



Llywodraeth Cymru
Welsh Government

A Quality Framework for Early Childhood Play, Learning and Care in Wales



Contents

Introduction	4	How do we plan effectively?	12
		Reflective questions	12
		Supporting enabling adults	13
		What support and guidance is available for settings and schools?	15
		Where can we find further support and guidance?	16
		Reflective questions	17
Section 1 – Laying the foundations for quality Early Childhood Play, Learning and Care provision and practice	5	Section 2.2 – The importance of engaging experiences	18
What is Early Childhood Play, Learning and Care (ECPLC)?	5	Why is play important?	18
How does ECPLC support a child’s development?	5	What do engaging experiences look, sound and feel like?	18
What is the purpose of the ECPLC Quality Framework for Wales?	6	How do enabling adults support engaging experiences?	19
What underpins the ECPLC Quality Framework?	7	Reflective questions	20
What are the key features of the ECPLC Quality Framework?	7	Section 2.3 – The importance of effective environments	21
Section 2.1 – The role of the enabling adult	8	What is an effective environment?	21
How do we support children’s development within our setting or school?	8	How do we create effective environments?	22
Supporting babies and young children’s learning and development: Reflective questions	9	How do we support children in effective environments?	22
Quality planning	10	Reflective questions	23
Why should we plan?	10		
How should we plan?	10		
What do we plan?	10		
Who can help inform our planning?	11		

Section 3 – Supporting me	24	Section 4 – Child-centred practice	35
Supporting development	24	Adverse Childhood Experiences (ACEs)	35
Here I am! (0-12 months)	26	Children’s rights	36
I’m exploring! (1-2 years)	28	Curriculum for Wales	37
Look at me now! (2-3 years)	30	Health	37
Watch me go, here I come! (3-5 years)	32	Inclusion	37
		Partnership working	38
		Playwork	38
		Speech, Language and Communication (SLC)	39
		Transitions	39
		Glossary	40
		Annex A: How will the ECPLC Quality Framework help me?	43

Introduction

Wales is on a journey to implement a high quality, rights-based approach to Early Childhood Play, Learning and Care (ECPLC). The early years play a significant role in childhood as well as in shaping our futures. To ensure that all children aged 0-5 years have the best possible start in life, the Welsh Government have decided to place children's development needs and well-being at the heart of early childhood play, learning and care in Wales. This Quality Framework has been developed through co-construction by practitioners, for practitioners.

It is expressed from the viewpoint of the practitioner, drawing on expertise from across the 0-5 childcare, playwork and nursery education sectors.

The ECPLC Quality Framework for Wales brings together the various requirements for delivering the type of high quality provision needed in Wales.

Leaders and practitioners from across the childcare, playwork and nursery education sectors should use this framework to guide provision; parents/carers can use it to better understand provision on offer to their child and local authorities can use it to support development and improvement of provision.

This Quality Framework draws on national and international research and practice in the field of effective ECPLC provision and its contribution to children's holistic development.

Using the Quality Framework should ensure that leaders and practitioners offer well-informed, evidenced based and successful approaches to early childhood play, learning and care and help us to actively reflect on and continuously improve practice to better support all babies and young children.



Section 1 – Laying the foundations for quality Early Childhood Play, Learning and Care provision and practice

What is Early Childhood Play, Learning and Care (ECPLC)?

Early Childhood Play, Learning and Care is about developing and delivering a consistent approach to nurturing, learning and development, through the provision of high quality play-based childcare and education opportunities, for all babies and young children aged 0-5 years old. This approach focuses on the holistic development of babies and young children, including their social, emotional, cognitive, and physical development to support well-being and lifelong learning. ECPLC supports the wider Welsh Government early years (0–7-year-olds) policies and ambitions.

How does ECPLC support a child's development?

We know that the early years of a child's life are characterised by rapid growth and brain development. Development is influenced by the adults, experiences and environments each child encounters. High quality ECPLC provision should support babies and young children to thrive during this critical period of development.





What is the purpose of the ECPLC Quality Framework for Wales?

This Quality Framework describes the common principles that should guide all settings/schools and practitioners.

This Quality Framework should be used to inform practice. It should help practitioners to:

- embed all children's rights into practice
- support the holistic development and learning of all children including their physical, social-emotional, cognitive and communication development
- plan, implement and review effective provision
- engage in reflective practice
- support effective transitions from home/setting/school
- identify professional learning needs and qualifications
- inform self-evaluation and improvement processes alongside sector quality assurance tools.

What underpins the ECPLC Quality Framework?

The Quality Framework should be used in addition to the [National Minimum Standards for regulated childcare in Wales](#), [Professional standards for all school practitioners](#) and [Playwork Principles](#)¹. The ECPLC Quality Framework reflects the principles of [Flying Start](#) and [The Four Purposes of the Curriculum for Wales](#), and in particular the content of [Curriculum for Funded Non-Maintained Nursery Settings](#).

¹ For provision that offers Out of School Childcare, although elements of the ECPLC Quality Framework apply, the Playwork Principles are the professional and ethical framework to be followed.

How will CIW and Estyn take into consideration the Quality Framework and resources in their inspections?

While inspections will not examine the implementation of the Quality Framework if settings and schools choose to use it, CIW and Estyn will be interested to understand how childcare and play settings and schools may have used the guidance and support materials, to develop their professional knowledge and support them in improving how they support children to develop and thrive.

What is the key feature of the ECPLC Quality Framework?

The key feature of effective play, learning and development, for all babies and young children is the interplay between the quality of adult interactions, the effectiveness of indoor and outdoor environments and the authenticity of experiences offered. In this Quality Framework these are described as the three enablers:

Enabling Adults who:

- are warm, attentive and responsive to babies and young children
- are skillful, observant and interested in babies and young children and how they develop
- use knowledge and understanding of child development to support all babies and young children, and

- use knowledge and understanding of how babies and young children learn to plan experiences and environments.

Effective Environments that:

- provide opportunities for all babies and young children to play, explore and discover
- are inclusive of diverse cultures
- are inclusive of disabled children
- offer authentic indoor and outdoor experiences
- offer safe spaces to encounter appropriate risk and challenge
- create a sense of belonging, ownership and autonomy
- offer a range of environments to rest and relax.

Engaging Experiences that:

- support and encourage babies and young children's natural curiosity
- support early language development
- enable babies and young children to develop their physical, social and emotional skills
- broaden and deepen babies and young children's thinking and understanding
- support creative thinking, problem solving and imagination
- develop a sense of cynefin for all babies and young children.

Section 2.1 – The role of the enabling adult

Our role as enabling adults is critical to the success of early childhood play, learning and care. Fundamental to our role is having up-to-date knowledge and understanding of how babies and young children learn and develop over time. Using this knowledge and understanding is essential for us to:

- successfully and sensitively meet babies and young children's individual needs
- support babies and young children's rights
- support babies and young children's holistic development
- enhance babies and young children's well-being
- support babies and young children's enjoyment
- bring a sense of cynefin for all babies and young children.

As enabling adults, we should take the time to get to know individual children and respect their previous experiences. In so doing, we can ensure we provide engaging opportunities that meet babies and young children's individual needs and interests. We should work in partnership with others to nurture, inspire and challenge all children, supporting them to develop socially, emotionally, physically and cognitively.

How do we support children's development within our setting or school?

As enabling adults, we should keep up to date with our professional learning to have a thorough understanding of how babies and young children learn and develop. To inform our day-to-day practice, we should ensure there is a shared understanding of what high quality care and education looks like. There are many theories and resources available to further enhance our understanding and these can be found on [Hwb](#).

We should work with parents/carers and other professionals when getting to know each child. We should use this information alongside our knowledge of child development to develop, where possible, personalised and flexible routines. A consistent child-centred approach to support individual care routines such as sleep, toileting and mealtimes rather than less flexible setting-wide timetables. Routines should support babies and young children to develop confidence, independence and resilience, which can impact positively on their well-being.

It is vital we build secure attachments with babies and young children for them to feel safe, secure, and respected. We should ensure we listen to and learn from, the child's perspective so that they feel that they are involved and are developing a sense of belonging. Engaging in effective communication and interactions with children of all ages is fundamental to the work we do.

As enabling adults, we should model good language when talking with babies and young children and act on verbal and non-verbal cues. We should embrace the language of Wales, the culture of Wales and the heritage of Wales, alongside celebrating the cultures of others. We want all children to develop a sense of cynefin in a Wales where everyone thrives and feels valued. This starts from the earliest ages where we sing to babies, to soothe them and/or to engage them in the rhythms of language.

We should ensure there are opportunities for babies and young children to develop their curiosity through exploration. We should model a joyful approach to children's awe and wonder, both in their experience of themselves and the world around them. We should recognise that babies and young children are both capable and competent. We should also celebrate the playfulness of babies and young children as they explore and interact with people, environments and experiences.

We should provide plenty of time for babies and young children to enjoy their play and exploration, giving opportunities for them to return to what they like doing. As they develop, we should encourage all children to take calculated risks and to challenge themselves indoors and outdoors.

Supporting babies and young children's learning and development: Reflective questions



- How do we view babies and young children in terms of their competence and capability?
- How do we ensure children's rights are considered?
- How do we actively promote, engage with and respond to the child's voice within our practice and provision?
- How do we ensure that our routines support children's development and interests and not the needs of the setting/and or the parents/carers?
- How effectively do we support children's communication and language development, including promoting and valuing bilingualism?
- Do we have a secure understanding of what 'awe and wonder' are and in what ways do we ensure that all children have opportunities to experience this in the world around them?
- How do we ensure that both indoor and outdoor opportunities and experiences are enjoyable and appropriate for all children?

Quality planning

As enabling adults, we should ensure we use both our careful observations of babies and young children's interests alongside our knowledge of child development to support our planning. Our observations should inform the opportunities we offer within our indoor and outdoor environments to ensure babies and young children engage in experiences that support their play, learning and development.

As enabling adults, we should be mindful of the stage of development of each individual baby and child, we should ensure a balance between adult-led and child-led interactions and play. Depending upon the child's development, these interactions may include modelling vocabulary, supporting curiosity and exploration, and engaging in sustained shared thinking. Our day-to-day practice should focus on children's individual progress and how we can effectively encourage and support their play, learning and development.

Why should we plan?

The learning and development of babies and young children is too important to leave to chance. As enabling adults, it is our responsibility to respect all children's prior knowledge, experiences and interests, to meet their individual needs and offer new and exciting opportunities to broaden their experiences to help them make progress. Quality planning demonstrates an awareness of our role in supporting babies and young children to make progress and in their overall development.

How should we plan?

Whilst there is no set format for planning for babies and young children's learning and development, we as enabling adults, must ensure that we keep the child at the centre of what is planned. Our planning should be responsive and reflect our individual and/or collective observations of babies and young children. Using our observations and our knowledge of child development, our planning should highlight opportunities and experiences to support children's play, learning and development. We may include teachable moments when we see opportunities to follow, challenge and extend a child's lead. We should reflect upon our planning to ensure that what we provide is meaningful, engaging and relevant to all children. When planning for individual needs, there may be times where we need to seek support from other professionals.

What do we plan?

As enabling adults, we should ensure thoughtful preparation and planning of the learning environments and experiences across the setting. We should ensure that our planning recognises, values and reflects the diversity of babies and young children and their families, harnessing their unique experiences to enhance a shared sense of belonging and inclusion. Our planning should not only reflect the current needs and interests of babies and young children but also encourage curiosity in new interests, celebrating the diverse culture of modern Wales, and help children develop a sense of cynefin. Babies and young children should have the opportunity to revisit experiences and be provided with 'unhurried time' to play. We must plan the indoor and outdoor environments to be as safe and secure as possible, while still seeking to provide risk, challenge and opportunities to

learn. We should plan to make the most of our local community environment and the natural resources that the outdoors uniquely provides. This will support our babies and young children to gain a sense of self within the setting, the community and within nature. We should take opportunities to develop children's Welsh language through playful interactions, and through introducing stories, songs and rhymes. As enabling adults, we must consider how we plan to ensure that all children can develop their Welsh language skills through what they hear, see and experience in different contexts.

Who can help inform our planning?

As enabling adults, we should value the unique set of skills and knowledge that each child brings into our setting. Developing our relationship with babies and young children should be a joyful experience for everyone. To foster enjoyment in, and positive dispositions to learning, we should draw on support from a range of partners to build a picture of each individual baby and child. We can engage with:



How do we plan effectively?

For our planning to be implemented successfully it should:

- be flexible and be responsive to the needs and interests of all children through an enthusiastic approach
- be authentic and purposeful, ensuring we have a clear understanding of the why, what, where, when and how of what we have planned
- include effective management of time, ensuring we allow time for the planning itself, including valuable conversations with others, as well as the time required to prepare our provision to support delivery
- include other team members, ensuring all team members make valuable contributions and feel included in decision making
- be reviewed and evaluated, ensuring that reflection is an everyday process and informs our day-to-day practice.

Quality planning: reflective questions

- How well does our planning support the shared vision of our setting?
- When planning, how effectively do we use our observations and knowledge of babies and young children's needs and interests? How do we capture the child's voice in our planning?
- How do we use a range of observations from different team members to collaborate on future planning?
- How do we ensure that our planning is reflective of all children, their families and our community throughout the year?
- How well does our planning develop and enrich children's Welsh language skills?
- How effectively do we plan for engaging outdoor experiences?
- How well do we monitor the impact of our planning on all children's progress?
- How do we ensure that our pedagogy is supporting the holistic development and well-being of babies and young children?

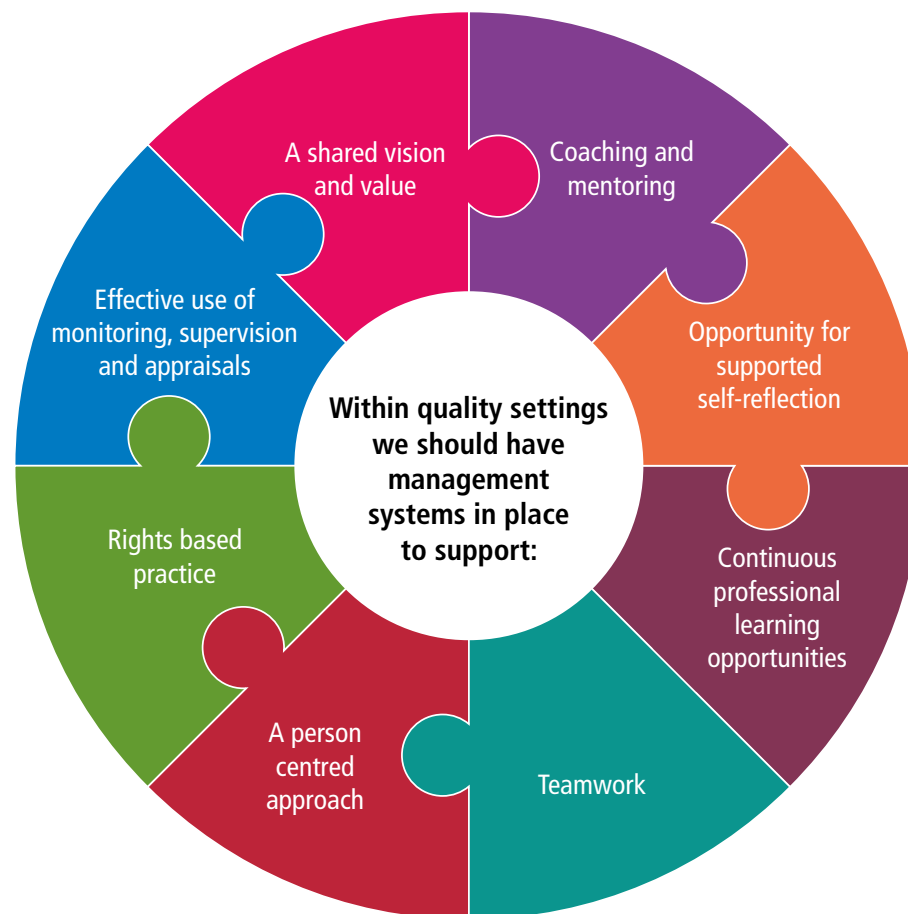


Supporting enabling adults

How do leaders, at all levels support practitioners to be, and to become, enabling adults?

Leaders should set a strong vision and ethos for the service for which they are responsible. The vision and ethos should be understood, embraced and enacted by all staff as a shared endeavour. All practitioners should have a thorough understanding of child development and have specialist knowledge where appropriate. A robust induction process, and on-going supportive feedback, should support all members of staff to develop a fundamental understanding of high quality provision.

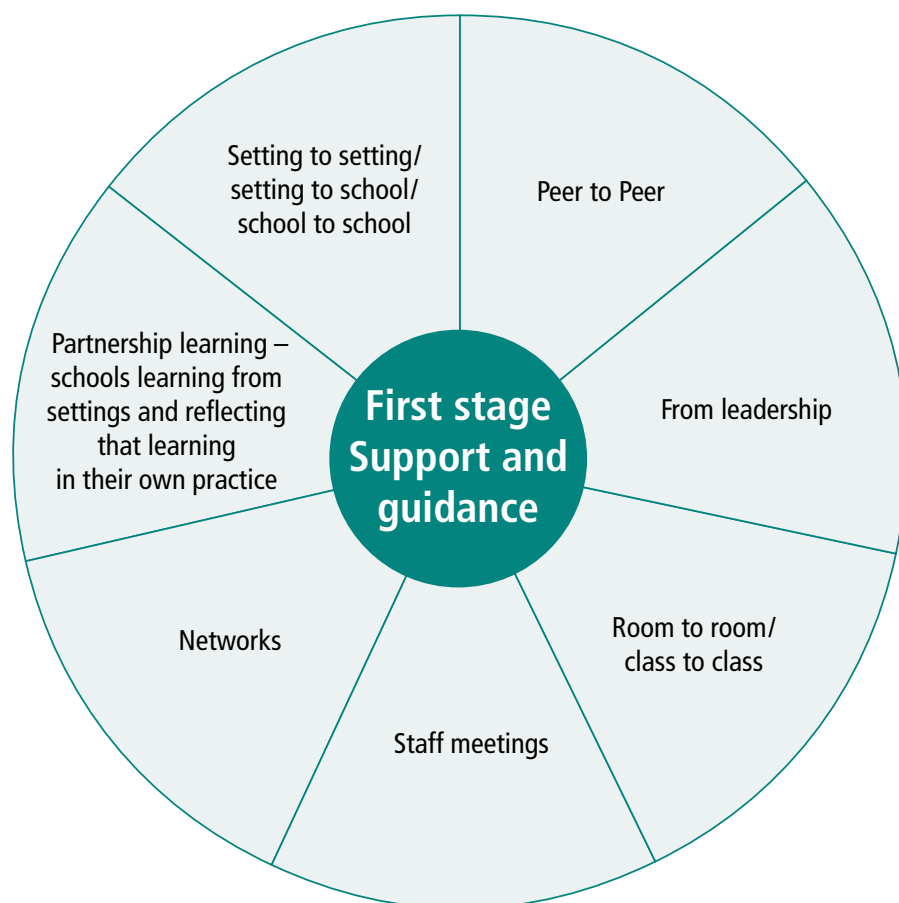
Within larger settings/schools that span many age groups, it is vital that senior leaders have a good understanding of child development to appropriately support their staff. Leaders should ensure that there are robust transition plans in place for practitioners moving to new rooms or age groups.



Leadership at all levels, should ensure that all staff see themselves as lifelong learners and should offer professional learning to improve their practice. Professional learning should ensure that staff feel suitably equipped to meet the diverse needs of all children in developmentally appropriate ways. This professional learning should be identified through regular staff discussion/ supervision and meet the needs of each practitioner for the benefit of all babies and young children in the setting. A culture where self-reflection is encouraged and celebrated will support practitioners to improve their knowledge and practice to become enabling adults. [The reflective practice](#) tool will support practitioners to identify their strengths and address areas for development in their understanding and practice.



What support and guidance is available for settings and schools?



Support for policy, pedagogy and practice is also available for settings and schools through:

- **Local authorities:** Every local authority has a Family Information Service and will be able to provide contact information to the relevant teams for support, such as Early Years Advisory Teachers (EYATs), Childcare Development Officers or Family link workers. This support may be through visits, access to professional learning, networking opportunities and showcase events such as 'practice worth sharing'.
- **Schools:** For further support, schools have links to education consortia, networks and advisory teachers, as well as sharing good practice with other schools.
- **Additional learning needs (ALN) teams:** Every local authority has an Additional Learning Needs Lead Officer (ALNLO) as well as a specific Early Years Additional Learning Needs Lead Officer (EYALNLO). These can be contacted for advice if there are any concerns.
- **Safeguarding teams:** Safeguarding means keeping people safe from abuse, neglect or harm and knowing what to do if you think a child is at risk. Every local authority has a safeguarding team to support settings and schools. These can be contacted for advice and guidance for any queries or reporting concerns.
- **Health services:** Services related to babies and young children's health such as health visitors, school nurses, Speech and Language Specialists (SaLT) etc.
- **Third sector organisations:**² These provide advice and guidance to the childcare, playwork and nursery education sectors, which includes settings and schools.

2 Such as Clybiau Plant Cymru, Early Years Wales, Mudiad Meithrin, National Day Nurseries Association, PACEY Cymru and Play Wales.



Where can we find further support and guidance?

- [Children's rights in Wales | GOV.WALES](#)
- [Adverse Childhood Experiences \(ACEs\)](#)
- [Active offer information pack – Social Services and Social Care part 2 English \(gov.wales\)](#)
- [Teulu Cymru](#)
- [Cwlwm](#) (brings together the five leading childcare organisations in Wales to deliver a bilingual integrated service that will ensure the best possible outcomes for children and families across Wales.)
- [National Minimum Standards for Regulated Childcare in Wales](#)
- [Enabling Learning](#)
- [Curriculum for funded non-maintained nursery settings](#)
- [Developmental Pathways \(0-3\)](#)
- [Playwork Principles](#)
- [Foundation Learning Professional learning Modules](#)
- [Regional Education Consortia](#)
- [Wales Safeguarding Procedures](#)
- [Social Care Wales](#)



Supporting enabling adults: Reflective questions

For leaders:

- How do we ensure a clear and robust induction process with new or existing staff transitioning into early childhood play, learning and care?
- How do we ensure that we encourage and support professional learning opportunities that meet the needs of all children and practitioners in an inclusive way?
- How do we reflect on the impact of professional learning? On staff? On provision? On children's development?
- How do we develop Welsh language opportunities for staff and an understanding of Cynefin?

For practitioners:

- How are we involved in conversations regarding our professional learning?
- How are we supported to implement knowledge and skills from our professional learning?
- How do we document our reflective practice? – e.g. use reflective journals to support personal and group professional learning, self-evaluation and improvement.

Section 2.2 – The importance of engaging experiences

All children need engaging experiences that are rooted in real-life contexts that reflect their interests, and that ignite their curiosity and desire to learn. Engaging experiences should build on children's natural desire to play. They should be purposeful and meaningful to the child. For babies and young children, play is their vehicle for learning about life and it should be understood and respected by adults. Engaging experiences should encourage play, develop confidence, independence and a strong sense of well-being. These engaging experiences should support children's social, emotional, cognitive, physical and communication development.

Why is play important?

Play is a fundamental right for all children. They have a strong intrinsic need and drive to play. Play provides a way for babies and young children to begin to learn about social interactions; it is central to babies and young children becoming aware of themselves and others. Allowing babies and young children ample time and space to play can help them to explore their physical, cognitive and social capabilities and process the new learning they engage with as they play. Through play, babies and young children can safely explore a range of emotions and scenarios. Play requires concentration and attention. It provides the means through which babies and young children learn

perseverance and problem-solving skills. Sensory exploration during play offers babies and young children opportunities to create strong neural pathways. Repetition in play is necessary to support strengthening of these neural pathways and brain development.

We should value play, both as an end in itself and as something that we can observe closely with the clear aim of enhancing learning and supporting children's development. We should do this carefully and decide whether and when to intervene in children's play.

What do engaging experiences look, sound and feel like?

Engaging experiences are unhurried and thoughtful; they can happen indoors and outdoors, can be noisy or quiet, planned or spontaneous. Engaging experiences should broaden children's knowledge and understanding of the world around them, offering opportunities to develop children's interests. They should offer risk and challenge to test physical capabilities. They can be solitary endeavours or group explorations. Wherever possible, we should plan first-hand opportunities to engage with nature to develop children's sense of awe and wonder, as well as their natural drive to investigate the world around them.

Experiences should include children's choices and follow their interests. They should promote mental, physical and emotional well-being through positive attachments with trusted adults. They should provide opportunities and time for babies and young children to return to their fascinations to consolidate and extend their understanding. Enabling adults will interact with babies and young children to support this understanding through shared joy and/or by noticing and celebrating new achievements.

Opportunities to engage with the local community and a diversity of cultures and languages should nurture babies and young children's sense of belonging. Engaging experiences should be offered in sensitive and meaningful ways that reflect and value children's heritage, culture and bilingualism in Wales. To develop Welsh language we should make the most of authentic opportunities for babies and children to hear and respond to Welsh words and phrases. Enabling adults can introduce Welsh vocabulary as children explore and discover during their play and within their environments.

How do enabling adults support engaging experiences?

It is important that enabling adults recognise opportunities for engaging experiences throughout each day. For example:

- transition times: welcome to/farewell from the setting; movement between rooms and environments
- recognising personal care routines as valuable experiences
- snack/mealtimes
- sleep/calm/rest time
- quality interactions, verbal and non-verbal
- being outside, noticing nature/seasonal changes.





Reflective questions

- How do our engaging experiences support children's rights?
- How do we use our observations to ensure that what we provide for babies and young children is engaging and has a positive impact on their learning and development?
- How do we use our community to develop a sense of belonging for all children?
- What might a sense of belonging look/sound like for babies and young children in our setting?
- How do we balance babies and young children's personalised routines whilst allowing unhurried time? What does that look like in our setting/school?
- How do we support children to develop their attention, concentration and perseverance through play and playful learning?
- How do we ensure the authentic opportunities and experiences we offer are developmentally appropriate for all children?
- What engaging experiences do we currently have in practice to support babies and young children's well-being? How can these be further developed?
- How successfully do we provide meaningful opportunities for all children to experience and respond to the Welsh language across the setting and in a range of contexts?

Section 2.3 – The importance of effective environments

For some children, their first experience of being away from their home environment will be when they enter our school or setting. Our indoor and outdoor environments should therefore be welcoming, offering rich, authentic and joyful opportunities to explore and play in contexts that will be familiar to babies and young children. We should promote a strong Welsh ethos and sense of cynefin with our families and communities. Effective environments should be safe, secure and suitable for purpose. By creating spaces that respond to the voice of the child, we show respect to the unique backgrounds and interests of each child. Through exploration of their environments, all children can begin to develop a sense of belonging and an appreciation of the world around them.

What is an effective environment?

Effective indoor and outdoor environments are carefully considered to meet the developmental needs and interests of all children. They must meet all safeguarding requirements to ensure the safety and protection of all children. Effective environments provide accessible, age-appropriate resources that support children's holistic development. They should offer babies and young children opportunities to make decisions and choices about where and how they play. We should regularly evaluate the effectiveness of our environments, considering babies and children's needs, interests and levels of engagement. These evaluations should inform our planning and the provision that we offer. An effective environment engages and sustains children's interest, offering them valuable opportunities to return to familiar contexts to test out ideas, theories and master their skills. They provide opportunities for children to relate life experiences within the home and community with those in the setting/school.

How do we create effective environments?

Creating effective, developmentally appropriate environments, both indoors and outdoors, requires a shared vision and ethos. We should use our secure knowledge of child development to create environments that positively impact on babies and young children's experiences. To ensure quality play and care environments, which are warm and welcoming, it is critical that we consider them from the child's perspective. Throughout the time that babies and young children are with us, we should consider the developmental needs of each child and ensure that our environments are responsive to those needs.

We can use the **five developmental pathways** to support us with this. When designing our environments, it is important that we offer babies and young children a range of opportunities that build on familiar experiences. Our equipment, materials and room arrangement, both indoors and outdoors, should be carefully considered and well-resourced to positively impact on children's engagement, development and well-being. The use of natural and open-ended resources can enhance the development of imagination, creativity and curiosity. Our environments should provide opportunities for all children to encounter risk within play as risk is an essential, valuable and natural part of babies and young children's play. As enabling adults, we should ensure that our risk assessments offer safe exploration for children to take and manage risks that develop their resilience and their growing independence.

How do we support children in effective environments?

As enabling adults, we should model how to use, care for and share resources within the environment. We should make the most of our local community environment. When outdoors, we should endeavour to take advantage of the natural environment and resources that the outdoors uniquely provides, ensuring that we avoid the outdoors being a duplicate of indoor provision. In addition, the outdoors can provide a positive impact on babies and young children's mental and physical health and well-being. All children should have access to a safe and carefully planned outdoor environment that is in tune with babies and young children's interests and needs, and where possible, one that offers a range of surfaces and spaces to explore. Babies and young children need to explore both indoors and outdoors equally and as enabling adults we should model and promote positive attitudes in all environments. We should welcome and encourage children to use agency in their choice of resources. We should provide opportunities and open-ended resources for all children to plan, create and adapt the spaces where they play. We should notice their ever-changing interests as they take ownership of their play and learning and decide how we can support them to further develop their knowledge and skills.



Effective environments: reflective questions

- How do our environments reflect our vision and ethos?
- How do our babies and young children respond to the environments? How do our environments support babies and young children to experience a sense of belonging, ownership over their environment, and agency?
- How do we support practitioners to make changes within our environments to ensure they engage children's interest and support their development?
- How do we ensure that our outdoor environment is not a replica of the indoor one, and has distinct and natural spaces for play, learning and rest opportunities?
- How do our environments offer opportunities for babies and young children to explore a range of resources, surfaces, levels and materials to support their holistic development?
- How do we ensure effective safety and security within our setting/school?
- How do we include effective environments when considering our setting's/school's policies?
- How do we reflect on and monitor the impact of our physical environments?
- How do we ensure there are spaces for rest, calmness and comfort, as well as rough-and-tumble play?
- How do our routines and resources reinforce or challenge stereotypical thinking and unconscious bias? How do we know this?
- How well do the resources on offer genuinely represent the range of communities in our locality and in Wales, as well as in the wider world? How do we work with families and the community to ensure authenticity in this?

Section 3 – Supporting me

Supporting development

This section of the Quality Framework recognises and celebrates the individuality of each child. The more we know about babies and young children and their development, the more we should appreciate how remarkable this period of early childhood is. We should recognise babies and young children as active participants in their care and development. As they grow and develop, we should notice the small changes and growing capabilities they show us through their communication, actions and movements. Our approach should be unhurried, allowing time, space and freedom for the developing child to explore.

This section sets out a framework for ensuring quality provision for all babies and young children 0-5 years; it focuses on:

- what is important for the child
- how to support their development.

Here we introduce five 'developmental pathways' which, if delivered as intended, should ensure that babies and young children learn and develop in ways that are appropriate for them. These developmental pathways are child-centred, interdependent and of equal importance. We should use the pathways in the way outlined in this Quality Framework.

The five developmental pathways are:

- belonging
- communication
- exploration
- physical development
- well-being.

Babies and young children develop at their own pace. It is our responsibility to provide developmentally appropriate practice, within nurturing relationships, that meets the needs of all children. The five developmental pathways support us to plan meaningful opportunities that are responsive to the needs and interests of all children.

The 'Supporting me' section of the quality framework is presented in broadly 12-month periods whilst recognising that babies and young children's progress and development is unique to each child:

- Here I am! (0-12 months)
- I'm exploring! (1-2 years)
- Look at me now! (2-3 years)
- Watch me go, here I come! (3-5 years)

They are expressed from the child's perspective to ensure that babies and young children are at the forefront of all our decision making.



Here I am! (0-12 months)

'I need to feel safe and secure within our relationship. I look to you to support me when I feel unsure or afraid. Your facial expressions, your gestures, the way you hold me, and your tone of voice will soothe me or share in my joy. My world is slowly expanding to become a little more each day. When we are together, I learn that new people, new things, and new ways of playing can be fun. With your help, I am learning to explore the room, the outdoors and the resources around me. I am becoming more confident with you by my side. I rely on you to nurture me and my growing independence through consistent care routines which put my needs first. As I grow and develop, I do not always need you next to me. I have learned to trust that you will be there when I need you to comfort me or share in my delight. By knowing me well, you have learned to respond to what I show you I need.'

Belonging

As soon as I am born, I seek attachment because belonging is essential to my sense of well-being, security and happiness. I experience and build positive relationships when I am loved, nurtured and valued by you, my family and other familiar adults. Strong, secure relationships with you and family members are crucial both to my development and sense of self. Developing a sense of belonging is central to shaping who I am and who I can become.

Communication

Communication, both verbal and non-verbal, is fundamental to my development; it is vital to the foundation of my relationships and essential for my play and social interaction. As soon as I am born, I communicate through crying, movement and eye-contact; later I may begin to use simple sounds and gestures. I can understand and respond to familiar words and phrases before I use them for myself.

You can support my development by tuning in to my communication, using a gentle and reassuring tone of voice, repeating and responding to me as we interact. As my communication develops from smiles and cries to babbles and gurgles, you will notice that I begin to imitate intonation and sounds to communicate my wants and needs. Developing these early communication skills is important for me in building strong attachments and to my overall development and well-being.

Exploration

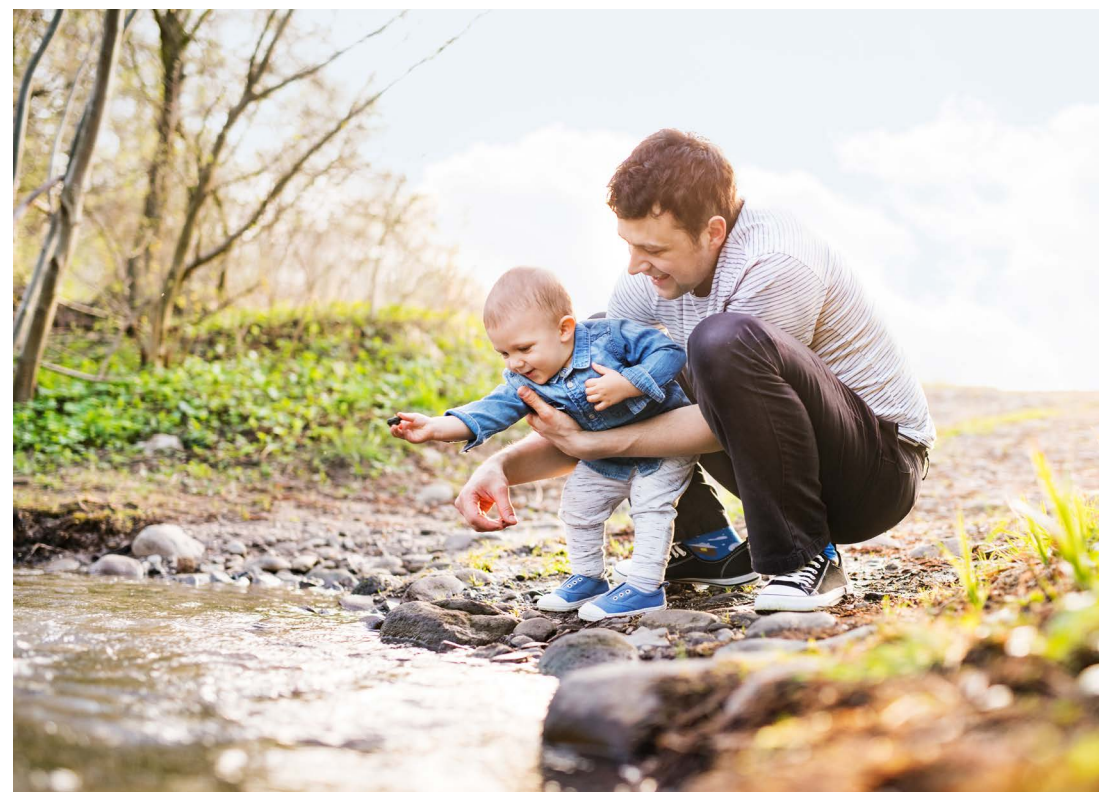
As I become aware of my body, you will notice that I am eager to use it and explore. I am becoming curious about the environment and may be keen to explore it also. I am beginning to show a fascination with myself, others and the world around me. As I explore through play, I experiment with new sounds, sights, objects and experiences. I may be able to focus on things that have caught my attention for brief periods of time. I need you to support me to explore who I am, what I can do, and what my environment looks, feels and sounds like.

Physical Development

Physical development can benefit me in lots of ways, including building my strength and flexibility, supporting my brain development, encouraging my creative expression and supporting me to engage with others. You can support me by providing stimulating and engaging experiences which may develop my gross and fine motor skills. As you get to know me better, you understand my unique abilities and adapt my environment and experiences to help me thrive.

Well-being

I am reliant on you to meet my physical and emotional needs and to feel safe and secure within my environments. As we develop a strong relationship, I will feel confident that you will respond in a sensitive, nurturing and timely manner, which will make me feel loved and cared for. I will know that I can show my preferences in relation to rest, care, comfort and nourishment and you will understand these. You know I need warm spaces and facilities for me to lie, stretch and sleep undisturbed. It is important for my well-being that you build trusting relationships with my family and caregivers. My well-being is enhanced by effective and informed transitions. When I am physically, socially, emotionally, and cognitively engaged in my play, I am developing higher levels of confidence and well-being.



I'm exploring! (1-2 years)

'I'm growing fast, changing every day. I'm happy with a little more separation at times but I still like you near and this reassures me. There is so much to explore, and I don't like to be stopped as I become so absorbed in what I am doing. With you near me I use your reactions to check that new experiences and people are safe, and you support me through change. I like it when you communicate with me, about everything we do; I like the tone of your voice, the expressions you make and the tactility between us. I like that you give me time to process and to respond.

I love being outside where I experience so many natural wonders: I feel the sun, the breeze, the wind and snow. Outside is where shadows and puddles shift and change and where there are new sensations to be explored. I am exploring more independently and beginning to show resilience through practising and revisiting my previous experiences. By knowing me well, you support change in my routines as I develop. It is a great age to be, one where everything can be exciting as I meet new situations, new people and explore different places. Being together, playing together and sharing in play experiences can make me happy and is an important part of my world.'

Belonging

As I gain greater self-awareness, I begin to develop a sense of identity and recognise how I fit into different groups I belong to. The strength of the attachments and quality of relationships I am building impact on my sense of identity. Routines, familiar objects and environments help me to feel safe and enhance my sense of belonging.

Communication

As my communication progresses, I may understand more than I can communicate. Our relationship should support me to make connections and to feel that my verbal and non-verbal communication is valued and responded to. The spaces where I play should provide me with opportunities to notice, explore and respond to people and objects that interest me. I rely on you to introduce me to a range of new words/signs/gestures to increase my developing vocabulary.

I enjoy when you communicate with me throughout all my daily routines. I love familiar books, songs and patterns of rhythm and rhyme. As you share books and stories with me, I can develop a love of reading. Being able to explore and experiment with making marks is a valuable play experience for me. As I learn new skills, you should give me opportunities to use them in a variety of contexts with others. Developing these early speech, language and communication skills is important to my self-expression, to building strong attachments and to my overall development and well-being.

Exploration

At this stage I actively seek exploration further afield as I may become more mobile. I am excited when you join in my play, delighting in and celebrating my curiosity and exploration. I am still interested in finding out what I can do and how I can influence the world around me. I am a natural problem solver; I may test my theories of how things work and take risks. You will know when to intervene and when to encourage my independent exploration. I enjoy engaging in repetitive play (schema) and it helps when you provide opportunities for me to experience and expand my interests in these.

Physical development

As I grow, I am learning to gain greater control over my movements, my balance and my gross and fine motor skills. I am exploring what I can do with my body, exploring anything of interest to me. At this stage you should provide places and spaces where I can do this safely. My natural inquisitiveness is now extended beyond what is in my reach, and I am beginning to make connections with the world around me.



Well-being

I need secure attachments and relationships with you and other adults to enable me to develop a strong sense of well-being. I need you to know my preferences in relation to rest, care, comfort and nourishment and be aware that these change as I grow. Allowing me time to be able to engage in my play is important to me and I will demonstrate higher levels of involvement and well-being if I am given time and space.

I need you to create an emotionally secure environment that helps me feel safe to express my needs and feelings. Sometimes these feelings are overwhelming, and I need you to support me to learn how to co-regulate them. Feeling connected, secure and safe are key elements to me developing a strong sense of well-being.

Look at me now! (2-3 years)

'I love exploring and playing more independently. I am still very busy and need many of the same things emotionally and physically as I did when I was younger. I like to be around other children, and some are becoming more important to me. I am beginning to play alongside others and sometimes play with others. My vocabulary is developing rapidly and I am more able to communicate my wants, needs and interests. However, I understand more than I can express and at times this makes me frustrated. Sometimes this frustration can be overwhelming, and my world can be bewildering. When I am overwhelmed, I need you to support me to understand my feelings and emotions. I don't always have the right words to tell you how I feel. Sometimes I express my emotions quietly and internally and I need you to notice this, just as you notice my outward displays of emotion. I need you to notice me, to help me and calm me and help me to re-balance my world. I might be so much more grown up and may not need you all the time, but I will thrive when you make me feel secure and safe.'

Belonging

Belonging is essential to my sense of happiness and well-being. I am beginning to develop a sense of how I fit in to the many groups to which I belong. Strong, secure relationships are vital to my sense of belonging.

Adults that value, celebrate and build upon my past and present experiences from home and my community can strengthen my sense of belonging. Belonging is important to shaping my sense of who I am and who I can become. It can bring positive feelings of connection, not only with my home, setting and/or school but also with the community, with Wales, as well as with the wider world.

Communication

Communication is fundamental to my development. An effective environment that is communication rich should provide me with opportunities to express and communicate my needs, thoughts and feelings verbally and non-verbally. I am developing my listening, attention and understanding skills. When you are communicating with me, I am being introduced to new words and expressions to improve my increasing understanding of language. I rely on you to understand my individual development and communication needs and know when and how to support, encourage and extend. As I learn new skills, you should give me opportunities to use them in a variety of contexts; with you and my friends, in small groups or on a one-to-one basis.

I need regular and frequent opportunities to participate in stories, songs and rhymes to support my communication development. Developing effective communication skills is important to develop my self-expression, my relationships with others and to support me in my play.

Exploration

I am beginning to communicate and engage others in my exploratory play. As my independence grows, my opportunities to explore and investigate purposefully should increase. I can be absorbed in my exploration as my perseverance and resilience develops. It is important for me to repeat, return and revisit familiar play opportunities, which have become more complex and meaningful to me. As my confidence grows, I may lead the play, showing preferences and making choices. You should enable me in this and share in my joy and excitement.

Physical development

As I physically develop, repetition and variety are critical, as I begin to explore and challenge my increasing capabilities. My gross and fine motor movements become more refined and coordinated with time and opportunity. You should provide me with effective environments, indoors and outdoors, in which I can make choices with my movement, and have the freedom and space to be physically active at any time I feel the urge to do so. My movement is linked to my learning, and engaging in physical play can enhance my sense of belonging and well-being.

Well-being

I am beginning to recognise and manage my feelings and behaviour in different ways, including understanding cause and effect. Although my independence has grown, it is our strong relationship that supports me to confidently make choices, show greater resilience and participate positively in everyday activities. I know that you spend time tuning in to my individual needs, which helps me feel respected and valued. As my play develops, my environment should allow me time to rest as well as develop my social skills. I still want to feel connected, secure and safe to ensure a strong sense of well-being and happiness.



Watch me go, here I come! (3-5 years)

'I feel so grown up and know my own mind. I have a stronger sense of myself, who I am and what I can do. I may seem very independent, but there are times when I still look to you for comfort and support. I may be starting in a new setting/school with new expectations, routines, spaces and faces. It is important that the people who know me best have an opportunity to share information about me. I feel secure knowing that you are working together to support my needs. This supports me when I might feel unsure or frightened by new things, new faces and new places. I take my play very seriously and I am enjoying exploring, experimenting and learning about the world around me. Routines are still important to me, and I like to have my voice heard when we are making choices about what we do, where we go, who we see and what to eat. I am learning so much more and building on that learning all the time, making more connections to past and present experiences. I can communicate my learning in many ways. I am developing my relationships with other children and may want to include them in my play experiences and opportunities. As I become more confident in leading my play, I want you to respond in positive ways that sustain my engagement. I still want you to share in my exploration, development and my delight in learning.'

Belonging

I may be moving into a new environment and my sense of belonging remains essential to my well-being and happiness. I am meeting new people and I am learning how I fit into the new groups to which I belong. Strong, secure relationships are vital to my sense of belonging. My sense of belonging is enhanced when you value, celebrate and build upon my past and present experiences from home and my community. This can help me to feel a stronger connection to the setting and can expand to the community and to Wales, as well as to the wider world.

Communication

Communication is fundamental to my development. To be able to make myself understood and to understand others supports my growth and development. This is especially vital when I move into a new environment or meet new people. The way you communicate with me can have a significant effect on my communication development. Regular and frequent opportunities to participate in stories, songs and rhymes support my vocabulary development. Developing effective communication skills is important to my self-expression, my social relationships and



to my play. I am now interested in communicating with marks for drawing and writing – you can help me develop these skills through engaging experiences within the indoor and outdoor environments. I may learn and develop skills at different rates to others this is okay because you know how to support me best. You can support my development by modelling communication in different ways and for different purposes. My environment, including any new environments, should provide me with opportunities to express and communicate my needs, thoughts, and feelings physically, verbally, with gestures or marks. As I learn new skills, you should give me opportunities to use them in a variety of contexts.

Exploration

I may be independently curious about the world around me, but I may need a little more support to explore new places and environments. I enjoy it when you support me to find delight, and awe and wonder in everyday occurrences. When I am engaged in my play, I may focus my attention for extended periods of time on things that are of interest to me. I may look to you to support me to develop within and beyond my current capabilities. However, it is still important for me to repeat, return and revisit play opportunities, which have become more complex and meaningful to me. I rely on you to provide inclusive environments, both indoors and outdoors, that provide time and opportunity for me to play, explore and investigate. I may want to share my delight in new knowledge or skills with you or others. When you know me well, understand my interests and enable my play, you can support me to have a positive disposition to learning as well as supporting my holistic development.

Physical development

As I continue to develop physically, repetition, space and time to move remain important to me, especially within new environments. Through these opportunities, I am continuing to develop and refine my physical capabilities, including both gross motor and fine motor manipulation. Physical activity has multiple benefits for me as I develop. As well as my movement being linked to my learning and development, engaging in physical play is still incredibly important to enhance my sense of belonging and well-being. It is vital that you recognise the importance of, and support me in, physical play in a wide variety of engaging opportunities.

Well-being

It is important that any new adults I may encounter spend time tuning in to my individual needs; this helps me to feel respected and valued. The positive relationships I have continue to support me to make choices confidently, show greater resilience and participate positively in everyday activities. Developing a strong sense of well-being is impacted by the encounters I have with you, the environment and any play experiences that help me feel competent and confident. Feeling connected, secure and safe remains key to my happiness and to my developing a strong sense of well-being. I am learning to recognise and manage my feelings and behaviour, often with support in more positive ways and I am continuing to develop my understanding of cause and effect. This is helped by you creating an emotionally safe environment, in which I can thrive.



Section 4 – Child-centred practice

Welsh Government has a clear vision for Wales' babies and young children and many policy areas impact on children's care and well-being. When implementing quality early childhood play, learning and care, we must consider these policies alongside elements of child-centred practice to support the holistic development of all children. When working with babies and young children, it is essential that we understand child development and that it is unique to every child. To further enhance practitioner understanding, support is available, including access to developmental theories and resources. This section highlights the elements/policies that can impact our practice and signposts to further information, support, and resources.

Child-centred practice places babies and young children at the heart of everything we do. Observing and understanding the individuality and uniqueness of each baby and child alongside understanding and embedding child-centred practice, we can provide opportunities for children to develop holistically in an environment that truly values who they are.

Adverse Childhood Experiences (ACEs)

ACEs refer to traumatic childhood events or circumstances that can continue to have an impact for the rest of a child's life. ACEs include physical and emotional abuse, neglect and experiences that include domestic violence, parental separation, substance misuse or mental illness. ACEs are associated with poorer physical and mental health, poorer educational outcomes, poorer economic prosperity and can result in difficulties forming relationships with others. ACEs are common, with around half of all adults in Wales having experienced at least one ACE. Not everyone who experiences ACEs will go on to experience poorer outcomes. While preventing ACEs should always be our primary focus, a key protective factor is resilience. One important way in which we can help those who are experiencing, or have experienced, ACEs is by working in a trauma-informed way.

Further information:

- ACEs, their prevalence, and impact [Adverse Childhood Experiences – Public Health Wales \(nhs.wales\)](#)
- Preventing ACEs and reducing their impact [Home – ACE Hub Wales](#)
- Sources of resilience [ace_resilience_report_en_pdf_11162.pdf \(bangor.ac.uk\)](#)
- Trauma-informed practices, including the trauma-informed practice framework for Wales [Trauma-Informed Wales \(traumaframeworkcymru.com\)](#).

Children's rights

Children's rights are at the heart of everything we do in Wales and there is a wealth of information and resources available to support us in our practice. Some of the key organisations that can support us are:

- [Children in Wales – Early Years](#)
- [Home – Children's Commissioner for Wales \(childcomwales.org.uk\)](#).

From an early age, children are finding out about their rights, often through relationships; the way in which others treat and care for them and the opportunities they receive and experience. They are also learning how to express themselves and make choices, as well as learning about their interdependence with others, and about how valued they are and what their place in the world is.

Supporting rights in early childhood, play, learning and care is about providing a listening and encouraging environment, establishing positive relationships, ensuring play is central and being a skilled practitioner: [Childrens Rights Poster.pdf \(childreninwales.org.uk\)](#)

Further resources developed include:

- [Information for parents on children's rights from the viewpoint of a child aged 0 to 5 years.](#)
- [Information for practitioners on children's rights from the viewpoint of a child aged 0 to 5 years.](#)



Curriculum for Wales

The Curriculum for Wales is the statutory curriculum for all children from the ages of three to 16. It is a continuum of learning and is statutory for all maintained schools in Wales. To ensure a holistic approach to children's development in the early years, the Curriculum for Wales links in with other key areas such as Childcare and Flying Start Provision and Early Childhood, Play, Learning and Care. More information and resources can be found [here](#).

Health

A child's health can impact their development, learning and well-being. As enabling adults, it is important that we recognise all children's health needs and understand how to support them and their families.

Some important information on children's health in the early years can be found here:

- [Healthy Child Wales Programme](#)
- [Immunisations](#)
- [Design to Smile \(oral health\)](#)
- [Healthy and sustainable pre-school](#)
- [Health and well-being in schools](#)
- [Whole-school approach to mental health and well-being framework guidance](#)
- [Food and Nutritional Guidance for childcare providers](#)
- [Physical activity for children and young people](#)

Inclusion

Inclusive practice recognises, values, promotes and respects the diversity of all babies and young children, and their families. They should receive equitable access to opportunities that support their development and learning needs, ensuring that they belong to their community.

We know that children are influenced by their environment and the adults around them and that they learn from everything they see, hear and do. We have a responsibility to influence children's development positively through creating an accessible and inclusive environment in our setting and schools, one that values and celebrates everyone, different cultures, religions, beliefs, gender and disability and the needs and barriers faced by different communities in and across Wales.

Inclusion touches upon a variety of areas, which could include:

- [Additional learning needs \(ALN\)](#)
- [Anti-racist practice](#)
- [Sanctuary](#)
- English as an additional language (EAL) – *Contact your local authority for support*
- [Gypsies, Roma and Travellers plan](#)
- [LGBTQ+ communities](#)
- [Looked after children \(LAC\)](#)
- Religious practice – [Religion, values and ethics \(RVE\): what's new for practitioners in the Early Years?](#)

Partnership working

Partnership working exists where stakeholders within a child's life communicate openly with one another, plan collaboratively and work in ways that support the child's learning, care and development. There may be a range of stakeholders within a child's life, each having their own priorities. However, all those that are involved should hold a shared aim; one of promoting the welfare of every child and ensuring they receive the best possible experience.

Early childhood services can be diverse: children can attend several different childcare and education settings, as well as accessing health and other services during their early development. Partnership working brings together the diverse expertise of different stakeholders to meet the development needs of all children and to ensure smooth transitions and continuity in children's lives. Partnerships between these services and families are important for all children. Access to these services can prove more crucial for disabled children, children with developmental delay or ALN.

Partnership working can be for single events or situations, but it is more beneficial to children when partnerships are developed and nurtured on a long-term basis. Long-term partnership working, ensures consistency of approach and advice and support for the learning, care and development needs of children.

Successful partnership working draws on the skills and experience of the stakeholders to provide holistic approaches to support children's learning, care and development. Children, families and professionals all benefit from partnership working in which knowledge and experience is shared.

Partnership working is **everyone's** responsibility. For it to be truly successful and truly beneficial to the child, stakeholders must be pro-active in working alongside each other, sharing expertise and knowledge from other agencies and showing mutual respect for each other's professional contributions.

Playwork

Play is essential to children's health, well-being and overall development. Playwork refers to the profession of skilled practitioners whose primary focus is supporting children's play rather than playful learning. The [Playwork Principles](#) establish the professional and ethical framework for playwork and as such must be regarded as a whole.

"The playwork principles describe what is special and unique about play. They provide a working definition of play and why it is different to other behaviours. They also describe the playwork approach and point of view when working with children and young people."

Play Wales

These principles run independently of the quality framework and more information and resources can be found [here](#).

Speech, Language and Communication (SLC)

Speech, language and communication (SLC) skills are essential for children's positive health, well-being, education and future employment outcomes. As enabling adults, when we promote SLC development in the early years, we can improve children's opportunities both now and in the future. Children's ability to understand and use language is a fundamental life skill unique to us which is partly innate and partly learned³.

A child's brain is constantly growing and making new connections. When we (and families) play, listen and talk with children, we help them learn to talk and give them the best start in life.

“When you talk with me, you light up my mind and help my brain to grow...”

The little things we do with them will make a big difference, now and in their future. Further information on what support is available for SLC development can be found via your local authority and [here](#).

Transitions

Transitions are changes that take place in a baby and child's life and that require them to adapt to a new set of circumstances. These may include major changes such as bereavement, divorce, moving home or the transition from home to a setting/school. Smaller, but still significant, are the transitions that take place within our setting/school, such as moving from room to room or activity to activity. In the early years, we recognise that transition is not a one-off event and that a successful transition is one that has been carefully planned over time to gently nurture the skills children will need for any big changes in their lives. The child should be at the centre of the transition process. Ensuring the well-being of all children should be an important and integral part of the process, recognising the needs of individuals, while also supporting both continuity and progression in their development. Babies and young children's well-being is enhanced by effective transitions. Settings and schools should consider how collaboration and partnership working can support the planning for different transitions, particularly for the most vulnerable children.

Further resources on transitions can be found [here](#).

Glossary

English	Welsh	Definition
Agency	Galluedd	The ability of children to make choices and decisions to influence events and to have an impact on their world.
Anti-racism	Gwrth-hiliaeth	Actively identifying and eradicating the systems, structures and processes that produce radically differential outcomes for ethnic minority groups. It involves acknowledging that even when we do not regard ourselves as 'racist' we can, by doing nothing, be complicit in allowing racism to continue. In the workplace this can include challenging publicly or privately racist comments, ensuring Black, Asian and Minority Ethnic People are included as speakers, ensuring Black, Asian and Minority Ethnic organisations apply for grants. An ant-racist approach also puts emphasis on White people educating themselves about racism rather than expecting Black, Asian and Minority Ethnic people to do this for them.
Awe and Wonder	Rhyfeddu	A child's curiosity and reflection on the world around them.
Capacities	Galluoedd	Abilities which enable children to learn and understand.
Child's perspective	Safbwynt y plentyn	A perspective that helps us to understand situations from a child's own position, to consider experiences and viewpoints, perceptions and understandings.
Child's/Children's Voice	Llais y plentyn/Llais plant	The way children express themselves (both verbally and non-verbally), engage in play and learning, find enjoyment, security and comfort and how they experience the world around them. Tuning in to the child's voice, helps us to develop a sense of a child's interests, preferences and feelings.

English	Welsh	Definition
Competencies	Cymwyseddau	Capabilities which enable children to apply or use a set of related knowledge, skills, and abilities.
Co-regulation and self-regulation	Cyd-reoli a hunanreoli	Foundational skills of early childhood. As children grow and are supported by adults, they learn how to manage their emotions and behaviours.
Cynefin	Cynefin	The place where we feel we belong, where the people and landscape around us are familiar, and the sights and sounds are reassuringly recognisable. Cynefin is community, culture, heritage and identity. It is a holistic concept that encompasses the physical, social, cultural, spiritual and economic dimensions of a place.
Early Childhood Play, Learning and Care provision	Darpariaeth Chwarae, Dysgu a Gofal Plentyndod Cynnar	This refers to the Early Childhood Play, Learning and Care provided by the childcare or play setting or nursery education provided in a school. This is provision for babies and young children aged 0-5 years old.
Early Years	Blynyddoedd Cynnar	Defined by Welsh Government as the period in a child's life from 0-7 years old.
Fascinations	Diddordebau arbennig	Things that ignite great interest or delight within a baby/child.
Fine motor skills	Sgiliau echddygol manwl	The ability to control movements using the small muscles of the hands and wrists.
Five developmental pathways	Pum llwybr datblygiadol	The five developmental pathways are fundamental to the learning and development of all young children. They are child-centred and are interdependent, having equal value in supporting overall development and progress.
Gross motor skills	Sgiliau motor bras	The ability to control whole-body movements and postures.
Neural pathways	Llwybrau niwral	A series of connected neurons that send signals from one part of the brain to another. Children develop connections through everyday experiences and interactions.

English	Welsh	Definition
Open-ended	Penagored	Having no planned ending or outcome, allowing play and learning to develop in several ways.
Pedagogy	Addysgeg	The method or practice of teaching.
Settings	Lleoliadau	Childcare settings include day nurseries, registered childminders, pre-school playgroups, cylch meithrin, out of school childcare clubs. Formal education settings refer to schools providing foundation learning. (To note – childcare setting (registered) are any setting registered with Care Inspectorate Wales (CIW) to provide childcare for children 0-12 years of age).
Schema	Sgemâu	Patterns of repetitive behaviours that can be seen in children's play.
Self-reflection/ Reflective Practice	Hunanfyfyrto Ymarfer Myfyriol	Assessing and evaluating the ways of working, either individually or as a team.
Sustained shared thinking	Cyd-feddwl parhaus	Adults and children working together to solve a problem, clarify a concept or evaluate an activity. This usually takes the form of a conversation, with the adult and child both contributing ideas to come to possible conclusions together.
Teachable Moments	Cyfleoedd dysgu digymell	Unexpected or unplanned events or experiences that offer opportunity for learning. They provide meaningful contexts for adults to introduce or expand on something.
Unconscious bias	Rhagfarn ddiarwybod	Non-deliberate prejudice or unsupported judgements in favour of or against one thing, person or group as compared to another, in a way that is usually considered unfair.

Annex A: How will the ECPLC Quality Framework help me?

If I'm a parent, it ...

- will support me in making decisions around sending my child to ECPLC provision and discussing their needs. Family Information Services in your area can provide more information
- can support my child's development at home.



If I'm a practitioner, it ...

- encourages me to consider, review and develop my practice
- supports me in identifying training needs and professional learning opportunities
- supports me to implement quality ECPLC provision that positively impacts upon babies and young children in my setting/school.



If I'm a Leader/Senior Management/Headteacher, it ...

- supports my vision, ethos and planning
- encourages me to consider, review and develop high quality ECPLC provision and practice in my setting/school
- supports me in identifying training needs and professional learning opportunities for me and my practitioners
- ensures that my ECPLC provision and practice positively impacts upon babies and young children in my setting/school.



If I'm a Local authority/Regional consortia/Governing bodies/Committees, it ...

- supports my understanding of ECPLC provision and practice
- encourages me to consider, review and support development of high quality ECPLC provision across settings/schools
- supports me in identifying the training needs and professional learning opportunities for myself, colleagues and practitioners in settings/schools
- ensures babies and young children are at the heart of developing ECPLC provision and practice.



If I'm a Sector Organisation, it ...

- supports me in identifying the training needs and professional learning opportunities of our members
- supports our own quality assurance tools/frameworks
- enables us to support members' understanding of quality ECPLC provision and practice
- supports discussions with members on how to develop quality ECPLC provision and practice
- helps identify effective practice to be shared via supporting resources.



If I'm a Multi-agency partner, it ...

- supports our understanding of ECPLC provision and practice
- enables us to discuss provision and practice with settings/schools that supports quality ECPLC.



Further and higher education establishments ...

- supports our understanding of ECPLC provision and practice
- supports discussion about how quality ECPLC is considered as part of your learning offer
- supports discussions with learners on how to develop quality ECPLC provision and practice
- helps identify effective practice to be shared via supporting resources.

