



Quality Framework

**Early Learning and Childcare
(daycare of children, childminding and out of school
care)**

Consultation

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A quality framework for early learning and childcare

Introduction

Changes to our inspections

We are developing new approaches to scrutiny. We want to make sure that our inspections and other scrutiny work are strongly focused on assessing the extent to which people experience wellbeing. We also want to understand the difference care and support makes to their lives.

Since 1 April 2018, the Health and Social Care Standards have been used across Scotland. They have been developed by Scottish Government to describe what people should experience from a wide range of care and support services. They are relevant not just for individual care services, but across local partnerships. The Care Inspectorate's expectation is that they will be used in planning, commissioning, assessing and delivering care and support. We will use them to inform the decisions we make about care quality. This means that we are changing how we inspect care and support.

From 2018, on an incremental basis, we have been rolling out revised methods for inspecting care and support services, care homes for children and young people and school care accommodation (special residential schools).

The changes build on approaches we have introduced in the past three years: an emphasis on experiences and outcomes; proportionate approaches in services that perform well; shorter inspection reports; and a focus on supporting improvement in quality.

The core of the new approach is a quality framework which sets out the elements that will help us answer key questions about the difference care is making to people and the quality and effectiveness of the things that contribute to those differences.

The primary purpose of a quality framework is to support services to evaluate their own performance. This framework is then used by our inspectors to provide independent assurance about the quality of care and support. By setting out what we expect to see in high-quality care and support provision, we can also help support improvement. Using a framework in this way develops a shared understanding of what constitutes good care and support. It also supports openness and transparency in the inspection process.

We have based the framework on the approach used by the European Foundation for Quality Management, specifically the EFQM Excellence Model, which is a quality tool widely used across sectors and countries. We have adapted the model to use in early learning and childcare care settings and have used the Health and Social Care Standards to illustrate the quality we expect to see. In addition to reflecting the principles of the Health and Social Care Standards within the illustration we have also included direct links to the Health and Social Care Standards. This is to help providers see how all the aspects link together.

How is the framework structured?

The quality framework is framed around six key questions (see the table on page 7 of this document).

To try and understand what contributes to wellbeing, there are five key questions.

- How good is our care and learning?
- How good is our setting?
- How good is our leadership?
- How good is our staff team?
- How good are our outcomes for all children?

Under each key question, there are a small number of quality indicators. These have been developed to help answer the key questions. Each quality indicator has a small number of key areas and short bullet points which make clear the areas of practice covered.

Under each quality indicator, we have provided quality illustrations of these key areas at two levels on the six-point scale we use in inspections. The illustrations are the link to the Health and Social Care Standards and are drawn from the principles and expectations set out in the Standards.

They describe what we might expect to see in a care service that is operating at a 'very good' level of quality, and what we might see in a service that is operating at a 'weak' level of quality.

These illustrations are not a definitive description of care and support and learning provision but are designed to help care services and inspectors evaluate the quality indicators, using the framework.

The final key question is:

- What is our overall capacity for improvement?

This requires a global judgement based on evidence and evaluations from all the other key areas.

The judgement is a forward-looking assessment, but it also takes account of contextual factors which might influence an organisation's capacity to improve the quality of the service in future. Such factors might include senior staff changes, plans to restructure, or significant changes in funding. We think this is an important question to ask as part of self-evaluation.

In each quality indicator, we have included a scrutiny and improvement toolbox. This includes examples of questions that you may use in evaluating the quality of provision. It also contains links to key practice documents that we think will help care services in their own improvement journey.

How can care services use this quality framework?

The framework is designed to support care services in their self-evaluations. We will work with care services and sector-wide bodies to build the capacity for self-evaluation, based on this framework.

Self-evaluation is a core part of assuring quality and supporting improvement. The process of self-evaluation, as part of a wider quality assurance approach, requires a cycle of activity based around these three questions.

How are we doing?

This is the key to knowing whether you are doing the right things and that, as result, people experience high quality, safe and compassionate care and support that meets their needs, rights and choices.

How do we know?

Answering the question 'how we are doing?' must be done based on robust evidence. The quality indicators in this document, along with the views of people experiencing care and support and their carers can help you to evaluate how you are doing. You should also take into account performance data collected nationally or by your service.

What are we going to do now?

Understanding how well your service is performing should help you see what is working well and what needs to be improved. From that, you should be able to develop plans for improvement based on effective practice, guidance, research, testing and available improvement support.

Using this quality framework can help provide an effective structure around self-evaluation.

This diagram summarises the approach.



Irrespective of our role as the national scrutiny and improvement body, care providers will want to satisfy themselves, their stakeholders, funders, boards and committees that they are providing high-quality services. We believe this quality framework is a helpful way to support care services to assess their performance against our expectations of outcomes for children out with the inspection process.

How will we use this quality framework during inspections?

Inspectors will use this quality framework instead of the older approach where we inspected against quality themes and statements. Inspectors will look at a selection of the quality indicators. Which, and how many quality indicators will depend on the type of inspection, the quality of the service, the intelligence we hold about the service and risk factors that we identify.

In developing this framework, we have considered how best to represent the sector. The indicators have been written to represent the high-quality outcomes we expect in all types of service provision. Where the indicator refers to play and learning approaches, we expect services to match this to the needs of their children and service type. Best practice documents that relate specifically to your sector are represented within the tool kit section of this document. The majority of quality indicators relate also to childminders because they have sole responsibility for their service. The exceptions being quality indicators 4.2 and 4.3 which only apply where childminding assistants are employed.

How will this quality framework impact on the National Standard?

The Framework has been designed to take account of the National Standard and you will be able to match across from the key questions in the new framework to the previous quality themes. This table demonstrates where the new key questions link directly to the previous quality themes. You will also see two new questions that are linked to the overall outcomes and capacity for improvement that relate to our previous inspection methodology but do not directly link to themes.

Key question	Previous quality theme
How good is our care and learning?	Quality of care and support
How good is our setting?	Quality of environment
How good is our leadership?	Quality of management and leadership
How good is our staff team?	Quality of staffing
How good are our outcomes for all children?	
What is our overall capacity for improvement?	

The quality illustrations and tool kits will support providers to evaluate their performance and in doing so will contribute to ensuring they achieve the standards required to provide the funded entitlement.

The National Standard is aligned to the guiding principles for the expansion to 1140 hours: quality; flexibility; accessibility and affordability. It is also underpinned by the regulations in the [Public Services Reform \(Scotland\) Act 2010](#) which applies to all care services across Scotland, including daycare of children and childminding settings. Whilst the National Standard criteria are relevant for all funded providers, in order to ensure that the assessment criteria are fair and proportionate, there are some variations in this criterion for childminders to recognise the nature of the services they provide.

The framework is designed to support providers as they work to meet all aspects of the National Standard however there are some criteria that specifically reference Care Inspectorate grades.

Criteria 1 - Staffing, leadership and management

This is directly relevant to the quality indicators detailed in the section headed How good is our leadership? And also, How good is our staff team?

Criteria 2 - Development of children's cognitive skills, health and wellbeing

This is directly relevant to the quality indicators detailed in the section headed How good is our care and learning, specifically 1.1, 1.2 and 1.3.

Criteria 3 - Physical environment

This is directly relevant to the quality indicators detailed in the section headed How good is our setting?

Criteria 4 – Self-evaluation and improvement sub-criteria 4.1

Whilst not specifically linked to the Care Inspectorate evaluations this criteria details the following; the setting uses relevant national self-evaluation frameworks to self-evaluate and systematically identify strengths and areas for improvement.

It is therefore anticipated that the use of this framework will contribute to meeting this specific aspect of the National Standard. Further information to support self-evaluation is also provided on our website.

We will provide an overall evaluation (grade) for each of the key questions we inspect, using the six-point scale, from 'unsatisfactory' (1) to 'excellent' (6). This will be derived from the specific quality indicators that we inspect. Where we inspect one quality indicator per key question, the evaluation for that quality indicator will be the evaluation (grade) for the key question overall. Where we inspect more than one quality indicator per key question, the overall evaluation (grade) for the key question will be the lowest evaluation (grade) of the quality indicators for that specific key question.

This recognises that there is a key element of practice that makes the overall key question no better than this evaluation.

How will we use the six-point scale?

The six-point scale is used when evaluating the quality of performance across quality indicators.

- 6 Excellent outstanding or sector leading
- 5 Very good major strengths
- 4 Good important strengths, with some areas for improvement
- 3 Adequate strengths just outweigh weaknesses
- 2 Weak important weaknesses – priority action required
- 1 Unsatisfactory major weaknesses – urgent remedial action required

An evaluation of excellent describes performance which is sector leading and supports experiences and outcomes for people which are of outstandingly high quality. There is a demonstrable track record of innovative, effective practice and/or very high-quality performance across a wide range of its activities and from which others could learn. We can be confident that excellent performance is sustainable and that it will be maintained.

An evaluation of very good will apply to performance that demonstrates major strengths in supporting positive outcomes for people. There are very few areas for improvement. Those that do exist will have minimal adverse impact on people's experiences and outcomes. While opportunities are taken to strive for excellence within a culture of continuous improvement, performance evaluated as very good does not require significant adjustment.

An evaluation of good applies to performance where there is a number of important strengths which, taken together, clearly outweigh areas for improvement. The strengths will have a significant positive impact on people's experiences and

outcomes. However, improvements are required to maximise wellbeing and ensure that people consistently have experiences and outcomes which are as positive as possible.

An evaluation of adequate applies where there are some strengths, but these just outweigh weaknesses. Strengths may still have a positive impact but the likelihood of achieving positive experiences and outcomes for people is reduced significantly because key areas of performance need to improve. Performance which is evaluated as adequate may be tolerable in particular circumstances, such as where a service or partnership is not yet fully established, or in the midst of major transition. However, continued performance at adequate level is not acceptable. Improvements must be made by building on strengths while addressing those elements that are not contributing to positive experiences and outcomes for people.

An evaluation of weak will apply to performance in which strengths can be identified but these are outweighed or compromised by significant weaknesses. The weaknesses, either individually or when added together, substantially affect people's experiences or outcomes. Without improvement as a matter of priority, the welfare or safety of people may be compromised, or their critical needs not met. Weak performance requires action in the form of structured and planned improvement by the provider or partnership with a mechanism to demonstrate clearly that sustainable improvements have been made.

An evaluation of unsatisfactory will apply when there are major weaknesses in critical aspects of performance which require immediate remedial action to improve experiences and outcomes for people. It is likely that people's welfare or safety will be compromised by risks which cannot be tolerated. Those accountable for carrying out the necessary actions for improvement must do so as a matter of urgency, to ensure that people are protected, and their wellbeing improves without delay.

The quality indicator framework

1. How good is our care and learning?	2. How good is our setting?	3. How good is our leadership?	4. How good is our staff team?	5. How good are our outcomes for all children?
<p>1.1 Children are safe and protected</p> <p>1.2 Personalised planning and support</p> <p>1.3 Play and learning</p> <p>1.4 Family learning and engagement</p>	<p>2.1 Quality of the setting for play and learning</p> <p>2.2 Outdoor play and learning</p>	<p>3.1 Self-evaluation for self-improvement</p> <p>3.2 Leadership of play and learning</p> <p>3.3 Quality assurance and improvement are led well</p> <p>3.4 Leadership and management of staff and resources</p>	<p>4.1 Staff have the right skills, knowledge and values to support children and families</p> <p>4.2 Staff have been recruited well *</p> <p>4.3 Staffing levels meet children's needs, with staff working well together*</p> <p><small>*4.2 & 4.3 do not apply to childminders without assistants</small></p>	<p>5.1 Children's wellbeing and rights</p> <p>5.2 Children progress and achieve</p>
<p>What is our overall capacity for improvement?</p>				

Key question 1

How good is our care and learning?

This key question has four quality indicators associated with it.

They are:

- 1.1 Children are safe and protected
- 1.2 Personalised planning and support
- 1.3 Play and learning
- 1.4 Family learning

Quality indicator 1.1: Children are safe and protected

Key areas include the extent to which children are supported to feel safe, secure and protected from harm.

Effective child protection procedures are in place to ensure staff have a clear understanding of their responsibilities and respond appropriately.

Descriptor

This indicator focuses on ensuring children are safe, secure and protected from harm through working with families, partners and the wider community. It includes helping children to become resilient and considers how staff are tackling the impact of adverse early childhood experiences.

This highlights the importance of how staff take account of local and national policies to ensure the safety and protection of children.

It is about ensuring people have the capacity to competently respond and action wellbeing, child protection and safeguarding concerns.

Illustration - very good

Children are supported to feel safe, secure and protected from harm

All staff have a clear understanding of their roles and responsibilities relating to keeping children safe and protected. They are proactive in keeping their knowledge up to date. Strong links and effective partnerships with other organisations are in place to ensure children's safety and wellbeing. A competent and well-trained designated person has overall responsibility for child protection and safeguarding issues. They help to reduce the risk of harm to children through effective monitoring of practice. This ensures the relevant person takes the appropriate action at the earliest opportunity. Staff work together to accurately identify and address areas of learning in relation to safeguarding and child protection practice and procedures.

Staff skilfully engage with families and the wider community to minimise risks to children. They promote equity, challenge discrimination, and ensure children receive the support they need at the right time to build emotional resilience.

Effective child protection procedures are in place to ensure staff have a clear understanding of their responsibilities and respond appropriately.

Detailed safeguarding and child protection policies and procedures are in place to help the relevant staff keep children safe and protect them from harm. These policies and procedures reflect emerging issues within society. Accurate record keeping and meaningful chronologies ensure that the relevant staff have the information they need to help them keep children safe and protected.

Illustration – weak

Children are supported to feel safe, secure and protected from harm.

The relevant staff do not know children and families well enough to build meaningful relationships. As a result, they do not have the information they need to help keep children safe and protected from harm.

Procedures are not in place to evaluate the effectiveness of staff practice. This means there is an increased risk to children. Leaders have failed to address and identify staff training weaknesses. Links with other organisations, which could assist in the protection of children, are not fully effective.

Overall, leaders have not taken all the necessary steps to uphold the right of all children to be safe from harm and protected.

Effective child protection procedures are in place to ensure people have a clear understanding of their responsibilities and respond appropriately.

Leaders have not sufficiently developed and implemented effective child protection policies and procedures. As a result, there is an increased risk to children due to staff having a limited understanding of their roles and responsibilities.

Sensitive information is not stored securely and presents a risk to children's confidentiality. Poorly maintained children's records and chronologies increase the risk to children. The relevant people do not have access to the information they need to assess children's needs and keep them safe and protected.

Overall, leaders have not taken all the necessary steps to uphold the rights of all children to be safe from harm and protected.

Links to the Health & Social Care Standards

3.20 I am protected from harm, neglect, abuse, bullying and exploitation by people who have a clear understanding of their responsibilities.

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.

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.

4.17 If I am supported and cared for by a team or more than one organisation, this is well coordinated so that I experience consistency and continuity.

Scrutiny and improvement toolbox	
<p>Improvement and Support Questions Indicator 1.1 Children are safe and protected</p>	<p>Key Improvement Resources Indicator 1.1 Children are safe and protected</p>
<p>How well do we listen to and support children to ensure they are safe, secure and protected from harm?</p> <p>How do we know our staff fully understand our systems to keep children safe?</p> <p>How often do we review and update our processes to support and keep children safe?</p> <p>How well are our relationships with other agencies working?</p> <p>How do we ensure we communicate effectively with all parties to ensure children's safety and wellbeing?</p>	<p>National Child Protection Guidelines https://www2.gov.scot/Resource/0045/00450733.pdf</p> <p>Getting it Right for Every Child (GIRFEC) https://www.gov.scot/policies/girfec/</p> <p>Health & Social Care Standards https://www.gov.scot/publications/health-social-care-standards-support-life/</p> <p>Scottish Out of School Care Network https://soscn.org/</p> <p>The Hub https://hub.careinspectorate.com/</p> <p>Public Services Reform (Scotland) Act 2010 http://www.legislation.gov.uk/asp/2010/8</p> <p>Space to Grow https://hub.careinspectorate.com/how-we-support-improvement/care-inspectorate-programmes-and-publications/space-to-grow/</p> <p>Out to Play https://hub.careinspectorate.com/media/1289/out-to-play-creating-outdoor-play-experiences-for-children-practical-guidance.pdf</p> <p>Children 1st https://www.children1st.org.uk/</p> <p>Scottish Childminding Association https://www.childminding.org/</p>

Quality indicator 1.2: Personalised planning and support

Key areas include the extent to which children's individual wellbeing benefits from the effective use of personal planning.

All children get the support they need to overcome barriers and reach their full potential.

Well planned and effective transitions contribute to continuity of care and learning.

Descriptor

This indicator focuses on how personal planning reflects the holistic needs of each child to improve their wellbeing and support positive outcomes. It highlights the importance to involve children and their families in making decisions about their care and development. Staff are skilled at identifying and supporting children with specific challenges. 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.

Illustration - very good

Children's individual wellbeing benefits from the effective use of personal planning.

Children's personal plans promote holistic wellbeing and focus effectively on each child's right to be safe, healthy, achieving, nurtured, active, respected, responsible and included. Children and families' views are involved in developing and reviewing their personal plans. As a result, children have their needs met in a manner that reflects their wishes and choices.

Highly effective personal planning provides consistency and continuity of care. This enables the relevant staff to respond quickly, sensitively and compassionately to changes in a child's life.

All children get the support they need to overcome barriers and reach their full potential.

All children get the support they need to overcome barriers and reach their full potential. Relevant staff work proactively with children, families and partners to identify appropriate next steps and strategies based on individual needs and prior learning. This is used consistently and effectively by all to ensure positive outcomes.

Well planned and effective transitions contribute to continuity of care and learning.

Comprehensive well-planned and effective transitions contribute to continuity of care and learning. These help children and families to feel confident and secure as they move to another stage of learning or to a new setting.

Transition arrangements support children's progression particularly in the key areas of health and wellbeing, early language, literacy and numeracy.

Effective consultation with children, families and relevant partners has resulted in transition arrangements that fully support children’s sense of security as they grow, develop and progress through the stages within and beyond their early learning and childcare setting.

Illustration – weak

Children’s individual wellbeing benefits from the effective use of personal planning.

Children’s personal plans do not fully comply with national guidance and legislation or support consistency and continuity of care play and learning. They are not always well maintained or regularly reviewed. This means children’s holistic wellbeing needs are not always met.

All children get the support they need to overcome barriers and reach their full potential.

The views, knowledge and expertise of children and families are not fully recognised and valued. Links with other professionals are not yet resulting in positive outcomes for children. Therefore, not all children get the support they need to overcome barriers and reach their full potential.

Links to the Health & Social Care Standards

- 1.14 My future care and support needs are anticipated as part of my assessment.
- 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.
- 1.19 My care and support meets my needs and is right for me.
- 1.23 My needs, as agreed in my personal plan, are fully met, and my wishes and choices are respected.
- 2.17 I am fully involved in developing and reviewing my personal plan, which is always available to me.

Scrutiny and improvement toolbox

<p>Improvement and Support Questions Indicator 1.2 Personalised planning and support</p>	<p>Key Improvement Resources Indicator 1.2 Personalised planning and support</p>
<p>How do we ensure children’s individual needs are considered, responded to and planned for with families and other agencies when required? How do we ensure children’s</p>	<p>Safe Sleep Scotland https://safesleepscotland.org/ Building the Ambition https://www2.gov.scot/Resource/0045/00458455.pdf</p>

<p>personal plans are maintained in line with legislation and that they fully support children's needs?</p>	<p>Food Matters https://hub.careinspectorate.com/how-we-support-improvement/care-inspectorate-programmes-and-publications/food-matters/</p>
<p>How do we know personal plans are having a positive impact on children's wellbeing?</p>	<p>Health & Social Care Standards https://www.gov.scot/publications/health-social-care-standards-support-life/</p>
<p>What best practice and current approaches are we using to influence and support children to reach their full potential?</p>	<p>Public Services Reform (Scotland) Act 2010 http://www.legislation.gov.uk/asp/2010/8</p> <p>ACES https://www.gov.scot/publications/adverse-childhood-experiences/</p> <p>Getting it Right for Every Child (GIRFEC) https://www.gov.scot/policies/girfec/</p> <p>Scottish Childminding Association https://www.childminding.org/</p> <p>Additional Support for Learning https://www2.gov.scot/ASL</p>

Leadership and management

Quality Indicator 1.3: Play and learning

Key areas/themes

Key areas include the extent to which children experience high quality play, learning and development opportunities based on relevant theory and practice.

The interactions of skilled staff enable children to learn through play.

Effective assessment is used to plan, track, monitor and evaluate children's progress and achievement.

High quality, inclusive approaches effectively promote early language, literacy and numeracy.

Descriptor

This indicator focuses on children's right to play and the impact of this on their wellbeing and development. Staff provide a high-quality learning environment for children that is very well matched to the stages of children's development. All children experience play and learning which is rich in early language, literacy and numeracy which promote better outcomes for children.

It highlights the importance of placing the needs and interests of children at the centre of their play and learning.

It includes how skilled staff build on children's natural curiosity, learning and creativity. It highlights the importance of a very good understanding of child development, theory and practice.

Effective use is made of observation and evaluations to inform children's future learning and identify their progress through play. Together these ensure that children's successes and achievements are maximised.

Illustration – very good

Children experience high quality play, learning and development opportunities based on relevant theory and practice.

Staff use national guidance to effectively plan play experiences and track children's progress and achievements. They ensure these experiences provide challenge, enjoyment and choice for individual children.

Well considered innovations and creative approaches successfully enrich children's play, learning and development.

Children contribute effectively to the setting and the community in purposeful and innovative ways. Children enjoy and are actively involved in learning through a balance of spontaneous and well-planned purposeful play opportunities and relevant real life experiences. As a result, children are progressing well.

The interactions of skilled staff enable children to learn through play.

Staff have a very good understanding of child development and early learning and skilfully put this into practice. They support the emotional resilience of children and families through holistic and nurturing approaches to secure children's wellbeing including the right to play.

Responsive interventions and skilled, sensitive questioning effectively promote children's creativity, extends their thinking, widens their skills and consolidates their learning through play.

Effective assessment is used to plan, track, monitor and evaluate children's progress.

High quality observations, tracking and monitoring enable the relevant people to make accurate assessments about the progress made by all children. This approach supports appropriate and well-timed interventions and leads to significant improvement to learning and developmental outcomes for children.

High quality, inclusive approaches effectively promote early language, literacy and numeracy

Children's needs are identified early, through careful observations and effective assessment of information. Children make informed choices about leading their play and learning within a stimulating, challenging, creative setting. This highly responsive approach ensures children are developing a broad range of lifelong learning skills.

Illustration – weak

Children experience high quality play, learning and development opportunities based on relevant theory and practice.

Professional development opportunities do not fully support staff to recognise links between current research and provision for children's play. As a result, there are missed opportunities to support children's play and development. Not all children experience learning that is relevant, personalised or sufficiently challenging for their stage of development.

The interactions of skilled staff enable children to learn through play.

Staff have limited understanding of child development and early learning. There is limited use of observational approaches and evaluations to support skilled interactions. This means conversations with children do not consistently focus on their immediate play interests. As a result, some children are not experiencing appropriate opportunities to support and consolidate their own learning through play.

Effective assessment is used to plan, track, monitor and evaluate children's progress.

Assessments of play are not meaningful and effective. There are limited systems in place to track, monitor and evaluate children's progress. Staff do not have enough information to enable them to respond and plan appropriately to children's individual needs. As a result, children are not supported to reach their full potential in all areas of their development.

High quality, inclusive approaches effectively promote early language, literacy and numeracy.

There are too few opportunities that effectively support children to develop their early language, numeracy and literacy through play. Where there are opportunities, these are not individualised to take account of the differing needs and interests of children. As a result, children are not sufficiently challenged at an appropriate level.

Links to Health & Social Care Standards

1.27. I am supported to achieve my potential in education and employment if this is right for me.

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.

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.

Scrutiny and improvement toolbox	
<p>Improvement and Support Questions Indicator 1.3 Play and learning</p>	<p>Key Improvement Resources Indicator 1.3 Play and learning</p>
<p>How are we using national and current best practice to plan children's play and learning experiences?</p> <p>How well do we support and encourage children's natural curiosity in our setting?</p> <p>What approaches are we using to promote children's developing language, numeracy and literacy skills?</p> <p>How effective are our processes to track children's development, progress and achievements?</p> <p>How well are we involving children in identifying and assessing their learning and progress?</p>	<p>Health & Social Care Standards https://www.gov.scot/publications/health-social-care-standards-support-life/</p> <p>Getting it Right for Every Child (GIRFEC) https://www.gov.scot/policies/girfec/</p> <p>Pre-birth to Three https://education.gov.scot/improvement/document/s/elc/elc2_prebirthtothree/elc2_prebirthtothreebooklet.pdf</p> <p>Curriculum for Excellence https://education.gov.scot/scottish-education-system/policy-for-scottish-education/policy-drivers/cfe-(building-from-the-statement-appendix-incl-btc1-5)/what%20is%20Curriculum%20for%20Excellence?</p> <p>Schematic Play https://education.gov.scot/improvement/Learning-resources/schematic-play</p> <p>Out of School Care, survey of parents in Scotland https://www.gov.scot/publications/out-school-care-survey-parents-scotland/</p> <p>Scottish Childminding Association https://www.childminding.org/</p> <p>Space to Grow https://hub.careinspectorate.com/how-we-support-improvement/care-inspectorate-programmes-and-publications/space-to-grow/</p> <p>Out to Play https://hub.careinspectorate.com/media/1289/out-to-play-creating-outdoor-play-experiences-for-children-practical-guidance.pdf</p> <p>Animal Magic https://hub.careinspectorate.com/how-we-support-improvement/care-inspectorate-programmes-and-</p>

	<p>publications/animal-magic/</p> <p>My Childminding Experience https://hub.careinspectorate.com/how-we-support-improvement/care-inspectorate-programmes-and-publications/my-childminding-experience/</p>
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Quality Indicator 1.4: Family learning and engagement

Key areas/themes

Key areas include the extent to which families benefit from respectful and trusting relationships from first contact.

Well planned early intervention supports and strengthens children and families' resilience.

High quality engagement and programmes effectively build on families' strengths and contributes to a culture of family learning.

Descriptor

This indicator focuses on engaging with and empowering families in learning together. The emphasis is on working in partnership to support families to achieve positive outcomes through health, wellbeing and learning programmes. The learning programme is most effective when it is highly relevant to children and families and has been shaped by their engagement. It highlights the importance of children and families building resilience and feeling loved, safe and respected so that they realise their full potential. It recognises families' differences and responds without judgement.

Illustration – very good

Families benefit from respectful and trusting relationships from first contact.

Families experience a well-planned, respectful introduction to the setting. Effective family learning and engagement may look different to families depending on need. It is recognised that there may be some barriers to how families engage. Creative approaches are used to overcome these. Families are supported to regularly and meaningfully engage in their children's learning at home and within the early learning and childcare setting.

Well planned early intervention supports and strengthens children and families' resilience.

Families are supported to build trusting relationships at the earliest possible stage. Staff recognise that families need the time and space to build secure relationships. Families are active participants in agreeing intended outcomes for themselves and staff support them to achieve their aspirations. Staff understand that supporting families to build resilience in their lives must be appropriate, proportionate and timely.

High quality engagement and programmes effectively build on families' strengths and contributes to a culture of family learning.

Strengthening families' health and wellbeing is at the fore when contributing to family learning. Staff recognise that families have different learning needs and individualised approaches are used to engage them fully in positive learning experiences.

Illustration - weak

Families benefit from respectful and trusting relationships from first contact.

Families' introduction to the setting does not fully take account of their individual circumstances. Interactions with families are not strong enough to support open and transparent conversations. There is little support for families to overcome barriers to fully engage within the service. This has resulted in little improvement in outcomes for families participating in learning programmes.

Well planned early intervention supports and strengthens children and families' resilience.

The needs of the family are not fully understood by the staff who support them. As a result, opportunities to respond effectively at an early stage to family needs are missed. Little value is put on building effective trusting relationships with families to improve health, wellbeing and resilience.

High quality engagement and programmes effectively build on families' strengths and contributes to a culture of family learning.

There is limited understanding of the aims and purpose and benefits of family learning. Engaging families in learning is not meaningfully progressed within the setting. Where there are programmes of learning they are not fully based on the individual needs or wishes of families. Opportunities are missed to fully engage families in programmes that would benefit their lifelong learning.

Links to the Health & Social Care Standards

- 4.16 I am supported and cared for by people I know so that I experience consistency and continuity.
- 4.23 I use a service and organisation that are well led and managed.
- 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.
- 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.
- 4.2. The organisations that support and care for me help tackle health and social inequalities.
- 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.

Scrutiny and improvement toolbox	
<p>Improvement and Support Questions Indicator 1.4 Family learning and engagement</p>	<p>Key Improvement Resources Indicator 1.4 Family learning and engagement</p>
<p>How well do we support and respect the individual needs of children and families?</p> <p>When children and their families first arrive at our setting how do we know they are welcomed and have a positive experience of their induction?</p> <p>What measures do we have to assess the effectiveness of children's transitions throughout their stay with us?</p> <p>How do we ensure that there are well planned early intervention programmes to support and strengthen children and families' resilience?</p>	<p>Health & Social Care Standards https://www.gov.scot/publications/health-social-care-standards-support-life/</p> <p>Parents as Partners in their Children's Learning Toolkit https://education.gov.scot/parentzone/Documents/parents-as-partners-toolkit.pdf</p> <p>Better relationships, better learning, better behaviour https://www2.gov.scot/Resource/0041/00416217.pdf</p> <p>Promoting diversity and equality: Developing Responsible Citizens for 21st Century Scotland http://www.step.education.ed.ac.uk/wp-content/uploads/2015/12/Promoting_DE080313_tcm4-747988.pdf</p>

Key question 2: How good is our setting?

This key question has two quality indicators associated with it. They are:

- 2.1 Quality of the setting for play and learning
- 2.2 Outdoor play and learning

Quality indicator 2.1: Quality of the setting for play and learning

Key areas/themes

Key areas include the extent to which children benefit from high quality play and learning settings.

Staff enable children to influence the layout of the setting and the provision of appropriate resources and how they use them.

Descriptor

This indicator highlights the importance of having an inspiring setting in meeting children's individual needs and aspirations. It makes clear the importance of children having an active role in influencing the layout 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 providing daily outdoor play opportunities. The indoor and outdoor setting reflects a risk benefit approach to children's play, learning and development.

Children benefit from high quality play and learning settings.

The setting has been designed to empower children to actively experience play and learning challenges centred on their needs and interests. The layout is well matched to the stages of development of children and promotes fun, learning and independence.

Children benefit from a warm, homely and nurturing environment. Research and best practice inform children's experiences and individual needs. Children benefit from social spaces that are designed around them.

There are safe, cosy spaces where children can rest or sleep when they choose. There is appropriate space where staff can speak in confidence to parents and carers when needed.

The layout enables children's privacy to be respected. Children are kept safe and their specific wellbeing needs are met through effective use of national, local and best practice guidance.

Rich and challenging experiences effectively support children to develop their early language, literacy and numeracy using a range of natural, open ended and real life resources. Children have fun and stimulate their natural curiosity as they develop their skills in understanding, thinking, investigation and problem solving. As a result, children are engrossed and motivated in their play as they learn and are progressing very well in all aspects of their development.

Staff enable children to influence the layout of the setting and the provision of appropriate resources and how they use them.

The layout and design of the setting enables children to be independent and make choices. Children are encouraged to take positive risks which support them to develop skills for life.

Staff actively engage with children to enable them to direct their own play and activities in the way they choose. Children know that they are listened to and that their views matter. They have a key role in shaping the environment and their experiences. Space has been thoughtfully arranged to allow children control over what they do and how they play.

Illustration – weak

Children benefit from high quality play and learning settings.

There is a limited understanding of the importance of providing a setting that is created to support children’s on-going health, wellbeing and development needs. The setting is not well maintained to meet children’s health and safety needs using national, local and best practice guidance.

The layout of the setting provides limited play and learning opportunities. Not enough thought has gone into meeting the range of needs of all children and reducing potential barriers to their play and learning.

Staff enable children to influence the layout of the setting and the provision of appropriate resources and how they use them.

Staff do not always take children’s views into account to influence the layout, activities and experiences.

Space is not effectively designed to enable children to choose to play independently or in groups.

The breadth and balance of resources do not sufficiently meet children’s stages of development or offer challenge and exploration.

Links to the Health & Social Care Standards

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.

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.

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.

Scrutiny and improvement toolbox

Improvement and Support Questions Indicator 2.1 Quality of the setting for play and learning	Key Improvement Resources Indicator 2.1 Quality of the setting for play and learning
How can we be confident that our setting maximises opportunities for children to be creative, active and physical?	Food Matters https://hub.careinspectorate.com/how-we-support-improvement/care-inspectorate-programmes-and-publications/food-matters/
Does the daily design of our setting enable children to be independent and make	Gender Equal Play https://hub.careinspectorate.com/how-we-support-improvement/care-inspectorate-programmes-and-

<p>choices that shape their individual play and learning needs?</p> <p>How effective are we at using current and national practice to effectively capture and extend children's play and learning opportunities?</p>	<p>publications/gender-equal-play-in-early-learning-and-childcare/</p> <p>Loose Parts Play A Took Kit https://www.inspiringscotland.org.uk/wp-content/uploads/2017/03/Loose-Parts-Play-web.pdf</p> <p>Our Creative Journey https://hub.careinspectorate.com/how-we-support-improvement/care-inspectorate-programmes-and-publications/our-creative-journey/</p> <p>My World Outdoors https://hub.careinspectorate.com/how-we-support-improvement/care-inspectorate-programmes-and-publications/my-world-outdoors/</p> <p>Out to Play https://hub.careinspectorate.com/media/1289/out-to-play-creating-outdoor-play-experiences-for-children-practical-guidance.pdf</p> <p>Space to Grow https://hub.careinspectorate.com/how-we-support-improvement/care-inspectorate-programmes-and-publications/space-to-grow/</p> <p>Play Strategy for Scotland https://hub.careinspectorate.com/media/1297/play-strategy-for-scotland-our-vision.pdf</p> <p>Play Strategy for Scotland Action Plan https://hub.careinspectorate.com/media/1296/play-strategy-for-scotland-our-action-plan.pdf</p> <p>Safe Sleeping Guidance https://hub.careinspectorate.com/media/1314/reduce-the-risks-of-cot-death-early-years-safe-sleeping-guide.pdf</p> <p>Fun First Foods https://hub.careinspectorate.com/media/1507/fun-foods-first-an-easy-guide-to-introducing-solid-foods.pdf</p>
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Quality indicator 2.2: Outdoor play and learning

Key areas/themes

Key areas include the extent to which children's health, wellbeing and learning is promoted through high quality daily outdoor play opportunities which offer a rich variety, adventure and challenge.

Children can choose when to play outside and influence the layout of their outdoor provision and experiences.

Descriptor

This indicator reflects the extent to which the setting makes effective use of outdoor spaces to maximise children's play and learning.

It highlights the importance of children accessing nature and outdoor play to promote their wellbeing, language skills and overall development.

Positive approaches to the benefits of risky play underpin effective outdoor play and learning experiences.

Illustration – very good

Children's health, wellbeing and learning is promoted through high quality daily outdoor play opportunities which offer a rich variety, adventure and challenge.

Staff understand the positive impact rich, multi- sensory outdoor play and learning has on children's resilience, health and wellbeing. Children have uninterrupted time to become absorbed in their play and have fun.

Children access nature and outdoor play to promote their wellbeing, language skills and overall development.

Well planned play areas and experiences support and extend children's learning in all areas, including early language, literacy and numeracy. Staff take advantage of spontaneous play and learning to support children's creativity, experimenting and problem solving. The extensive range of interesting materials, tools and open-ended resources enable big scale play, engage children's curiosity and challenge their thinking.

Positive approaches to the benefits of risky play underpin effective outdoor play and learning experiences. Staff have worked with parents to ensure that they understand the benefits of children enjoying riskier play. Staff embrace a risk benefit approach and support children to safely engage in play to push their own boundaries and learning and build self-confidence.

Children can choose when to play outside and influence the layout of their outdoor provision and experiences.

Staff recognise all children's right to outdoor play. As a result, children can choose when to play outdoors every day and regularly explore a natural play and learning

environment.

Children are confident in exploring and developing their outdoor environment, supported by staff who actively support and encourage children in their endeavours.

Frequent opportunities are made to develop new skills, learning and development through children's active participation in developing their outdoor space. This includes effective engagement with the wider community to promote children's sense of belonging and provide further opportunities to extend and develop their understanding of their environment.

Illustration – weak

Children's health, wellbeing and learning is promoted through high quality daily outdoor play opportunities which offer a rich variety, adventure and challenge.

Staff demonstrate limited understanding of the benefits of the outdoors to children's play, learning and development and do not use current best practice or research to inform their knowledge in this area.

Access to outdoor play areas and resources may lack imagination, limiting children's opportunities to be creative in their play.

Staff may demonstrate an approach to risk that is either risk averse or not well considered. This may result in the potential for harm. Staff may not engage effectively with parents and carers to deepen their understanding of the benefits of riskier outdoor play and learning experiences.

Children's confidence may be affected where staff place unnecessary restrictions on their outdoor play and learning experiences.

Children can choose when to play outside and influence the layout of their outdoor provision and experiences.

Children are not able to choose when to play outdoors. This is limited to set times during the day. Staff do not always recognise when children need more energetic, outdoor experiences.

Children's needs and views are not consistently sought or taken into consideration when planning outdoor experiences. Staff are not skilled enough at picking up children's non-verbal communication to develop and extend their play and learning.

Little account is taken of the local and wider community when considering how to extend children's play and learning opportunities. Children's sense of community belonging is not promoted as effectively as it needs to be.

Links to the Health & Social Care Standards

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.
 1.32 As a child, I play outdoors every day and regularly explore a natural environment.
 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.
 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.

Scrutiny and improvement toolbox	
<p>Improvement and Support Questions Indicator 2.2 Outdoor play and learning</p>	<p>Key Improvement Resources Indicator 2.2 Outdoor play and learning</p>
<p>Does our setting provide a wide range of risk, challenging outdoor play and learning experiences for children?</p> <p>How do we ensure we are confident in promoting outdoor play experiences that extend children’s interests, develop their creativity, resilience and independence?</p> <p>What approaches do we have to ensure we effectively use community and outdoor spaces to maximise children’s play and learning opportunities?</p>	<p>Out to Play https://hub.careinspectorate.com/media/1289/out-to-play-creating-outdoor-play-experiences-for-children-practical-guidance.pdf</p> <p>Care Inspectorate (2018). Early Learning and Childcare: Delivering High Quality Play and Learning Environments Outdoors. Practice note http://www.careinspectorate.com/images/ELC_practice_note.pdf</p> <p>Loose Parts Play A Took Kit https://www.inspiringscotland.org.uk/wp-content/uploads/2017/03/Loose-Parts-Play-web.pdf</p> <p>My World Outdoors https://hub.careinspectorate.com/how-we-support-improvement/care-inspectorate-programmes-and-publications/my-world-outdoors/</p> <p>Playtime Revolution – a resource from Grounds for Learning https://education.gov.scot/improvement/learning-resources/Playtime%20Revolution%20-%20a%20resource%20from%20Grounds%20for%20Learning</p>

Key Question 3

Quality indicator 3.1: How good is our leadership?

This key question has four quality indicators associated with it.
They are:

- 3.1 Self-evaluation for self-improvement
- 3.2 Leadership of play and learning
- 3.3 Quality Assurance and improvement are led well
- 3.4 Leadership and management of staff and resources

Key areas/themes

Key areas include the extent to which children and families benefit from a culture of continuous improvement that involves partners.

Leaders ensure that changes and improvements make a positive difference to outcomes for children and families.

Children and families are meaningfully involved and influence change within the setting.

Descriptor

This indicator underlines that rigorous self-evaluation is the responsibility of all involved in the life of the setting. It highlights the importance of working with partners to promote self-evaluation for continuous improvement. It emphasises the need for strong leadership and a shared understanding of strengths and areas for improvement. A key factor is how well self-evaluation leads to high quality care and support tailored towards the needs of children and families

Illustrations – very good

Children and families benefit from a culture of continuous improvement that involves partners.

Leaders have a comprehensive understanding of the importance of using the views of children and families as well as partners, to inform planning and development of the service. Self-evaluation enables the service to deliver high quality care and support tailored towards children and families' particular needs and choices.

Leaders ensure that changes and improvements make a positive difference to outcomes for children and families.

Staff reflect well together and use these reflections to bring about positive change to outcomes for children and families. Leaders ensure that high-quality learning through play is at the heart of improvement planning.

Children and families are meaningfully involved and influence change within the setting.

Successes and achievements are shared with children, families and partners and

are used as a starting point for future improvements. Strong leadership supports people to have high aspirations and confidence in their capacity to support children and families to reach their full potential. Children and families' views are actively sought to inform the development of the setting.

Illustration - weak

Children and families benefit from a culture of continuous improvement that involves partners.

Children and families do not feel well informed about changes to the setting or why they are happening. The improvement plan is not used consistently to help lead the delivery of change for children and families. The culture of self-evaluation is at an early stage of development.

Leaders ensure that changes and improvements make a positive difference to outcomes for children and families.

Leaders' improvement vision for the service is not fully understood or implemented by others and this inhibits the ability to address children's care, learning and support needs. Positive change for children and families is limited due to gaps in the information being used to set priorities for improvement.

Children and families are meaningfully involved and influence change within the setting.

The approaches followed do not place enough value on children and families' thoughts about their needs and these impact on the consistency and continuity of care and support.

Leaders do not provide enough time and space for others to reflect on and improve standards of practice

Links to the Health and Social Care Standards

4.6 I can be meaningfully involved in how the organisations that support and care for me work and develop

4.7 I am actively encouraged to be involved in improving the service I use, in a spirit of genuine partnership.

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.

4.19 I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes.

Scrutiny and improvement toolbox	
<p>Improvement and Support Questions Indicator 3.1 Self-evaluation for self-improvement</p>	<p>Key Improvement Resources Indicator 3.1 Self-evaluation for self-improvement</p>
<p>How do we know our self-evaluation processes improve outcomes for children and families?</p> <p>How do we ensure that everyone in our service has a shared understanding of service improvements?</p> <p>How effectively do we promote partnership working to ensure the best outcomes for our children and families?</p> <p>How do we ensure children are involved and influence their day to day experiences?</p> <p>How do we engage our families and children to ensure they have a key role in our self-evaluation?</p>	<p>Self-evaluation for Improvement - your guide https://www.careinspectorate.com/images/Self_evaluation_for_improvement_-_your_guide.pdf</p> <p>Self-evaluation How Good is Our Early Learning and Childcare (HGIOELC) 2016 https://education.gov.scot/improvement/document/s/frameworks_selfevaluation/frwk1_niheditself-evaluationhguelc/hgioelc020316revised.pdf</p>

Quality Indicator 3.2: Leadership of play and learning

Key areas/themes

Key areas include the extent to which high-quality play and learning culture is fully embedded.

Children actively lead their play and learning.

Descriptor

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 promotes wellbeing, early language, literacy and numeracy ensuring their progress in their learning and development.

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.

Illustration – very good

A high-quality play and learning culture is fully embedded.

Leaders support and empower children to have ownership of play through learning on their own terms and in their own ways. There is a strong professional development and learning culture which supports shared reflections that ensure children are at the centre of all planning for play and learning. Leaders work together with children, families and partners to support children to enjoy their successes and share their achievements in play and learning.

Children actively lead their play and learning.

Children are supported to actively explore the world around them and be confident learners that reflect on and reshape their experience through play. Conversations and observations with children are used to implement support and plan effectively for their play and learning needs. Children believe in their own potential and have fun in freely chosen and extended play experiences that develop skills in early language, literacy and numeracy.

Illustration – weak

A high-quality play and learning culture is fully embedded.

Significant weaknesses in leadership impact on the motivation of people and the time available to work together to plan children’s play and learning experiences. The balance between organised and freely chosen play impacts negatively on the opportunities available for children to develop social skills and become confident learners.

There is limited use of best practice theory, guidance and training to develop people’s knowledge of how children learn through play.

Children actively lead their play and learning.

There are too few opportunities for children to develop their thinking, problem solving skills through imaginative play and storytelling.

Staff are not flexible or responsive in their approach when working with children and lack understanding of children’s abilities. As a result, activities are not sufficiently challenging. Opportunities to build on children’s successes and share in their achievements are missed.

Links to the Health and Social Care Standards

1.27 I am supported to achieve my potential in education and employment if this is right for me.

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.

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.
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.

Quality indicator 3.3: Quality assurance and improvement are led well

Key areas/themes

Key areas include the extent to which a shared vision, values, aims and objectives positively informs practice.

Systems and performance measures are in place to achieve consistency and leads to continuous improvement.

When planning for continuous improvement leaders will take account of local and national policy.

Descriptor

This indicator highlights the need for leaders to ensure an ambitious, shared vision which focuses on improvements and positive outcomes for all.

Effective quality assurance leads to high standards of care and learning for children and families. There is a strong ethos of continuous improvement which enhances the delivery of high-quality practice leading to improved outcomes for all.

Leaders take account of local and national policy when planning for continuous improvement and change. Leaders have the skills and capacity to drive improvement.

Illustration – very good

All have a shared vision, values and aims that positively informs practice.

Leaders promote and sustain a shared vision for the setting that reflects the aspirations of children, families, partners and the wider community. This helps all staff know what is important for the setting and innovations are very well judged and meet the needs of children and families. Leaders create conditions where all people feel confident to initiate well-informed change and share responsibility for the process.

Systems and performance measures are in place to achieve consistency and lead to continuous improvement.

There are effective quality assurance systems in place that maintain consistency and identify where quality falls below expected standards. Leaders enable all to be involved and promote accountability and responsibility which leads to a programme of continuous improvement. Leaders respond promptly to feedback and use all learning in the ongoing improvement of the setting.

When planning for continuous improvement leaders will take account of local and national policy.

Current policy and best practice guidance about quality underpins continuous improvements in the setting.

Leaders empower staff to be highly skilled and confident in their use of quality frameworks and best practice documents to identify key priorities and benchmark measurable outcomes. This enables staff to implement initiatives that deliver high quality play and learning experiences that are tailored to children and families', individual needs and choices.

Illustration – weak

All have a shared vision, values, aims and objectives that positively informs practice.

The vision and aims for the setting are unclear and there is limited focus on improvement. Not everyone involved in the service are aware of the aims or their role in promoting these. Staff are not supported to reflect on their practice in a meaningful way. Changes which have been made to staff practice and the setting have little impact on children and families.

Systems and performance measures are in place to achieve consistency and lead to continuous improvement.

There are significant gaps in the areas covered by the quality assurance systems in place. Inconsistencies in practice are not fully identified and ineffective systems do not identify areas for improvement. Leaders fail to motivate staff and staff are not sufficiently challenged to raise standards.

There is insufficient capacity and skill to support a programme of continuous improvement. Leaders fail to respond promptly to feedback and therefore

positive change is too slow to make improvements.

When planning for continuous improvement leaders will take account of local and national policy.

When changes are implemented, they are often done in isolation and are not underpinned by current thinking and best practice. As a result, staff are not consistently able to drive and sustain improvement.

Leaders show some resistance to change and this impacts negatively on the ability to deliver improved outcomes linked to the national vision for children growing up in Scotland.

Links to the Health and Social Care Standards

- 4.6 I can be meaningfully involved in how the organisations that support and care for me work and develop.
- 4.7 I am actively encouraged to be involved in improving the service I use, in a spirit of genuine partnership.
- 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.
- 4.11 I experience high quality care and support based on relevant evidence, guidance and best practice
- 4.19 I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes.
- 4.20 I know how, and can be helped, to make a complaint or raise a concern about my care and support.
- 4.21 If I have a concern or complaint, this will be discussed with me and acted on without negative consequences for me

Quality Indicator 3.4: Leadership and management of staff and resources

Key areas/themes

Leadership is empowering and motivating which has a positive impact on people.

Staff, resources and finances are used effectively to meet the needs of children and families.

Descriptor

This indicator highlights the importance of effective leadership of all people 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 people with sufficient time and appropriate skills to meet the needs of children and families. Resources and finances are effectively managed to sustain and maximise the best outcomes for children and families.

Illustration – very good

Leadership is empowering and motivating which has a positive impact on people.

Leaders act as role models for the development of positive and nurturing relationships and this ensures the pastoral care and wellbeing of others. They recognise the contributions of staff which help them to feel supported, challenged and engaged. This means that all are empowered and motivated to make decisions and lead on initiatives which promote positive outcomes for children and families. This contributes to high levels of satisfaction and professional growth and builds on strengths.

The capacity of the setting to deliver positive outcomes for children and families is enhanced.

Staff, resources and finances are used effectively to meet the needs of children and families.

Leaders ensure that roles are defined and understood, staff are deployed well. This helps to harness the different abilities, strengths and expertise of people to provide targeted high-quality care and support when children and families need it.

Leaders enable staff to monitor, evaluate and review the use and impact of resources to maximise children’s and families’ potential. Lines of communication and accountability are clear and are used to inform future financial and resourcing decisions.

Illustration – weak

Leadership is empowering and motivating which has a positive impact on people.

There is a significant lack of leadership in the setting. As a result, staff are demotivated and disengaged leading to poor outcomes for children and families.

Decisions which affect children, families and partners are made in isolation. Consequently, an ethos of inclusion and respect is not evident. There is little evidence that staff are supported or encouraged to use their initiative to improve the quality of care and support.

Staff, resources and finances are used effectively to meet the needs of children and families.

Leaders do not always balance and deploy staff who work well together or have the right mix of experience and depth of knowledge. This means there are gaps and inconsistent approaches to identifying next steps in children's care, play and learning.

Poor financial management by leaders means that resources do not take full account of the importance of meeting all children's needs. This limits opportunities to build children's confidence and self-esteem through engaging in independently chosen activities and interests that matters to them and their friends.

Overall, this leads to missed opportunities for children to reach their full potential.

Links to the Health & Social Care Standards

- 3.15 My needs are met by the right number of people.
- 3.16 People have time to support and care for me and to speak with me.
- 3.17 I am confident that people respond promptly, including when I ask for help.
- 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.
- 3.19 My care and support is consistent and stable because people work together well.

Scrutiny and improvement toolbox	
<p>Improvement and Support Questions Indicator 3.4 Leadership and management of staff and resources</p>	<p>Key Improvement Resources Indicator 3.4 Leadership and management of staff and resources</p>
<p>How do we ensure staff are deployed effectively in our service?</p> <p>What approaches do we take to tasks in the service to ensure children are supported across the whole day?</p> <p>How do we ensure resources are wide ranging and support individual play and learning needs of all our children?</p> <p>How do we know that staff have the appropriate knowledge and skills to support children to be the best that they can be?</p>	<p>Play Scotland https://www.playscotland.org/</p> <p>Gender Equal Play https://hub.careinspectorate.com/how-we-support-improvement/care-inspectorate-programmes-and-publications/gender-equal-play-in-early-learning-and-childcare/</p> <p>Improvement children and young people's understanding of their wellbeing https://hub.careinspectorate.com/media/3752/improving-children-and-young-peoples-understanding-of-their-wellbeing.pdf</p>

Key Question 4. How good is our staff team?

This key question has three quality indicators associated with it.

They are:

- 4.1 Staff have the right skills, knowledge and values to support children and families
- 4.2 Staff have been recruited well
- 4.3 Staffing levels meet children's needs, with staff working well together

Quality Indicator 4.1: Staff have the right skills, knowledge and values to support children and families

Key areas/themes

Key themes include the extent to which staff support children's wellbeing through compassionate and responsive care.

Effective regular supervision and support enables staff to develop and improve through reflective practice.

Children and families benefit from staff that are well trained, competent, skilled and registered with the relevant professional body.

Descriptor

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 development. It looks at how staff development and reflective practice is promoted through high quality supervision 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's 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.

Illustration – very good

Staff support children's wellbeing through compassionate and responsive care.

Staff's warmth, kindness and compassion enables children to feel valued, loved and secure. Staff recognise the importance of nurturing, warm, responsive attachments and interactions. They regularly cuddle children and encourage respectful interactions and gentle touches.

Staff provide individualised support by effectively engaging with children and take account of their views and experiences.

Effective team working fosters a warm atmosphere where staff are courteous and respectful. This enables staff to have time to support, speak and listen to children.

Effective regular supervision and support enables staff to develop and improve through reflective practice.

Support and supervision is used constructively to build effective and professional relationships and is valued by staff. They receive and participate in regular support and supervision from skilled leaders which enables them to feel empowered. Highly effective supervision provides an opportunity for staff to be clear on their responsibilities and accountable for their role. Staff reflect on and improve their practice which enables learning needs to be identified which is centred on improving outcomes for children. Performance is constructively reviewed, with effective support planned and evaluated.

Children and families benefit from staff that are well trained, competent, skilled and registered with the relevant professional body.

There is ample time and a wide range of opportunities to hold professional discussions and reflect.

Staff make very good use of development opportunities that link directly to enhanced outcomes for children, individual staff learning needs and the setting's

improvement plan. Research, best practice, national and local policy and the Health and Social Care Standards are used in this process. Staff reflect and implement their learning to improve practice and as a result, children receive high quality interactions and experiences.

Staff are aspirational and have an enabling attitude which supports children to achieve their potential. Staff use skilled questioning and interact in a sensitive, responsive and stimulating way to promote curiosity, independence and confidence. They recognise the importance of fun in children's play to enable learning to be taken forward.

Staff are aware of their responsibilities to maintain their registration with an appropriate professional body and follow the codes of conduct. They maintain effective records of the impact of their learning and development and have a clear learning action plan.

Illustration – weak

Staff support children's wellbeing through compassionate and responsive care.

Staff's limited interactions lack compassion and do not fully support children's needs and interests. Staff do not always make themselves physically accessible to children, for example they do not consistently sit at a low level or are generally not close to children.

Staff rarely initiate conversations with children. They sometimes respond negatively to children's verbal and nonverbal communication.

The quality of staff working relationships result in children sometimes not experiencing a warm atmosphere.

Effective regular supervision and support enables staff to develop and improve through reflective practice.

Support and supervision is infrequent or not tailored to the needs of individual staff.

Where staff require support to develop their skills and knowledge, this is not consistently identified and addressed. This means there are poor outcomes for children.

Supervision does not always support staff to reflect on their practice and identify learning needs. As a result, there is poor professional knowledge and limited skills.

Children and families benefit from staff that are well trained, competent, skilled and registered with the relevant professional body.

There are limited opportunities for staff's ongoing development. Where staff learning needs are identified, these are not fully taken forward. This results in gaps in professional knowledge and skills which impacts negatively on quality of children's experiences. Training and development opportunities have not impacted positively on outcomes for children.

Staff may not be registered with relevant professional bodies; this includes registration that has lapsed. Staff do not take sufficient account of the codes of practice in their work. The principles of the Health and Social Care Standards do not underpin the practice of some staff. They do not fully understand their responsibilities for continuous professional development as detailed in the relevant codes of practice.

Links to the Health & Social care Standards

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.

4.11. I experience high quality care and support based on relevant evidence, guidance and best practice.

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.

4.1 My human rights are central to the organisations that support and care for me.

4.2 The organisations that support and care for me help tackle health and social inequalities.

4.3 I experience care and support where all people are respected and valued.

Scrutiny and improvement toolbox

<p>Improvement and Support Questions Indicator 4.1 Staff have the right skills, knowledge and values to support children and families</p>	<p>Key Improvement Resources Indicator 4.1 Staff have the right skills, knowledge and values to support children and families</p>
<p>How do we ensure that all interactions are characterised by warmth, kindness and compassion?</p> <p>In what ways do our supervision and support systems deliver high quality training and development opportunities?</p> <p>How do we ensure staff are reflective practitioners and that training embeds improvement in practice?</p>	<p>Health & Social Care Standards https://www.gov.scot/publications/health-social-care-standards-support-life/</p> <p>Codes of Practice for Social Service Workers and Employers Scottish Social Services Council (2019). How to apply to register. https://www.sssc.uk.com/registration/how-to-apply-to-register/</p> <p>Safer Recruitment Through Better Recruitment https://hub.careinspectorate.com/resources/national-safer-recruitment-guidance/</p> <p>General Teaching Council for Scotland (2012) http://gtcs.org.uk/web/FILES/the-standards/standards-for-registration-1212.pdf</p> <p>The Code of Practice for social service workers https://www.sssc.uk.com/the-scottish-social-</p>

	<p>services-council/sssc-codes-of-practice/</p> <p>The National Occupational Standards https://www.ukstandards.org.uk/</p> <p>The SSSC Learning Zone https://www.sssc.uk.com/supporting-the-workforce/learning-zone/</p> <p>Complete Childminding Learning Pathway Play Scotland (2019) https://www.childminding.org/learn-with-scma/the-complete-childminding-learning-pathway</p> <p>Playwork qualifications https://www.playscotland.org/playful-learning/playwork-courses-at-approved-centres/</p> <p>Early Learning and Childcare National Induction resource https://hub.careinspectorate.com/media/3528/early-learning-and-childcare-national-induction-resource.pdf</p>
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Quality Indicator 4.2: Staff have been recruited well

Key areas/themes

Key areas include the extent to which recruitment procedures are effective and reflect best practice guidance.

Induction is tailored to the learning and development needs of the individual staff member.

Descriptor

This indicator focuses on applying safer 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.

Illustration – very good

Recruitment procedures are effective and reflect best practice guidance.

The importance of recruiting and retaining a stable and skilled workforce is recognised as being essential to the delivery of high-quality care, play and learning

for children. Staff are recruited in a way which has been informed by all aspects of safer recruitment practices. Leaders understand their responsibility to ensure any temporary staff are safely recruited and understand their responsibilities within the staff group.

Each candidate's skills, experience and qualifications are evaluated in relation to the role they will be employed. There is a strong emphasis on value-based recruitment. Children and families have opportunities to be involved in the process in a meaningful way.

Induction is tailored to the learning and development needs of the individual staff member.

The induction programme is thorough and is personalised to meet the different roles in the setting. The induction process ensures staff are confident in meeting the needs of individual children. Staff are supported to develop an understanding of the ethos and culture of the setting. There is sufficient time to ensure that staff can understand all the information and what is expected of them. This includes an emphasis on implementing the Health and Social Care Standards as underpinning values for all care and support.

There is a clear process for mentoring and supporting staff new into their roles, using the skills and knowledge of experienced staff. There is time allocated to effectively take this forward. Staff are not included in ratios until they have been assessed as being competent. They are clear about their roles and responsibilities; with written information they can refer to.

Illustration – weak

Recruitment procedures are effective and reflect best practice guidance.

The recruitment procedures may compromise the welfare or safety of children. Key elements of the process may be ignored, for example, exploring gaps in employment history, disciplinary records or staff start working before all the required checks have been undertaken or received.

Staff lack some of the skills and experience required for their role. Their values and motivation have not been fully explored.

Induction is tailored to the learning and development needs of the individual staff member.

Induction arrangements for staff are short term and are not personalised for their role. This is seen as a one-off event and is focused on policies and procedures and does not take account of the needs of children. Staff are unsure of their responsibilities and relevant professional codes of practice. They are unclear of what is expected of them.

The induction process is not planned to take account of the needs of staff new to their role and their on-going learning needs.

Mentoring arrangements, where these exist, are not well considered and do not support them to better understand their role. Staff undertaking mentoring roles

have insufficient time allocated to do this well.

Links to the Health & Social Care Standards

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.

4.24 I am confident that people who support and care for me have been appropriately and safely recruited. 4.9 I can take part in recruiting and training people if possible.

Scrutiny and improvement toolbox	
<p>Improvement and Support Questions Indicator 4.2 Staff have been recruited well</p>	<p>Key Improvement Resources Indicator 4.2 Staff have been recruited well</p>
<p>How do we ensure staff recruitment processes reflect current best practice and national guidance?</p> <p>In what ways do we ensure our recruitment process attracts people with the best values, skills and knowledge for the role?</p> <p>How do we ensure that our induction processes are tailored to meet the needs of different staff roles and responsibilities?</p>	<p>Safer Recruitment Through Better Recruitment https://hub.careinspectorate.com/resources/national-safer-recruitment-guidance/</p> <p>Out of School Care Start Up Guide https://soscn.org/start-up/start-up-intro</p> <p>Skills Development Plan Prospectus www.skillsdevelopmentscotland.co.uk/media/43127/early-learning-and-childcare-sip-digital.pdf</p> <p>Early Learning and Childcare National Induction resource https://hub.careinspectorate.com/media/3528/early-learning-and-childcare-national-induction-resource.pdf</p>

Quality Indicator 4.3: Staffing levels meet children’s needs, with staff working well together

Key areas/themes

Key areas include the extent to which deployment of staff takes account of the skills mix of staff and the routines and activities of the day to ensure safety and high-quality outcomes for children.

Staff are flexible and support each other to work as a team to benefit children.

Descriptor

This indicator focuses on ensuring that trained, competent and skilled staff are present and deployed effectively to promote positive 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.

Illustration – very good

Deployment of staff takes account of the skills mix of staff and the routines and activities of the day to ensure safety and high-quality outcomes for children.

The importance of ensuring that the service is appropriately staffed during the day is recognised as essential to the wellbeing of children in the service. Effective use is made of the differing experience, knowledge and skills of the staff group to ensure children's experience across the whole day is positive.

Arrangements are in place to promote continuity of care across the day and ensure positive transitions and communication with families. Leaders recognise the need for high levels of interaction and support around mealtimes and staff breaks are planned to minimise impact on the children whilst enabling staff to rest and be refreshed.

Arrangements for absence whether planned or unplanned are managed to support minimum disruption to children's routines. Children are prepared in advance for their key workers absence wherever possible. Families and children are kept informed and are introduced to any temporary staff in the team who may be caring for their children.

Appropriate policies are in place to maximise the attendance of staff and all staff understand the impact of unplanned absence on the provision of the service. There is a positive ethos of attendance within the service.

Staff are flexible and support each other to work as a team to benefit children.

Leaders promote awareness of the need to effectively deploy staff within their service. As a result, staff are proactive in recognising where gaps may exist, and these are soon remedied. Staff communicate very well with their colleagues when a task may take them away from their responsibilities. Staff work together to ensure effective supervision and quality engagement with the children across the day.

Trigger points such as mealtimes or arrival and departure times are recognised, and appropriate arrangements made to ensure staff can fully meet children's needs at these times.

Detailed risk assessment and planning takes place for any specific outings to ensure additional staff or volunteers are available and in sufficient numbers to meet the needs of the children.

There is a clear process for mentoring and supporting temporary staff using the skills and knowledge of the existing staff team.

Illustration – weak

Deployment of staff takes account of the skills mix of staff and the routines and activities of the day to ensure safety and high-quality outcomes for children.

The approach to staffing within the service is not outcome focussed and at points across the day there are gaps in specific skills needed to promote high quality outcomes for children. This is most often seen at the beginning and end of the day. At these times opportunities for children are more limited.

Continuity of care across the day is variable and this impacts on the transitions and communication levels with families. Staff may not receive enough breaks or may be on breaks at a time when higher levels of supervision are required, such as mealtimes. As a result, these activities become task orientated rather than an opportunity for high quality engagement and interaction.

Arrangements for planned absence are poorly managed resulting in disruptions to children's routines. Parents and children are not always advised when their key workers will be absent and are not prepared for or introduced to temporary staff.

Systems to support management of staffing when unplanned absences occur is poorly managed and as a result temporary staff appointed do not always reflect the needs of the wider staff group or children attending. Children may be cared for by staff who they have had little or no introduction to.

Maximising attendance is not well understood by the staff team and unplanned absence levels are high and impacting on the quality of outcomes for children.

Staff are flexible and support each other to work as a team to benefit children.

There is a lack of awareness of the need to effectively deploy staff within their service. The responsibility for this task is identified as the responsibility for the leaders in the service. Staff do not take responsibility to highlight any gaps and as a result, opportunities to improve are missed. Communication and team working between staff may be poor leading to gaps in interactions across the day and poorer overall outcomes for children.

Trigger points such as mealtimes or arrival and departure times are not recognised, and arrangements are ineffective to ensure staff can fully meet children's needs at these times.

Risk assessment procedures are not well understood and there may be insufficient numbers of staff to meet the needs of the children when attending for example, outings or specific events.

Temporary or new staff are not well supported and may be working with children without enough guidance to them to meet children's needs.

Links to the Health & Social Care Standards

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.

3.15 My needs are met by the right number of people.

3.16 People have time to support and care for me and to speak with me.

3.17 I am confident that people respond promptly, including when I ask for help.

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.

3.19 My care and support is consistent and stable because people work together well. 4.27 I experience high quality care and support because people have the necessary information and resources.

Scrutiny and improvement toolbox

Improvement and Support Questions Indicator 4.3 Staffing levels meet children's needs, with staff working well together	Key Improvement Resources Indicator 4.3 Staffing levels meet children's needs, with staff working well together
<p>How effectively are our staff deployed, in order to meet the individual care and support needs of all children throughout the session?</p> <p>How do we ensure our staff work well together, reflect on their practice, follow their professional and organisational codes?</p> <p>How do we promote a positive staff ethos in our service?</p> <p>How do we know staff enjoy working here and feel involved and part of an effective team?</p>	<p>Safer Recruitment Through Better Recruitment https://hub.careinspectorate.com/resources/national-safer-recruitment-guidance/</p> <p>Out of School Care Start Up Guide https://soscscn.org/start-up/start-up-intro</p> <p>Skills Development Plan Prospectus www.skillsdevelopmentscotland.co.uk/media/43127/early-learning-and-childcare-sip-digital.pdf</p> <p>Early Learning and Childcare National Induction resource https://hub.careinspectorate.com/media/3528/early-learning-and-childcare-national-induction-resource.pdf</p>

Key Question 5. How good are our outcomes for all children?

This key question has two quality indicators associated with it. They are:

5.1 Children's wellbeing and rights

5.2 Children progress and achieve

Key areas/themes

Key areas include the extent to which our work helped children and families to flourish, feel safer and experience a better quality of life.

How well have children and families been supported to overcome disadvantages and tackle inequalities?

How well are the rights of children and families respected and promoted?

Descriptor

This indicator focuses on providing an overall evaluation of the impact of your work with children and families. It considers how improving outcomes has a positive impact on the lives of all children and families' health, wellbeing and learning. It highlights how the rights of children and families are respected and promoted within the setting. It supports you to identify key strengths and areas for future improvement. It helps you to consider achievements and success in your setting when promoting positive outcomes for children and families. It recognises that self-evaluation is an integral part of continuous improvement. It relates to the Scottish Government's core purpose to promote: a fair, smart, inclusive Scotland, where everyone can feel at home, where fair work helps businesses to thrive and create jobs, where poverty rates are amongst the lowest in Europe, and where there is genuinely equal opportunity for all.

Illustration – very good

How has our work helped children and families to flourish, feel safer and experience a better quality of life?

All have a shared vision that focuses on achieving the best outcomes for children and families. Leaders recognise that building positive relationships with children and families lie at the heart of children's development and lay the foundations for lifelong learning and wellbeing. All understand the significance of what happens beyond the setting, at home and the challenges of everyday life. There is a strong focus in working in partnership with families, support agencies and the community to identify effective improvements that support a better quality of life.

How well have children and families been supported to overcome disadvantages and tackle inequalities?

All understand how successful early intervention can tackle disadvantages and inequalities in children's health, wellbeing and learning. Clear processes are in place when putting new initiatives into practice; this supports the use of a range of theory and practice models to support improvement in children's developmental, learning, health and support needs. This helps to prevent or reduce risk and harm and gives children the best start in life. A strong knowledge and understanding of child development and wellbeing is used to build on children and families' resilience, successes and achievements, supporting the reduction of disadvantages and inequalities.

How well are the rights of children and families respected and promoted?

All recognise and promote the rights of children and families; all are treated with dignity and respect and their basic human rights are upheld. The United Nations Convention on the Rights of the Child (UNCRC), along with the Health & Social Care Standards inform our approach to considering children's rights in our

decision making. Diversity is valued and discrimination is challenged. Effective plans are in place to improve outcomes for all children with a focus on those facing the most challenges. A strong focus on driving improvement promoting flexibility and encouraging innovation to achieve high quality, rights-based care and learning experiences is evident throughout our work with children and families.

Illustration – weak

How has our work helped children and families to flourish, feel safer and experience a better quality of life?

The vision within our service to promote positive outcomes for children and families is not well developed or understood within our setting. Relationships with children and families may be supportive but are not used effectively to promote children's development, learning and wellbeing. Families may be involved with the setting but this is likely to be on a surface level, such as fundraising with no real connection or understanding of the life beyond the setting. As a result, partnership with families is limited and does not support effective work within the community or with other support agencies. Opportunities to promote improvements in children's quality of life can be missed.

How well have children and families been supported to overcome disadvantages and tackle inequalities?

Staff are not well supported to understand early intervention and the role this has to tackle disadvantages and inequalities in children's health, wellbeing and learning. There is a lack of innovation and whilst training may have been undertaken this has not been implemented into practice to support improved outcomes for children. Understanding of child development and wellbeing is not evident in our work and opportunities to build on children and families' resilience, successes and achievements are therefore missed.

How well are the rights of children and families respected and promoted?

A rights-based approach is not evident within the service and at times procedures may compromise children or families' dignity and respect. This may be observed in staff interactions or indirectly through written communication, policies and procedures. Staff are not familiar with the (UNCRC), and Health & Social Care Standards and children's rights are not considered in decision making.

Equality and diversity are not well promoted or supported and approaches to tackling discrimination are not well embedded. As a result, families may not feel secure.

Plans for improvement do not take account of the unique challenges faced by children and their families, limiting opportunities to reach those families facing the most challenge.

Links to the Health & Social Care Standards

1.1 I am accepted and valued whatever my needs, ability, gender, age, faith, mental health, race, background or sexual orientation.

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.

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.

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.

Scrutiny and improvement toolbox

Improvement and Support Questions Indicator 5.1 Children's wellbeing and rights	Key Improvement Resources Indicator 5.1 Children's wellbeing and rights
<p>In what ways do we build empowering and respectful relationships with children and families?</p> <p>How do we ensure we are providing an inclusive service for children and families?</p> <p>How do we ensure that staff are aware of the social impacts that might affect our children?</p> <p>How well do we respond to children's and family's differing needs and circumstances?</p> <p>How well do we ensure that our children and families voices are included in our decision making?</p> <p>How effective are our partnership approaches (parents, health education, social service, third sector, other care services) when ensuring children's wellbeing needs are being met?</p>	<p>2018 National Improvement Framework and Improvement Plan for Scottish Education https://hub.careinspectorate.com/media/3314/2018-national-improvement-framework-and-improvement-plan-for-education.pdf</p> <p>Health & Social Care Standards https://www.gov.scot/publications/health-social-care-standards-support-life/</p> <p>The UNCRC https://www.cypcs.org.uk/rights/uncrc</p> <p>National Risk Framework to Support the Assessment of Children and Young People https://www.gov.scot/publications/national-risk-framework-support-assessment-children-young-people/</p> <p>National Child Protection Guidelines https://www2.gov.scot/Resource/0045/00450733.pdf</p> <p>Getting it Right for Every Child (GIRFEC) https://www.gov.scot/policies/girfec/</p>

Quality Indicator 5.2: Children progress and achievements

Key areas/themes

Themes

Key areas include the extent to which children enabled and empowered to achieve their potential.

How well have children’s successes and achievements progressed over time?

Descriptor

This quality indicator focuses on providing an overall evaluation of the impact of work with children and families. It considers how high-quality early learning and childcare contributes significantly to enhancing children’s development, successes, achievements and progress as they grow and learn. It supports leaders and staff to identify key strengths and areas for future improvement. It helps leaders and staff to consider how well children are empowered to achieve and be confident and thrive.

Illustration – very good

How well are children enabled and empowered to achieve their potential?

All recognise that a strong focus on health and wellbeing impacts positively on children’s ongoing learning and development. Play and learning experiences are planned effectively and in a skilful way to meet children’s individual needs. All understand child development theory and practice and apply their knowledge when supporting children to develop their full potential in life. This is illustrated by a very effective blend of adult supported and child-initiated play and learning experiences which are shared between home and the setting.

How well have children’s successes and achievements, progressed over time?

All recognise that from birth, children need a rich blend of flexible play and learning experiences that support their ongoing nurture, development and progress. Staff are highly effective in recognising, capturing and celebrating children’s individual successes and achievements and sharing with families and partner agencies. Staff actively promote inclusion and equity, supporting all children to make very good progress and fulfil their life-long potential.

Illustration – weak

How well are children enabled and empowered to achieve their potential?

Leaders and staff do not fully understand the importance of good health and wellbeing for children’s ongoing learning and development. Children’s individual needs are not fully met as a result of ineffective planning. Leaders and staff do not have a good understanding of child development theory and practice and therefore children are not supported to develop their full potential.

How well have children’s successes and achievements, progressed overtime?

Leaders and staff do not fully understand the importance of providing children with a range of high-quality play and learning experiences that will support their ongoing development and progress.

Children’s development and learning is hindered by the limited recognition by staff of children’s individual successes and achievements.

Staff do not promote inclusion and equity and therefore all children are not supported to make very good progress and fulfil their life-long potential.

Links to the Health and Social Care Standards

- 1.1 I am accepted and valued whatever my needs, ability, gender, age, faith, mental health, race, background or sexual orientation.
- 1.2. My human rights are protected and promoted and I experience no discrimination.
- 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.
- 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.
- 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.
- 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.
- 1.9 I am recognised as an expert in my own experiences, needs and wishes.
- 1.10 I am supported to participate fully as a citizen in my local community in the way that I want.

Scrutiny and improvement toolbox	
<p>Improvement and Support Questions Indicator 5.2 Children progress and achieve</p>	<p>Key Improvement Resources Indicator 5.2 Children progress and achieve</p>
<p>How do we ensure we consistently enable and empower all of our children to achieve their potential?</p> <p>How do we encourage and celebrate children’s achievements and successes?</p> <p>How effectively do we track children’s progress across their learning and development and ensure our provision is relevant and responsive?</p>	<p>Building the Ambition https://www2.gov.scot/Resource/0045/00458455.pdf</p> <p>Self-evaluation How Good is Our Early Learning and Childcare (HGIOELC) 2016 https://education.gov.scot/improvement/document/s/frameworks_selfevaluation/frwk1_niheditself-evaluationhguelc/hgioelc020316revised.pdf</p> <p>Getting it Right for Every Child (GIRFEC) https://www.gov.scot/policies/girfec/</p> <p>Pre-Birth to Three https://education.gov.scot/improvement/document/s/elc/elc2_prebirthtothree/elc2_prebirthtothreeboo</p>

<p>How effectively do we share progress with our families and involve them in considering next steps in children's learning and development?</p>	<p>klet.pdf</p> <p>Curriculum for Excellence https://education.gov.scot/scottish-education-system/policy-for-scottish-education/policy-drivers/cfe-(building-from-the-statement-appendix-incl-btc1-5)/What%20is%20Curriculum%20for%20Excellence?</p>
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Tha am foillseachadh seo ri fhaighinn ann an cruthannan is cànan eile ma nithear iartras.

অনুরোধসাপেক্ষে এই প্রকাশনাটি অন্য ফরম্যাট এবং অন্যান্য ভাষায় পাওয়া যায়।

یہ اشاعت درخواست کرنے پر دیگر شکلوں اور دیگر زبانوں میں فراہم کی جاسکتی ہے۔

ਬੇਨਤੀ 'ਤੇ ਇਹ ਪ੍ਰਕਾਸ਼ਨ ਹੋਰ ਰੂਪਾਂ ਅਤੇ ਹੋਰਨਾਂ ਭਾਸ਼ਾਵਾਂ ਵਿਚ ਉਪਲਬਧ ਹੈ।

هذه الوثيقة متوفرة بلغات ونماذج أخرى عند الطلب

本出版品有其他格式和其他語言備索。

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