

QUALITY FRAMEWORK PACKAGE - ACC Early Years



Introduction

Self-evaluation for self-improvement is a key feature of improving the Early Years sector. Self-evaluation is at the heart of everything that settings do and should focus on the quality of provision, in relation to the key guidance and quality frameworks promoted nationally.

The current key guidance and frameworks promoted across Scotland in ELC and Education are as follows;

Realising the Ambition - Education Scotland

How Good is our Early Learning and Childcare - Education Scotland

Quality Framework - Care Inspectorate

Health and Social Care Standards - Scottish Government

The National Standard - Scottish Government

To support settings to become more familiar in the use of these key documents, the Early Learning and Childcare Team has developed a framework informed by the Curriculum for Excellence Refreshed Narrative (for further info please see <https://scotlandscurriculum.scot/>) and the key documents highlighted above.

This framework will:

- Outline the protocols which inform our quality improvement visits for each Early Years setting in Aberdeen
- Describe the criteria which will determine the agreed level of support provided by the Early Learning and Childcare Team, to ensure settings receive the support required for continuous improvement
- Detail the format of the Quality Improvement visits
- Support settings with self-evaluation for self-improvement through using audit materials, which will help identify priorities for improvement
- Support settings with the process of creating and implementing action plans for improvement

Quality Assurance Support Visits

During visits, the Early Learning and Childcare Team will meet with the Manager of the setting, along with other key members of staff.

A 'learning discussion', informed by the four 'contexts' (Opportunities for Personal Achievement, Inter-disciplinary Learning, Ethos and Life of the School as a Community and Curriculum Areas and Subjects) will take place to focus on how the setting meets the needs of individual children and their families. We will also look for a 'Golden Thread' of learning running through the whole process and the links with key documents. This will enable the Early Learning and Childcare Team to highlight current priorities with Managers and to work with teams to ensure priorities are taken forward within each setting.

Visits and discussions will explore:

- Planning process
- The Manager providing evidence of the planning process e.g. floor books, learning walls etc.
- Planning for progression in Health and Wellbeing, Literacy and Numeracy
- Evidence of planning for improvement
- Evaluation of effectiveness of team meetings
- Effectiveness of tracking and monitoring strategies
- Evidence of engagement with the key documents and frameworks used nationally
- The learning spaces
- The quality of adult/child interactions
- The quality of children's experiences
- The impact of CLPL on outcomes for children

Levels of Support

The level of support given to the setting will be determined by both the service's inspection grades and the criteria below, following the outcome of QA support visits.

Please ensure that, as per your contractual agreement, you notify your ELC Locality Lead Officer of any inspections, incidents and/or complaints, to ensure we deliver the most appropriate level of support.

UNIVERSAL

High quality provision

Stable staff team

Good inspections

Clear vision

Reflective practitioners

Positive ethos

Enabling environment

High quality staff interactions

Learning identified

Engaged children -
Leuven Scale

Improvement plan
having an impact

- Assigned ELC Locality Lead Officer
- 3 Quality Assurance Support Visits Annually
- Access to CLPL offer throughout the year
- Tailored input from ELC Locality Lead Officer

TARGETED

Staff changes

Adequate inspections

Quality inconsistent/not maintained

Environment - additional support required to challenge/support learning

Inconsistent quality of staff interactions

Variable levels of child engagement

Variable levels of child-initiated learning

In addition to the universal offer:

A programme of support would be agreed by the Management team and the Early Learning and Childcare Team member. The support may take various forms and would be dependent on the needs of your setting. The impact of support provided should be monitored and evaluated by both the setting staff and the Early Learning and Childcare Team member.

INTENSIVE

Service does not meet the national standard

New/inexperienced management team

Poor/weak inspections

Large turnover of staff

Intensive support required with staff/child interaction

Consistently low levels of child engagement

No improvement plan/no engagement with plan

High level of adult direction

Intensive support required with planning cycle

Intensive support required with written observations of children

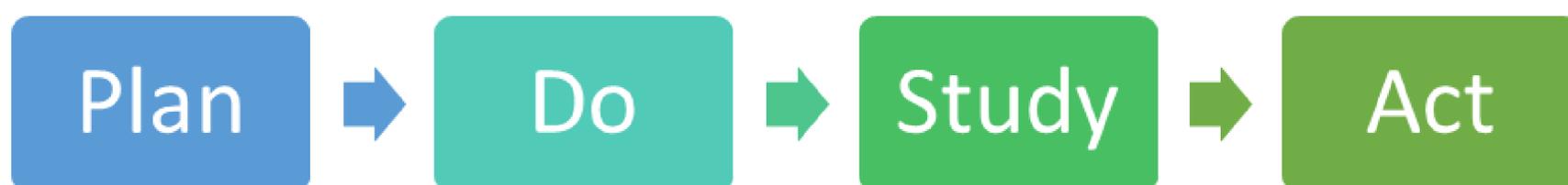
As well as the previous support, the Early Learning and Childcare Team member may at any point identify the need for and broker the support of another member of the Early Learning and Childcare Team and/or other agencies. To achieve the National Standard, a 12-month Service Improvement Period programme will be made in partnership with the Manager and staff.

Self-Evaluation and Improvement Planning

Self-Evaluation should be a continuous, reflective process through which settings get to know themselves well. The following documents will help with this task:

- National Improvement Framework
- How Good is our Early Learning and Childcare?
- Realising the Ambition
- Health and Social Care Standards
- Quality Framework Early Learning and Childcare

In order for a setting to examine the quality and effectiveness of its work, a systematic process of self-evaluation should be designed and adopted as illustrated below.



The significant relationship between effective self-evaluation and improvement might also be understood to help settings to answer these familiar three questions, which remain at the heart of self-evaluation:

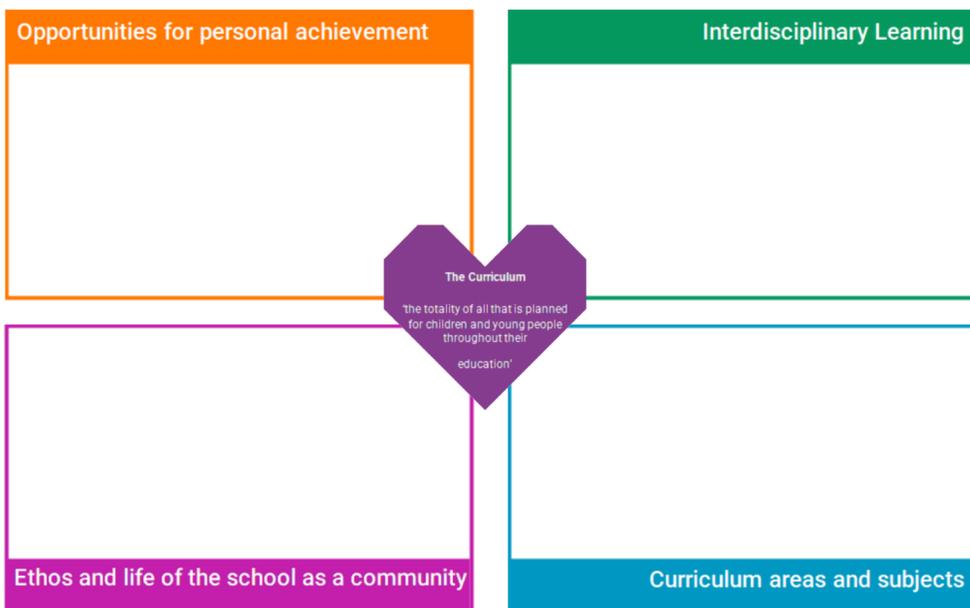
- How are we doing?
- How do we know?
- What are we going to do now?

In order to answer these questions, all practitioners should be actively engaged in continuously evaluating and improving your setting. Settings should be able to demonstrate your answers, linked to your Vision, Values & Aims.

Evaluation Report

- Interactive report - including written comments, video, audio and photographs
- Created in Partnership with the service (in the moment)
- Will reflect on prior visit priorities
- Will celebrate practice and identify further opportunities for improvement
- Link with key documents and frameworks
- Inform your curriculum design

As part our Quality Assurance support visit, we will use the framework below to underpin the evaluation report:



Opportunities for personal achievement:

- Personal achievement provides children and young people with a sense of satisfaction and helps to build motivation, resilience, and confidence.
- The experiences and outcomes include opportunities for a range of achievements in the learning setting and beyond.
- The service offers opportunities for achievement and to provide the support and encouragement which will enable children and young people to step forward to undertake activities which they find challenging.
- ELC Provider works closely with a wide range of partners to help young people access information and opportunities and make their voices heard.

| HGIOELC | HSC STANDARDS | NATIONAL STANDARD |
|--|--|---|
| 2.4 Personalised support 2.6 Transitions 3.1 Ensuring wellbeing, equality and inclusion 3.2 Securing children's progress | My human rights are respected and promoted. I am respected and treated with dignity as an individual. My care and support adapts when my needs, choices and decisions change. I am encouraged and helped to achieve my full potential. | 2.1 - Care Inspectorate quality evaluations are good or better on the theme relating to quality of care and support. 6.2 - The setting will be willing to provide appropriate support, including making any reasonable changes to the care and learning environment, to ensure that children's additional support needs do not provide a barrier to them accessing a full range of experiences and meets their individual needs. |
| CI FRAMEWORK | RTA | |
| 3.2 Leadership of play and learning 4.1 Staff have the right skills, knowledge and values to support children and families 5.2 Children progress and achieve | Wellbeing – my self, social, emotional and communication development Put the best interests of the child at the heart of decision making | |

Interdisciplinary Learning:

- Our curriculum includes space/opportunities that enable children and young people to make connections between different areas of learning.
- Interdisciplinary learning is stimulating, relevant and challenging.
- Revisiting a concept or skill from different perspectives deepens understanding and can make the curriculum more coherent and meaningful for learners.
- We take advantage of opportunities to work with partners who are able to offer and support enriched learning experiences and opportunities for young people's wider involvement in society.

| HGIOELC | HSC STANDARDS | NATIONAL STANDARD |
|---|--|---|
| 1.5 Management of resources to promote equity 3.3 Developing creativity and skills for life and learning | My care is provided by people who understand and are sensitive to my needs and my wishes. I am supported to make informed choices, even if this means I might be taking personal risks. | 2.2 - The setting must have a framework to support children's learning that is informed by national guidance and is appropriate to support individual children's development and learning focussed on active learning through play. |
| CI FRAMEWORK | RTA | |
| 2.1 Quality of the setting for play and learning 2.2 Outdoor play and learning 3.4 Leadership and management of staff and resources | My movement and coordination development Promoting my confidence, creativity and curiosity Take a holistic approach to the wellbeing of a child | |

Ethos and life of the service as a community:

- There is a positive ethos and climate of respect and trust based upon shared values across the ELC community.
- All practitioners contribute through open, positive, supportive relationships where children and young people will feel that they are listened to.
- Staff promote a climate in which children and young people feel safe and secure.
- Practitioners model behaviour which promotes effective learning and wellbeing within the ELC community.
- We are sensitive and responsive to each young person's wellbeing.

| HGIOELC | HSC STANDARDS | NATIONAL STANDARD |
|--|--|---|
| 1.4 Leadership and management of practitioners 2.1 Safeguarding and child protection 2.5 Family learning 2.7 Partnerships | I experience warm, compassionate and nurturing care and support. I am included in wider decisions about the way the service is provided, and my suggestions, feedback and concerns are considered. I am supported to participate fully and actively in my community. | 1.3 - Sustainable staffing structures are in place which meet the recommended adult: child ratios. 3.2 - Children have daily access to outdoor play and they regularly experience outdoor play in a natural environment as part of their funded ELC offer. 5.1 - There is open and regular communication with parents and carers about the work of the setting and families are meaningfully involved in influencing change 5.2 - Parents and carers are supported to engage in their child's learning and development |
| CI FRAMEWORK | RTA | |
| 1.1 Children are safe and protected 1.4 Family learning and engagement 5.1 Children's wellbeing and rights | Establishing positive, loving, nurturing and understanding relationships Work with children, young people and their families on ways to improve wellbeing Believe professionals must work together in the best interests of the child | |

Curriculum areas and subjects:

- Our environments enables learners to take part in meaningful learning experiences, that considers the various stages of development in the classroom, providing support and opportunities for challenge.
- Staffs interactions encourage sustained shared thinking and promote life-long learning.
- Adults facilitate experiences that are empowered by child autonomy and a secure play based pedagogy.
- Our curriculum design presents opportunities for learning that includes the 7 principles of curriculum design (Challenge and enjoyment, Breadth, Progression, Depth, Coherence, Relevance, Personalisation and choice).
- A culture of reflective practice is apparent throughout the service and supports continuous improvement practices.

| HGIOELC | HSC STANDARDS | NATIONAL STANDARD |
|--|--|--|
| 1.1 Self-evaluation for self-improvement 1.2 Leadership of learning 1.3 Leadership of change 2.2 Curriculum 2.3 Learning, teaching and assessment | I am supported to make informed choices, so that I can control my care and support. | 1.1 Care Inspectorate quality evaluations are good or better on themes that relate to quality of staffing, management and leadership. a1.4 - All SSSC registered staff in the setting are achieving a minimum of 12 hours per year of Continuous Professional Learning. 3.1 - Care Inspectorate quality evaluations of good or better on the theme relating to quality of environment 4.1 - The setting uses relevant national self-evaluation frameworks to self-evaluate and systematically identify strengths and areas for improvement. |
| CI FRAMEWORK | RTA | |
| 1.2 Personalised planning and support 1.3 Play and learning 3.1 Self-evaluation for self-improvement 3.3 Quality assurance and improvement are led well | My movement and coordination development Advocate preventative work and early intervention to support children, young people and their families Child-centred play pedagogy Clear rationale and shared understanding of the value of play | |

Operational/business Factors

- 1.2 - All support workers, practitioners and lead practitioners/managers working in the setting and included in the adult: child ratios must have either obtained the benchmark qualification for their role or, if they are still within their first 5 years of registering with the SSSC, have started to work towards this.
 - 1.5 - Staff new to delivering funded ELC within the last year are familiar with the content of the most up-to-date version of the national induction resource.
 - 4.2 - The setting has a clear plan, developed in line with self-evaluation evidence, evidence from Education Scotland and Care Inspectorate scrutiny activities, research and national practice guidance, to continuously improve the quality of provision and outcomes for children and families.
 - 6.1 - The setting must comply with the duties under the Equality Act 2010.
- Settings wishing to deliver the funded entitlement must be able to demonstrate that they are financially viable providers.
- Settings, including childminders where workers are regularly employed to provide direct care to children, who agree to deliver the funded entitlement will, in accordance with the supporting guidance on Transition Options, pay the real Living Wage to all childcare workers delivering the funded entitlement and commit to adopting and demonstrating Fair Work practices in their setting. In committing to Fair Work practices, settings must take into account:
- o a fair and equal pay policy across their setting, (including a commitment to supporting the real Living Wage);
 - o ELC managers/lead practitioners/employers (in the case of childminders who employ staff) have clear managerial responsibilities to nurture talent and help individuals fulfil their potential;
 - o promoting equality of opportunity and developing a workforce which reflects the population of Scotland in terms of characteristics such as age, gender, religion or belief, race, sexual orientation and disability;
 - o security of employment and hours of work, avoiding exploitative employment practices such as unfair zero hours contracts, or pregnancy and maternity discrimination;
 - o consideration of patterns of working (including for example part-time working and/or term-time working) and support for family friendly working and wider work life balance; and
 - o support progressive workforce engagement, including trade union membership or alternative arrangements to give staff an effective voice, for example, through regular staff meetings, where possible.
- Settings delivering the funded entitlement must ensure that access to the funded hours are free at the point of access to the child and that parents and carers are not subject to any fees in relation to the funded hours. The setting must ensure that:
- o parents and carers are not asked to make any upfront payment, including a deposit or any other payment, in respect of the funded hours, therefore ensuring that the child's funded entitlement is free at the point of access;
 - o no top-up fees are charged to parents and carers relating to the funded hours;
 - o parents and carers are not required to purchase additional hours beyond the funded hours in order to access their child's funded entitlement at the setting;
 - o additional charges to parents and carers relating to the funded hours should be optional, and limited to, for example, snacks, costs of outings or extracurricular activities such as music classes; and where parents and carers choose to purchase further hours in addition to the funded hours, the associated fees and hours must be transparent and clearly set out in any parental communication and invoices
- Settings must have a clear and comprehensive policy for the provision of healthy meals and snacks for children. This should be consistent with Setting the Table and the Eatwell Guide and should ensure that individual cultural and dietary needs are met. There should be consultation with parents and carers about how other dietary preferences might be accommodated.