children build skills and learn to keep themselves safe

Questions
- How is information shared appropriately and sensitively to ensure effective support for children and families and to protect dignity whilst maintaining safety and wellbeing