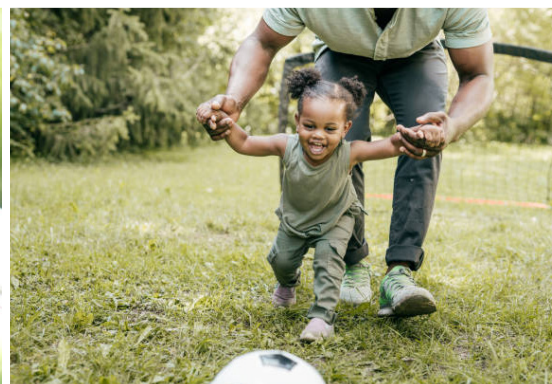




Llywodraeth Cymru
Welsh Government

Early Childhood Play, Learning and Care: Reflective Practice Toolkit



Contents

Introduction	3
Continuous Quality Improvement	4
The Process of Quality Improvement	5
How to use this Reflective Practice Toolkit	8
Reflective Questions	9
Capturing Comments	34
Making Changes	35
Summary of Quality	36
Making plans	39
Practitioner reflective tool	40
Team reflective tool	42

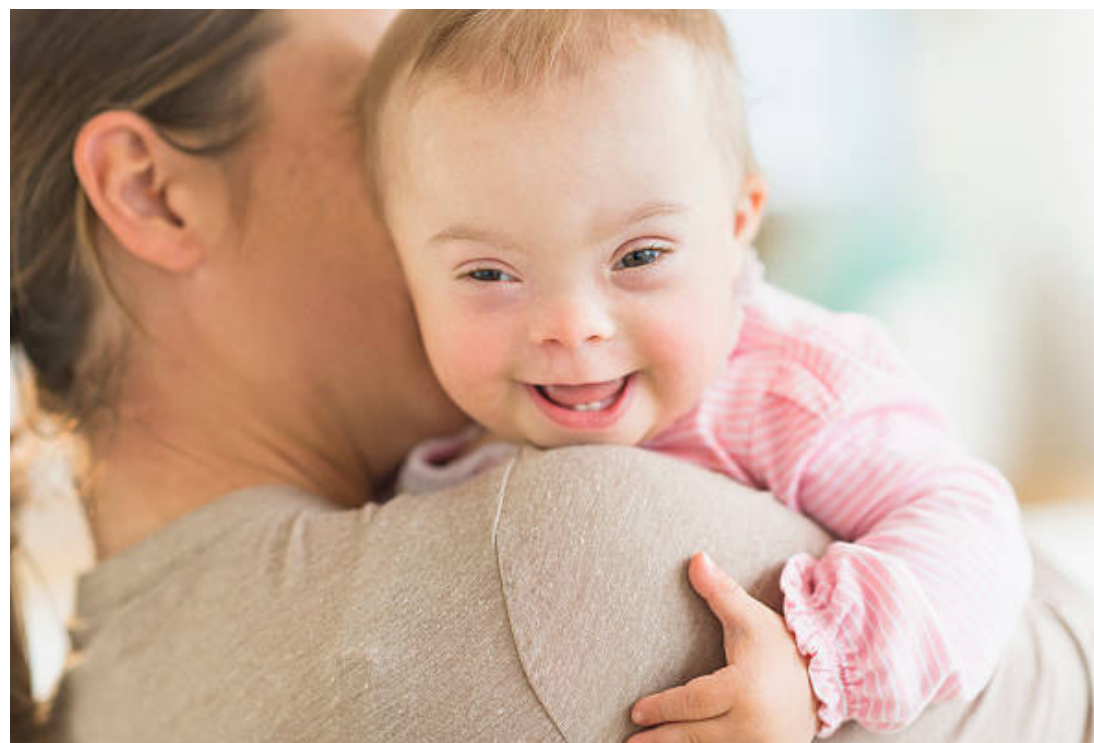
Introduction

The delivery of high-quality Early Childhood Play, Learning and Care (ECPLC), formally known as Early Childhood Education and Care (ECEC), in Wales should be underpinned by a genuine desire to continually improve practice and outcomes for children. Reflecting on our practice and provision is important: it improves our knowledge, understanding and skills, and is also fundamental in supporting the care and development of all babies and young children in our setting or school. It should help us to identify what we do well, where we may need further support, where we need to strengthen our knowledge to support our practice and where we can share our professional expertise with others.

This Early Childhood Play, Learning and Care: Reflective Practice Toolkit (Toolkit) has been developed to support individuals and teams to reflect on the quality of early childhood play, learning and care. It draws together the various requirements for delivering the type of high-quality care, education and play provision needed in Wales. Using the Toolkit should ensure we offer well-evidenced, well-informed 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 children to thrive.

Who should use this toolkit?

- Leaders and practitioners in schools and childcare settings
- Parents and carers
- Local authorities, regional consortia and health boards
- Inspectorates
- Third sector organisations.



Continuous Quality Improvement

Being reflective helps us to become more aware of what we do and why we do it. Alongside this, reflective practice can help us to recognise key strengths that we provide and areas that we can improve. When we take time to reflect purposefully on our practice and our provision, we can open up new ways of thinking and develop a clearer understanding of what we need and want to achieve.



To drive our evaluations of the quality of our practice and provision we may want to consider key questions such as:

- What do we know and want to know?
- What do we think, feel, believe and value?
- How do our actions impact practice?
- How are we viewed by others?
- How can we be better?

Quality improvement and reflective practice must be an ongoing process that should be purposeful. We should consider alternative views and different perspectives, identifying the positives and areas to learn from, helping us to achieve our vision. Engaging in reflective practice should be an integral aspect of our approach to ensuring high-quality play, learning and care. By making and taking the time to reflect on quality regularly we can develop as professionals, as well as improve outcomes for babies and young children.

The Process of Quality Improvement

Finding out

Evidence and answers to reflective questions will come from range of sources, for example, observations, the views of children, staff and families and a variety of data. It is important to capture a range of evidence to answer our questions thoroughly, as well as recognising the importance of partnership and collaboration to support improvements. Our range of evidence should help us establish what do we do well and what we need to improve.

Thinking about

Knowing where our strengths and areas for development lie enables us to improve and embed good practice now, whilst encouraging us to plan for the future. We should consider the impact and the benefits any improvements could have on the outcomes of babies and young children. At this stage of the process, we should also consider what we need to prioritise in order that we can develop clear, specific and effective improvement plans.

Making plans

Using plans within our cycle of evaluation and improvements will demonstrate how we strive to be better. It is important to prioritise plans over a realistic period of time matched to the staff, resources and funding available. To maximise the effectiveness of the continuous improvement process, any plans should be created in partnership with the setting and/or school leaders and staff, children, families and the wider community.

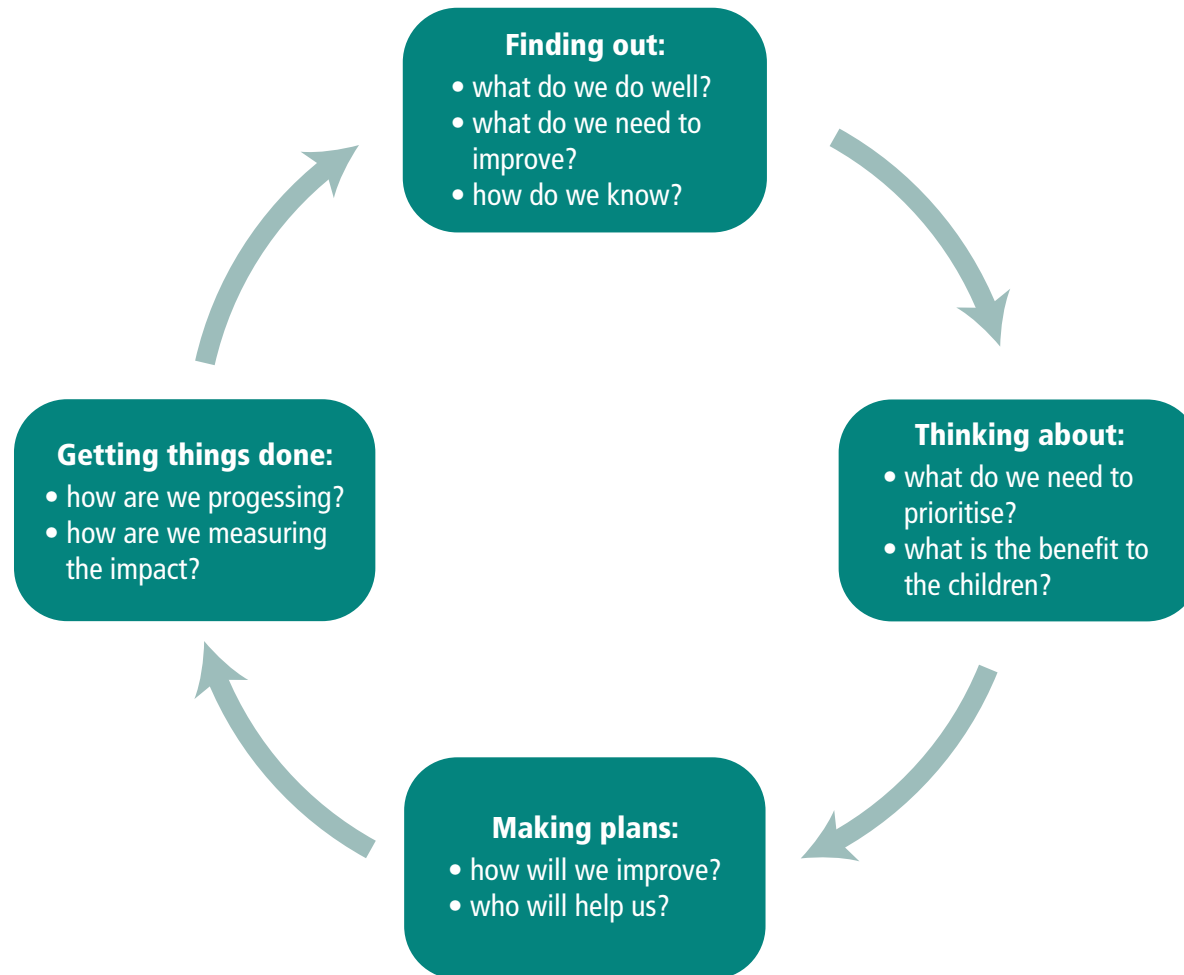
When we create improvement plans, we should consider the following questions:

- Have we identified all the actions we need to take to achieve the improvements?
- Are the steps clear and specific? Do we know exactly what we intend to do and who will do it?
- How will the steps lead to the required outcomes and success criteria?
- How will we know when we have got there?

Getting things done

It is also important to understand and monitor the progress of any improvement plans. Monitoring is the ongoing assessment of progress against the actions, steps and success criteria planned for. This involves looking for measurable evidence that demonstrates how well the setting or school has done in terms of what it planned to achieve. Monitoring can be

achieved in a variety of ways, depending on the action or target, however we should also take care to include measuring any impact on the outcomes of the children within our plans. Improvement plans, evidence and monitoring tools should be revisited over time, as part of the process of continuous improvement and to sustain high-quality practice and provision.



How to use this Reflective Practice Toolkit

The Quality Standards expressed within the Toolkit draw on national and international research and practice of effective early childhood play, learning and care provision. They include seven quality themes that are important to the outcomes for babies and young children. The Quality Standards support us to work together and evaluate our practice and provision against a national standard of high-quality early childhood play, learning and care. Colour codes have been included to support the continuous improvement process and to support linking documentation and evidence together.

A range of documents have been included within this Toolkit to support self-evaluation and reflection, planning and monitoring for continuous quality improvement. The Toolkit can be used in several ways including individually, for self-reflection and information, with others to reflect on and moderate practice as well as supporting and promoting partnership working across early childhood play, learning and care provision in Wales.

Quality Theme

-  Well-being
-  Families, community and partnerships
-  Care and development
-  Play and learning
-  Environments
-  Professional learning and support
-  Leadership



The tools included are:

Finding out

Reflective questions, which are based on the Quality Standards to support and refine our thinking. Using these we will be able to identify, consider and prioritise the matters we wish to improve as well as sustaining our current high-quality provision.

The **reflective questions** can be considered as a whole or be broken down into themes, stages or individual Quality Standards. This is to allow for focus on reflections in a way that suits the provision.

Within each age range questions are there to guide thinking around each quality standard. The answers we give will help to establish what we do well and what we may need to develop so that we can provide the best quality education and care for all babies, toddlers and young children. Professional judgement and expertise are also needed to move from the information we gather to making informed decisions about how to develop and improve. Standardised quality measurement tools for early childcare settings and schools will also help provide information and form part of the continuous improvement process. They can be used alongside this Toolkit to support high-quality interactions, environments and experiences.

Stages	Age	Developmental Pathway
Baby	0-1	Here I am!
Toddler	1-2	I'm exploring!
	2-3	Look at me now!
Young child	3-5	Watch me go!
		Here I come!

Thinking about

- **Capturing comments** encourages us to capture and reflect on our practice, our observations, thoughts and comments, either individually or as a team.
- The **Summary of quality** helps us to identify what we do well and what we need to improve within each theme. For example, team leaders may find it a useful tool to capture the voices of practitioners. We should always consider the impact on children's outcomes when summarising our quality of care and education.
- **Making changes** supports us to capture how we will work to improve practice and provision.

Making Plans

The **Improvement plan** has been included to support the effective delivery of developments. It helps us create plans that are specific, measurable, achievable, realistic and time-specific (S.M.A.R.T.), with questions to support and guide the planning process.

Getting things done

Both the **Practitioner reflective tool** and the **Setting reflective tool** will support practitioners and teams to monitor and consider improvements, professional learning and next steps within the continuous improvement cycle. These should be revisited over time to ensure the next steps are reflected on and the improvement cycle continues.

Reflective Questions

Quality Standard	Here I am! (0-1)	I'm exploring! Look at me now! (1-3)	Watch me go, here I come! (3-5)
<p>We ensure all babies and young children's rights are respected.</p>	<ul style="list-style-type: none"> • How do we ensure we value and respect each individual baby's rights? • How well do our routines and engaging experiences support babies' rights? • How well are babies listened to and their attempts at communication valued (including verbal and non-verbal communication and their home language)? • How effectively do we capture and use the baby's voice within our planning and provision? 	<ul style="list-style-type: none"> • How do we ensure we value and respect each individual toddler's rights? • How well do our routines and engaging experiences support toddlers' rights? • How well are toddlers listened to and their attempts at communication valued (including verbal and non-verbal communication and their home language)? • How effectively do we capture and use the toddler's voice within our planning and provision? 	<ul style="list-style-type: none"> • How do we ensure we value and respect each individual young child's rights? • How well do our routines and engaging experiences support a young child's rights? • How well are young children listened to and their attempts at communication valued (including verbal and non-verbal communication and their home language)? • How effectively do we capture and use the young child's voice within our planning and provision?
<p>We ensure that our routines support babies and young children's needs, development and interests.</p>	<ul style="list-style-type: none"> • How well does our practice build on care practices from home? How effectively do we gather this information? • How well do we balance each baby's personalised routines whilst allowing unhurried time? • How do we ensure babies have opportunities for choice throughout the routine and within their play? • How well do our routines and resources challenge stereotypical thinking and unconscious bias? 	<ul style="list-style-type: none"> • How well does our practice build on care practices from home? How effectively do we gather this information? • How well do we implement individual routines for each toddler? • How do we ensure toddlers have opportunities for choice throughout the routine and within their play? • How well do our routines and resources challenge stereotypical thinking and unconscious bias? 	<ul style="list-style-type: none"> • How well does our practice build on care practices from home? How effectively do we gather this information? • How well do we implement individual routines for each young child? • How do we ensure young children have opportunities for choice throughout the routine and within their play? • How well do our routines and resources challenge stereotypical thinking and unconscious bias?

Quality Standard	Here I am! (0-1)	I'm exploring! Look at me now! (1-3)	Watch me go, here I come! (3-5)
<p>We actively encourage parents to engage with us to support the needs of their child.</p>	<ul style="list-style-type: none"> • How well do we involve parents during their baby's transition into the setting? • How well do we utilise planned settling-in sessions to ease transition? • How well do we support both parents and baby with the initial transition? • How well do we gather information about the baby, e.g. using shared care plans or similar documents? • How effective is our support for on-going transitions, in and between settings? 	<ul style="list-style-type: none"> • How well do we involve parents during their toddler's transition into the setting? • How well do we utilise planned settling-in sessions to ease transition? • How well do we support both parents and toddler with the initial transition? • How well do we gather information about the toddler, e.g. using shared care plans or similar documents? • How effective is our support for on-going transitions, in and between settings? 	<ul style="list-style-type: none"> • How well do we involve parents during their young child's transition into the setting and/or school? • How well do we utilise planned settling-in sessions to ease the transition? • How well do we support both parents and young child with the initial transition? • How well do we gather information about the young child e.g. using shared care plans or similar documents? • How effective is our support for on-going transitions, in and between settings and schools?
<p>Babies and young children build positive attachments.</p>	<ul style="list-style-type: none"> • How well are positive attachments built and encouraged? For example, how do we consider responsive care? • How do we ensure all babies have the same opportunities to develop positive attachments and engage in experiences that are unique to them? • How do we ensure that babies are fed and changed by a consistent adult throughout the day/session? 	<ul style="list-style-type: none"> • How well do we build positive attachments and how are these used to support the well-being of the toddler? • How do we ensure all toddlers have the same opportunities to develop positive attachments and engage in experiences that are unique to them? • How do we ensure that toddlers engage with a consistent adult frequently throughout the day/session? (For 1 and 2 year olds this should include feeding and changing.) 	<ul style="list-style-type: none"> • How well do we build positive attachments and how are these used to support the well-being of the young child? • How do we ensure all young children have the same opportunities to develop positive attachments and engage in experiences that are unique to them? • How do we ensure that young children engage with a consistent adult frequently throughout the day/session?

Quality Standard	Here I am! (0-1)	I'm exploring! Look at me now! (1-3)	Watch me go, here I come! (3-5)
<p>We ensure that our practice and provision supports the well-being of all babies and young children.</p>	<ul style="list-style-type: none"> • How well do we support and develop the health and well-being of babies through care and play-based experiences? • How do we ensure that we know and use some words in the baby's home language? • How are babies given praise and encouragement? • How well do babies in our setting develop a sense of identity, belonging and build resilience? • How well do we manage opportunities for group times and one-to-one experiences to develop a sense of self? 	<ul style="list-style-type: none"> • How well do we support and develop the health and well-being of toddlers through care and play-based experiences? • How do we ensure that we know and use some words in the toddler's home language? • How and why do we give praise and encouragement to toddlers? • How well do toddlers in our setting develop a sense of identity, belonging and build resilience? • How well do we manage opportunities for group times and one-to-one experiences to develop a sense of self? 	<ul style="list-style-type: none"> • How well do we support and develop the health and well-being of young children through routine and play-based experiences? • How do we ensure that we know and use some words in the young child's home language? • How and why do we give praise and encouragement to young children? • How well do young children in our setting or school develop a sense of identity, belonging and build resilience? • How well do we manage opportunities for group times and one-to-one experiences to develop a sense of self?
<p>Our environments support babies and young children to feel valued, to experience a sense of belonging and ownership.</p>	<ul style="list-style-type: none"> • How well do we support babies to become active, engaged and curious? How do we know what engages them the most? • How do we ensure we provide babies with enough time to persevere? How well do we sustain their interests and curiosity? • How do we ensure we provide stimulating resources that promote babies' curiosity about the wider society, celebrating equality and cultural awareness? • How well do the resources on offer genuinely represent the range of families and communities living in the locality and in Wales, as well as in the wider world? How do we work regularly with families and the community to ensure authenticity in this? 	<ul style="list-style-type: none"> • How well do we support toddlers to become active, engaged and curious? How do we know what engages them the most? • How well do we ensure we provide toddlers with enough time to persevere? How well do we sustain their interests, explorations and curiosity? • How do we ensure we provide stimulating resources that promote toddlers' curiosity about the wider society, celebrating equality and cultural awareness? • How well do the resources on offer genuinely represent the range of families and communities living in the locality and in Wales, as well as in the wider world? How do we work regularly with families and the community to ensure authenticity in this? 	<ul style="list-style-type: none"> • How well do we support young children to become active, engaged and curious? How do we know what engages them the most? • How do we ensure we provide young children with enough time to persevere? How well do we sustain their interests, explorations and curiosity? • How do we ensure we provide stimulating resources that promote young children's curiosity about the wider society, celebrating equality and cultural awareness? • How well do the resources on offer genuinely represent the range of families and communities living in the locality and in Wales, as well as in the wider world? How do we work regularly with families and the community to ensure authenticity in this?

Quality Standard	Here I am! (0-1)	I'm exploring! Look at me now! (1-3)	Watch me go, here I come! (3-5)
<p>We provide parents with all the information they need to make an informed choice about the early childhood education or childcare service they require.</p>	<ul style="list-style-type: none"> • How do we ensure all our information platforms are up to date, e.g. website, parental handbook? • How effectively do we provide information to parents about our policies and procedures? • How well do we include parents in the life of the setting? How do we let them know how they can support us? 	<ul style="list-style-type: none"> • How do we ensure all our information platforms are up to date, e.g. website, parental handbook? • How effectively do we provide information to parents about our policies and procedures? • How well do we include parents in the life of the setting? How do we let them know how they can support us? 	<ul style="list-style-type: none"> • How do we ensure all our information platforms are up to date, e.g. website, parental handbook? • How effectively do we provide information to parents about our policies and procedures? • How well do we include parents in the life of the setting or school? How do we let them know how they can support us?
<p>We keep parents informed about all aspects of their baby or young child's care, development and progress</p>	<ul style="list-style-type: none"> • How well do we share information with parents regarding their baby's progress? • How well do we keep parents informed about their baby's day, including care needs and routines? How do we know the information we share is meaningful for all? 	<ul style="list-style-type: none"> • How well do we share information with parents regarding their toddler's progress? • How well do we keep parents informed about their toddler's day, including care needs and routines (for 1-2 year olds)? How do we know the information we share is meaningful for all? 	<ul style="list-style-type: none"> • How well do we share information with parents regarding their young child's progress? • How well do we keep parents informed about their young child's day? How do we consider what we need to tell parents daily and how that impacts on our practice? How do we know the information we share is meaningful for all?
<p>We ensure parents are aware of support and information available, allowing them to feel valued, respected and empowered.</p>	<ul style="list-style-type: none"> • How well do we support parents with the parenting choices they make? • How well do we make parents aware of support and/or information that could benefit them? • How well do we ensure the support and information we provide is current and appropriate? • How well do we take parents' communication needs into account to ensure they feel respected and valued? 	<ul style="list-style-type: none"> • How well do we recognise and support parents through the different stages of their toddler's development? • How well do we show that we value parents' individual needs and parenting styles? • How well do we ensure that the support and information we provide is current and appropriate? • How well do we take parents' communication needs into account to ensure they feel respected and valued? 	<ul style="list-style-type: none"> • How well do we recognise and support parents through the different stages of their young child's development? • How well do we show that we value parents' individual needs and parenting styles? • How do we ensure that the support and information we provide is current and appropriate? • How well do we take parents' communication needs into account to ensure they feel respected and valued?

Quality Standard	Here I am! (0-1)	I'm exploring! Look at me now! (1-3)	Watch me go, here I come! (3-5)
<p>We use our community to develop a sense of belonging for all babies and young children.</p>	<ul style="list-style-type: none"> • How well do we know what a sense of belonging looks and sounds like for a baby in our setting? • How well do we use our local community to develop our babies' sense of belonging? • How effective are visitors from the community in supporting our babies' sense of belonging? 	<ul style="list-style-type: none"> • How well do we know what a sense of belonging looks and sounds like for a toddler in our setting? • How well do we use our local community to develop our toddlers' sense of belonging? • How effective are visitors from the community in supporting our toddlers' sense of belonging? 	<ul style="list-style-type: none"> • How well do we know what a sense of belonging looks and sounds like for a young child in our setting or school? • How well do we use our local community to develop our young children's sense of belonging? • How effective are visitors from the community in supporting our young children's sense of belonging?
<p>We work in partnership with others to ensure all babies and young children have their needs and development met.</p>	<ul style="list-style-type: none"> • How successfully do we work with parents and professionals to maintain a full range of records to support each baby's health and well-being and ensure smooth running of the setting? • How do we ensure all babies' records are stored confidentially? • How do we ensure that all our records are up to date, and parents are aware of procedures to follow? • How well do we support communication, trust and respect between practitioners, parents and professionals? Are we clear about our roles and responsibilities when working with parents and partners? 	<ul style="list-style-type: none"> • How successfully do we work with parents and professionals to maintain a full range of records to support each toddler's health and well-being and ensure smooth running of the setting? • How do we ensure all toddlers' records are stored confidentially? • How do we ensure that all our records are up to date, and parents are aware of procedures to follow? • How well do we support communication, trust and respect between practitioners, parents and professionals? Are we clear about our roles and responsibilities when working with parents and partners? 	<ul style="list-style-type: none"> • How successfully do we work with parents and professionals to maintain a full range of records to support each young child's health and well-being and ensure smooth running of the setting or school? • How do we ensure all young children's records are stored confidentially? • How do we ensure that all our records are up to date, and parents are aware of procedures to follow? • How well do we support communication, trust and respect between practitioners, parents and professionals? Are we clear about our roles and responsibilities when working with parents and partners?

Quality Standard	Here I am! (0-1)	I'm exploring! Look at me now! (1-3)	Watch me go, here I come! (3-5)
<p>All babies and young children are safeguarded from harm, abuse and neglect</p>	<ul style="list-style-type: none"> • How do we ensure that we take all possible steps to safeguard all babies attending our setting? • How well do our policies and procedures reflect the latest safeguarding legislation and guidance for Wales? • How do we ensure our safeguarding practices, specific to babies, are up to date? • How well do we make parents and visitors aware of our safeguarding policy? Is this accessible? • How well do staff understand who they can go to if they are worried, upset or concerned about a baby's safety or health? • How effective are our partnerships with other professionals when keeping babies safe? 	<ul style="list-style-type: none"> • How do we ensure that we take all possible steps to safeguard all toddlers attending our setting? • How well do our policies and procedures reflect the latest safeguarding legislation and guidance for Wales? • How do we ensure our safeguarding practices, specific to toddlers, are up to date? • How well do we make parents and visitors aware of our safeguarding policy? Is this accessible? • How well do all toddlers and staff understand who they can go to if they are worried, upset or concerned? • How effective are our partnerships with other professionals when keeping toddlers safe? 	<ul style="list-style-type: none"> • How do we ensure that we take all possible steps to safeguard all young children attending our setting or school? • How well do our policies and procedures reflect the latest safeguarding legislation and guidance for both education and care for Wales? • How do we ensure our safeguarding practices, specific to young children, are up to date? • How well do we make parents and visitors aware of our safeguarding policy? Is this accessible? • How well do all young children and staff understand who they can go to if they are worried, upset or concerned? • How effective are our partnerships with other professionals when keeping young children safe?

Quality Standard	Here I am! (0-1)	I'm exploring! Look at me now! (1-3)	Watch me go, here I come! (3-5)
<p>Babies and young children are cared for well during intimate care and toileting routines.</p>	<ul style="list-style-type: none"> • How well does our nappy changing policy meet each baby's needs? • How do we ensure that the baby's privacy and dignity is respected during intimate care routines? • How well do our processes and nappy-changing environment meet the requirements within the Infection Prevention and Control Guidance (2019) for Childcare Settings (0-5 years) in Wales? 	<ul style="list-style-type: none"> • How well does our nappy changing and toileting policies meet each toddler's needs? • How do we ensure that each toddler's privacy and dignity is respected during toileting and intimate care routines? • How well do our toileting and intimate care processes and environments meet the requirements within the Infection Prevention and Control Guidance (2019) for Childcare Settings (0-5 years) in Wales? • How effective is our support for toilet training? How well do we support toddlers and parents during toilet training and intimate care routines? 	<ul style="list-style-type: none"> • How effective is our toileting policy in meeting each young child's needs? • How do we ensure that each child's privacy and dignity is respected during toileting and intimate care routines? • How well do our toileting and intimate care processes and environments meet the requirements within the Infection Prevention and Control Guidance (2019) for Childcare Settings (0-5 years) in Wales? • How effective is our support for toilet training? How well do we support young children and parents during toilet training and intimate care routines?
<p>All children have adequate bespoke opportunity to rest and relax in a calm environment.</p>	<ul style="list-style-type: none"> • How well do we arrange an appropriate area to meet an individual baby's sleep patterns? Is it sufficient for all babies in our care? • How effective are our processes to ensure sleeping babies are checked continually? Do we understand why each of these processes is in place? • How well do our processes and sleep areas meet the requirements within the Infection Prevention and Control Guidance (2019) for Childcare Settings (0-5 years) in Wales? 	<ul style="list-style-type: none"> • How well do we arrange an appropriate area to meet an individual toddler's sleep patterns? Is it sufficient for all toddlers in our care? • How effective are our processes to ensure sleeping toddlers are checked continually? Do we understand why each of these processes is in place? • How well do our processes and sleep areas meet the requirements within the Infection Prevention and Control Guidance (2019) for Childcare Settings (0-5 years) in Wales? 	<ul style="list-style-type: none"> • How well do we arrange appropriate area to meet an individual child's rest and sleep patterns? Is it sufficient for all young children in our care? • How effective are our processes to ensure sleeping young children are checked continually? Do we understand why each of these processes is in place? • How well do our processes and sleep areas meet the requirements within the Infection Prevention and Control Guidance (2019) for Childcare Settings (0-5 years) in Wales?

Quality Standard	Here I am! (0-1)	I'm exploring! Look at me now! (1-3)	Watch me go, here I come! (3-5)
<p>We monitor and administer medication appropriately for babies and young children.</p>	<ul style="list-style-type: none"> • How well does our medication policy and procedures reflect the latest guidance? How do we make parents aware of the policy? • How do we ensure that the administering of any medication to a baby is done with the evidenced agreement of the parent and with an understanding of the possible side effects of the medication? • How well are records kept of all medicines administered to babies and are parents asked to document acknowledgement that medication has been provided? • How well do we maintain our qualifications to give medication? How and when would we decide against administering medication? • When administering prescription medicines that require technical or medical knowledge, how do we ensure our approach meets the needs of each individual baby? 	<ul style="list-style-type: none"> • How well does our medication policy and procedures reflect the latest guidance? How well do we make parents aware of the policy? • How do we ensure that the administering of any medication to a toddler is done with the evidenced agreement of the parent and with an understanding of the possible side effects of the medication? • How well are records kept of all medicines administered to toddlers and are parents asked to document acknowledgement that medication has been provided? • How well do we maintain our qualifications to give medication? How and when would we decide against administering medication? • When administering prescription medicines which requires technical or medical knowledge, how do we ensure our approach meets the needs of each individual toddler? 	<ul style="list-style-type: none"> • How well does our medication policy and procedures reflect the latest guidance? How well do we make parents aware of the policy? • How do we ensure that the administering of any medication to a young child is done with the evidenced agreement of the parent and with an understanding of the possible side effects of the medication? • How well are records kept of all medicines administered to young children and are parents asked to document acknowledgement that medication has been provided? • How well do we maintain our qualifications to give medication? How and when would we decide against administering medication? • When administering prescription medicines which requires technical or medical knowledge, how do we ensure our approach meets the needs of each individual young child?

Quality Standard	Here I am! (0-1)	I'm exploring! Look at me now! (1-3)	Watch me go, here I come! (3-5)
<p>We plan for and meet babies' and young children's nutritional needs following parental wishes and current best practice and guidelines.</p>	<ul style="list-style-type: none"> • How well is breast and formula milk stored and how are bottles made up? • How well are feed times planned and individual routines followed? • How well do feed times promote attachments and well-being of the baby? • How well are baby and parental wishes considered when weaning? • How well do we support the dietary requirements of all babies? • How well are records of baby's food intake kept and shared with parents? • How well are baby's hydration needs met? Do we use an area with access to drinking water? • How well do we provide a safe and comfortable environment for parents to breast feed? 	<ul style="list-style-type: none"> • How well are the food and nutritional guidelines embedded to ensure that we provide balanced meals with appropriate portion sizes, at regular times and with regular intervals between them? • How well do we support the dietary requirements of all toddlers? • How well do we encourage, where appropriate, toddlers to feed themselves? Do we provide the appropriate cutlery and tools? • How well do we keep parents informed of their toddler's meal plans and daily intake? • How well do we provide a safe and comfortable environment for parents to breast feed? • How well are a toddler's hydration needs met? How do we provide regular access to drinking water? 	<ul style="list-style-type: none"> • How well are the food and nutritional guidelines embedded to ensure that we provide balanced meals with appropriate portion sizes, at regular times and with regular intervals between them? • How well do we support the dietary requirements of all young children? • How well do we support young children to become independent at meal and snack times? • How well do we keep parents informed of their young child's meal plans and daily intake? • How well do we provide a safe and comfortable environment for parents to breast feed? • How well are a young child's hydration needs met? How do we provide regular access to drinking water?

Quality Standard	Here I am! (0-1)	I'm exploring! Look at me now! (1-3)	Watch me go, here I come! (3-5)
<p>We use our observations and knowledge of babies' and young children's needs and interests effectively to support their development.</p>	<ul style="list-style-type: none"> • How well do we closely observe babies, get to know and understand their personalities well to ensure we are able to respect and respond to their individual needs and preferences? • How well do we regularly use a range of observations from other practitioners to collaborate on future planning? • How well do we regularly observe and assess babies' development and play? • How well do our observations identify successfully what each baby's strengths, areas for development and progress are? • How well do we use the information gathered from observations, e.g. within planning and when sharing it with professionals? • How do we engage and support parents with observations? How well do we help them promote their baby's progress? 	<ul style="list-style-type: none"> • How well do we closely observe toddlers and get to know and understand their personalities well to respond to their individual needs and preferences? • How well do we regularly use a range of observations from other practitioners to collaborate on future planning? • How well do we regularly observe and assess toddlers' development and play? • How well do our observations identify successfully what each toddler's strengths, areas for development and progress are? • How well do we use the information gathered from observations, e.g. for planning and when sharing it with professionals? • How well do we engage and support parents with observations? How well do we help them promote their toddler's progress? 	<ul style="list-style-type: none"> • How well do we closely observe young children and get to know and understand their personalities well to respond to their individual needs and preferences? • How well do we regularly use a range of observations from other practitioners to collaborate on future planning? • How well do we regularly observe and assess young children's play, learning and development? • How well do our observations identify successfully what each young child's strengths, areas for development and progress are? • How well do we use the information gathered from observations, e.g. within planning and when sharing it with professionals? • How well do we engage and support parents with observations? How well do we help them promote their young child's progress?

Quality Standard	Here I am! (0-1)	I'm exploring! Look at me now! (1-3)	Watch me go, here I come! (3-5)
<p>We support all babies' and young children's communication and language development. We promote and value bilingualism.</p>	<ul style="list-style-type: none"> • How well do we model high-quality interactions, both verbal and non-verbal? • How well do we think about the way in which we communicate with babies within routines and experiences? How effectively do we use eye contact, gesture, tone of voice and pace of spoken language? How well do we consider how babies engage with practitioners and our physical closeness? • How do we ensure we think about how babies are approached? • How well do we plan for and utilise one-to-one time with babies for activities such as mimicking facial expressions, encouraging sound play, maintaining eye contact when bottle feeding, sitting at baby's height for meals? • How well do we understand and act on the verbal and non-verbal communication cues of babies? • How well do we encourage communication, e.g. using commentary, soothing songs? • How well does our planning, within routines and experiences, develop and enrich babies' communication skills, including Welsh language skills? • How well do we ensure that babies have regular opportunities to engage in stories, songs and rhymes, both in groups and one-to-one? • How well is the need for group and individual quality one-to-one time managed to support communication? 	<ul style="list-style-type: none"> • How well do we model high-quality interactions both verbal and non-verbal? • How well do we think about the way in which we communicate with toddlers within routines and experiences? How effectively do we use eye contact, gesture, tone of voice and pace of spoken language? How well do we consider how toddlers engage with practitioners and our physical closeness? • How do we ensure we think about how toddlers are approached? • How do we ensure that correct vocabulary and terminology is used? • How well do we understand and act on the verbal and non-verbal communication cues of toddlers? • How successfully do we become aware of the preferred way of communication for each toddler and how well do we use this to encourage effective communication? • How well do we encourage and support communication for each toddler, e.g. using open questions? • How well does our planning, within routines and experiences, develop and enrich toddlers' communication skills, including Welsh language skills? • How do we ensure that toddlers have regular opportunities to engage in stories, songs and rhymes, both in groups and one-to-one? • How well is the need for group and individual quality one-to-one time managed to support communication? 	<ul style="list-style-type: none"> • How well do we model high-quality interactions both verbal and non-verbal? • How well do we think about the way in which we communicate with young children within routines and experiences? How effectively do we use eye contact, gesture, tone of voice and pace of spoken language? How well do we consider how young children engage with practitioners and our physical closeness? • How do we ensure we think about how we gain a young child's attention? • How do we ensure that correct vocabulary and terminology are used? • How well do we understand and act on the verbal and non-verbal communication cues of young children? • How successfully do we become aware of the preferred way of communication for each child and how well do we use this to encourage effective communication? • How well do we encourage and support communication for each young child, e.g. using sustained shared thinking? • How well does our planning, within routines and experiences, develop and enrich young children's communication skills, including Welsh language skills? • How do we ensure that young children have regular opportunities to engage in stories, songs and rhymes, both in groups and one-to-one? • How well is the need for group and individual quality one-to-one time managed to support communication?

Quality Standard	Here I am! (0-1)	I'm exploring! Look at me now! (1-3)	Watch me go, here I come! (3-5)
<p>We support babies and young children to understand and manage their behaviour</p>	<ul style="list-style-type: none"> • How consistent are we in our approach to promoting and modelling positive interactions? • How well do we do we use our understanding and knowledge of child development and how it affects babies' behaviour? • How well do we support each baby to build positive interactions between their peers and adults in the setting? Do we know why this is important? • How well do we use our time and give our attention, as well as providing positive reinforcement to support a baby's understanding of routine and structure? 	<ul style="list-style-type: none"> • How consistent are we in our approach to promoting and modelling positive interactions? • How well do we do we use our understanding and knowledge of child development and how it affects a toddler's behaviour? • How well do we support each toddler to build positive interactions between their peers and adults in the setting? Do we know why this is important? • How well do we use our time and give our attention, as well as providing positive reinforcement to support a toddler's understanding of structure and boundaries? 	<ul style="list-style-type: none"> • How consistent are we in our approach to promoting and modelling positive interactions? • How well do we do we use our understanding and knowledge of child development and how it affects a young child's behaviour? • How well do we support each young child to build positive interactions between their peers and adults in the setting or school? Do we know why this is important? • How well do we use our time and give our attention, as well as providing positive reinforcement to support a young child's understanding of structure and boundaries?

Quality Standard	Here I am! (0-1)	I'm exploring! Look at me now! (1-3)	Watch me go, here I come! (3-5)
<p>Our practice is inclusive, with a child's individual needs at the heart of everything we do.</p>	<ul style="list-style-type: none"> • How do we know and ensure the planning of the routine and experiences is successful in engaging and meeting the needs of all babies? • How do we ensure our practice inclusive, with each baby's individual needs at the heart of everything we do? • How well do we identify, assess and respond to each babies' individual needs? • How well do we take appropriate action when additional learning needs are identified? How well do we ensure we meet the needs of individual babies through additional play provision or structured adult support (if required by the ALN Code Wales 2021)? • How well do we work with families to share and celebrate similarities and differences within the setting, local communities and wider society? • How well do we ensure that the setting is accessible to adults and babies? 	<ul style="list-style-type: none"> • How do we ensure the planning of the routine and experiences is successful in engaging and meeting the needs of all toddlers? • How do we ensure our practice inclusive, with each toddler's individual needs at the heart of everything we do? • How well do we identify, assess and respond to each toddlers' individual needs? • How well do we take appropriate action when additional learning needs are identified? How well do we ensure we meet the needs of individual toddlers through additional play provision or structured adult support (if required by the ALN Code Wales 2021)? • How well do we work with families to share and celebrate similarities and differences within the setting, local communities and wider society? • How well do we ensure that the setting is accessible to adults and toddlers? 	<ul style="list-style-type: none"> • How do we ensure the planning of the routine and experiences is successful in engaging and meeting the needs of all young children? • How do we ensure our practice inclusive, with each young child's individual needs at the heart of everything we do? • How well do we identify, assess and respond to each young child's individual needs? • How well do we take appropriate action when additional learning needs are identified? How well do we ensure we meet the needs of individual young children through additional learning provision or structured adult support (if required by the ALN Code Wales 2021)? • How well do we work with families to share and celebrate similarities and differences within the setting or school, local communities and wider society? • How well do we ensure that the setting or school is accessible to adults and young children?

Quality Standard	Here I am! (0-1)	I'm exploring! Look at me now! (1-3)	Watch me go, here I come! (3-5)
<p>All practitioners are involved in their own professional learning and development and understand the impact it has on babies' and young children's development.</p>	<ul style="list-style-type: none"> • How well do we continually develop our knowledge of early child development to meet each individual baby's needs? • How aware are we of how babies' physical development progresses and the advice relating to positioning and holding babies? Do we know who to ask for specific advice? • How well has the specific training we have undertaken to work with babies improved their outcomes? • How well are we involved in conversations regarding our professional learning? • How well are we supported to implement knowledge and skills from our professional learning? • How well do we document our reflective practice, e.g. use reflective journals to support personal and group professional learning, self-evaluation and improvement? 	<ul style="list-style-type: none"> • How well do we continually develop our knowledge of early child development to meet each individual toddler's needs? • How well has the specific training we have undertaken to work with toddlers improved their outcomes? • How well are we involved in conversations regarding our professional learning? • How well are we supported to implement knowledge and skills from our professional learning? • How well do we document our reflective practice, e.g. use reflective journals to support personal and group professional learning, self-evaluation and improvement? 	<ul style="list-style-type: none"> • How well do we continually develop our knowledge of early child development to meet each individual young child's needs? • How well has the specific training we have undertaken to work with young children improved their outcomes? • How well are we involved in conversations regarding our professional learning? • How well are we supported to implement knowledge and skills from our professional learning? • How well do we document our reflective practice, e.g. use reflective journals to support personal and group professional learning, self-evaluation and improvement?
<p>Our professional development opportunities enable us to provide high- quality early childhood play, learning and care for all babies and young children.</p>	<ul style="list-style-type: none"> • How do we ensure a clear and robust induction process for new or existing staff transitioning into caring for babies? • How well do we encourage and support professional learning opportunities that meet the needs of all babies and practitioners in an inclusive way? • How well do we reflect on the impact of professional learning on staff, on provision and on babies' development? • How well do we develop and sustain Welsh language opportunities and an understanding of Cynefin for staff? 	<ul style="list-style-type: none"> • How do we ensure a clear and robust induction process for new or existing staff transitioning into caring for toddlers? • How well do we encourage and support professional learning opportunities that meet the needs of all toddlers and practitioners in an inclusive way? • How well do we reflect on the impact of professional learning on staff, on provision and on toddlers' development? • How well do we develop and sustain Welsh language opportunities and an understanding of Cynefin for staff? 	<ul style="list-style-type: none"> • How do we ensure a clear and robust induction process for new or existing staff transitioning into early education and care provision? • How well do we encourage and support professional learning opportunities that meet the needs of all children and practitioners in an inclusive way? • How well do we reflect on the impact of professional learning on staff, on provision and on young children's development? • How well do we develop and sustain Welsh language opportunities and an understanding of Cynefin for staff?

Quality Standard	Here I am! (0-1)	I'm exploring! Look at me now! (1-3)	Watch me go, here I come! (3-5)
<p>We use our observations and planning to ensure provision for babies and young children is flexible and responsive and has a positive impact on their play, learning and development.</p>	<ul style="list-style-type: none"> • How do we ensure we are using observation and assessment information to inform our planning for babies? • How well do we provide a range of engaging experiences to support each baby's well-being and development? • How do we ensure our planning is flexible to support babies' developing needs? • How well do we plan both responsively and intentionally so that babies' care and play can be supported and extended? • How well do we document and reflect on our observations to enhance future activities for babies? • How do we know and ensure indoor and outdoor opportunities and experiences are both enjoyable and developmentally appropriate for all babies? 	<ul style="list-style-type: none"> • How do we ensure we are using observation and assessment information to inform our planning for toddlers? • How well do we provide a range of engaging experiences to support each toddler's well-being and development? • How well do we plan a suitable balance between child-initiated and adult-led activities that meet toddlers' individual needs flexibly? • How well do we plan both responsively and intentionally so that toddlers' care and play can be supported and extended? • How well do we document and reflect on our observations to enhance future activities for toddlers? • How do we know and ensure indoor and outdoor opportunities and experiences are both enjoyable and developmentally appropriate for all toddlers? 	<ul style="list-style-type: none"> • How do we ensure we are using observation and assessment information to inform our planning for young children? • How well do we provide a range of engaging experiences to support each young child's well-being and development? • How well do we provide and plan a suitable balance between child-initiated and adult-led activities that meet young children's individual needs flexibly? • How well do we plan both responsively and intentionally so that young children's learning and play can be supported and extended? • How do we document and reflect on our observations to enhance future activities for young children? • How do we know and ensure indoor and outdoor opportunities and experiences are both enjoyable and developmentally appropriate for all young children?

Quality Standard	Here I am! (0-1)	I'm exploring! Look at me now! (1-3)	Watch me go, here I come! (3-5)
<p>We support babies and young children to develop their attention, concentration, and perseverance through play and playful learning</p>	<ul style="list-style-type: none"> • How do we ensure we have a secure understanding of what 'awe and wonder' is and that all babies have opportunities to experience it? • How well do we support babies to be competent and capable in all that they do? • How well do we support babies to explore and be curious? • How well do we collaborate to plan flexible, responsive and innovative activities? • How successfully does our planning build as babies progress through the setting? • How well do we genuinely share in a baby's joy? 	<ul style="list-style-type: none"> • How do we ensure we have a secure understanding of what 'awe and wonder' is and that all toddlers have opportunities to experience it? • How well do we respond to and feed the individual fascinations and curiosities toddlers have? • How well do we support toddlers to be competent and capable in all that they do? • How well do we understand the importance of providing opportunities for toddlers to play in authentic contexts? • How well do we place an appropriate emphasis on extended periods of play? • How well do we value the toddler's creative process rather than the end product? • How well do we collaborate to plan flexible, responsive and innovative activities? • How successfully does our planning build as toddlers progress through the setting? • How well do we use our observations of toddlers' play to begin to identify and plan for schematic learning? • How well do we genuinely share in a toddler's joy and enthusiasm? 	<ul style="list-style-type: none"> • How do we ensure we have a secure understanding of what 'awe and wonder' is and that all young children have opportunities to experience it? • How well do we respond to and feed the individual fascinations and curiosities young children have? • How do we support young children to be competent and capable in all that they do? • How well do we understand the importance of providing opportunities for young children to learn through play and active involvement in authentic contexts? • How well do we place an appropriate emphasis on extended periods of play? • How well do we value the young child's creative process rather than the end product? • How well do we collaborate to plan flexible, responsive and innovative activities? • How successfully does our planning build as young children progress through the setting or school? • How well do we use our observations of young children's play to identify and plan for schematic learning? • How well do we genuinely share in a young child's joy and enthusiasm?

Quality Standard	Here I am! (0-1)	I'm exploring! Look at me now! (1-3)	Watch me go, here I come! (3-5)
<p>We ensure the authentic opportunities and experiences we offer are developmentally appropriate for all babies and young children</p>	<ul style="list-style-type: none"> • How do we ensure babies are provided with opportunities for a range of physical activities, e.g. tummy time, music and movement sessions? • How well do the multi-sensory opportunities we provide for babies support their holistic development? • How well do we develop babies' communication and interactions throughout their routine and playful engaging experiences? • How well do we provide babies with opportunities to interact with and show an interest in books as well as enjoy their content? • How well do we support babies to celebrate living in Wales in a way that is meaningful to them? • How well do we provide babies with opportunities to show an interest in books, to enjoy their content and follow the stories? • How well do we understand the developmental pathways relating to belonging, communication, exploration, physical development and well-being and how these support babies' play, learning and development? • How well do we support and broaden babies' development by providing them with time and space within experiences and environments? 	<ul style="list-style-type: none"> • How do we ensure that toddlers take part in physical activities that are appropriate to their developmental needs? How are these included as part of their routine as well as planned experiences? • How well do the opportunities we provide support toddlers to become independent, confident and make choices and decisions? • How well do we develop toddlers' communication and interactions throughout their routine and playful engaging experiences? • How well do we provide toddlers with opportunities to show an interest in books, to enjoy their content and follow and join in with the stories? • How well do the multi-sensory opportunities we provide for toddlers support their holistic development? • How well do we support toddlers' creative skills? Do they express themselves through a variety of media using art, music, dance, movement and role-play? • How well do we support toddlers to celebrate living in Wales in a way that is meaningful to them? • How well do we understand the developmental pathways relating to belonging, communication, exploration, physical development and well-being and how these support toddlers' play, learning and development? • How well do we support and broaden toddlers' development by providing them with time and space within experiences and environments? 	<ul style="list-style-type: none"> • How well are young children able to develop physical skills that encourage them to be physically active, in line with their ability? Can they use larger resources and equipment as well as handle small tools and materials to improve their control? • How are we successful at supporting and sustaining young children's thinking and problem-solving skills? • How well do opportunities we provide support young children to become independent, confident and make choices and decisions? • How well do we provide meaningful opportunities for young children to experience and respond to the Welsh language in a range of contexts? • How well do we support young children's communication and literacy skills throughout the routine, engaging experiences and effective environments? • How well do we support young children's numeracy skills throughout the routine, engaging experiences and effective environments? • How well do we support young children's numeracy skills throughout the routine, engaging experiences and effective environments? • How well do we support young children's creative skills? Do they express themselves through a variety of media using art, music, dance, movement and role-play?

Quality Standard	Here I am! (0-1)	I'm exploring! Look at me now! (1-3)	Watch me go, here I come! (3-5)
		<ul style="list-style-type: none"> • To what extent are we familiar with the developmental pathways relating to belonging, communication, exploration, physical development and well-being and how these support toddlers' play, learning and development? • How do we support and broaden toddlers' development by providing them with time and space within experiences and environments? 	<ul style="list-style-type: none"> • How do we immerse young children in authentic and purposeful experiences that incorporate developing digital skills and competencies in their everyday lives? • How well do we support young children to celebrate living in Wales in a way that is meaningful to them? • How successfully are we developing and securing our understanding of the requirements of the Curriculum for Wales? • How well do we understand the five developmental pathways relating to belonging, communication, exploration, physical development and well-being and how these support young children's learning and development? • How well do we plan both responsively and intentionally so that young children's learning and play can be supported and extended? • How well do we broaden young children's learning and play by providing them with time and space within experiences and environments?

Quality Standard	Here I am! (0-1)	I'm exploring! Look at me now! (1-3)	Watch me go, here I come! (3-5)
Our environments support the flow of communication	<ul style="list-style-type: none"> • How well do we consider factors that could impact communication indoors, such as lighting, sounds, volume of noise and the layout of the room? • How well do we consider factors that could impact communication outdoors, such as environmental sounds, weather and the seating position of the baby in pram or pushchair? 	<ul style="list-style-type: none"> • How well do we consider factors that could impact communication indoors such as lighting, sounds, volume of noise and the layout of the room? • How well do we consider factors that could impact communication outdoors, such as environmental sounds, weather and the seating position of the toddler in the pushchair? 	<ul style="list-style-type: none"> • How well do we consider factors that could impact communication indoors such as lighting, sounds, volume of noise and the layout of the room? • How well do we consider factors that could impact communication outdoors, such as environmental sounds, weather and the seating position of the young child in group situations?
Our environments engage and reflect babies' and young children's interests and support their development	<ul style="list-style-type: none"> • How well do we know our environments are effective for all babies, indoors and outdoors? • How do we ensure our environments have spaces for rest, calmness and comfort, as well as physical and exploratory play? • How well do we respond to an individual baby's interests and needs within the environment? • How do we ensure each baby has access to furniture, equipment, toys and resources that are appropriate and suitable for their needs? • How well do our environments offer opportunities for babies to explore a range of surfaces and levels to support their holistic development? 	<ul style="list-style-type: none"> • How well do we know our environments are effective for all toddlers, indoors and outdoors? • How well do we ensure our environments have spaces for rest, calmness and comfort, as well as physical and exploratory play? • How do we respond to an individual toddler's interests and needs within the environment? • How do we ensure resources available to meet each toddler's needs? • How well do our environments offer opportunities for toddlers to explore a range of surfaces and levels to support their holistic development? 	<ul style="list-style-type: none"> • How well do we know our environments are effective for all young children, indoors and outdoors? • How do we ensure our environments have spaces for rest, calmness and comfort, as well as physical and exploratory play? • How well do we respond to an individual young child's interests and needs within the environment? • How do we ensure resources available to meet each young child's needs? • How well do our environments offer opportunities for young children to explore a range of surfaces and levels to support their holistic development?

Quality Standard	Here I am! (0-1)	I'm exploring! Look at me now! (1-3)	Watch me go, here I come! (3-5)
<p>We ensure that our outdoor environment has distinct and natural spaces for play, learning and rest opportunities and is used daily.</p>	<ul style="list-style-type: none"> • How do we ensure that outdoor play space is used daily, to support babies' well-being and development? • How well do we provide babies with experiences that include sustainable materials, animals and gardening, throughout the year? • How well do we make our outdoor environment a rich and stimulating space for babies? • How well does the environment we plan support babies to feel safe and comfortable? • How well do we support babies to explore their boundaries and manage risks? • How do we ensure that the outdoor environment supports the indoor environment, rather than replicating it? • How well do we make sure that we make the most of all types of weather for babies to experience? 	<ul style="list-style-type: none"> • How do we ensure that outdoor play space is used daily to support toddlers' well-being and development? • How well do we enable free-flow access to the outdoor environments? • How well do we provide toddlers with experiences that include sustainable materials, animals and gardening, throughout the year? • How well do we make our outdoor environment a rich and stimulating space for toddlers? • How well does the environment we plan support toddlers to feel safe and comfortable? • How well do we support toddlers to explore their boundaries and manage risks? • How do we ensure that the outdoor environment supports the indoor environment, rather than replicating it? • How well do we make sure that we make the most of all types of weather for toddlers to experience? 	<ul style="list-style-type: none"> • How do we ensure that outdoor play space is used daily to support young children's well-being and development? • How well do we enable free-flow access to the outdoor environments? • How well do we provide young children with real-life experiences that include sustainable materials, animals and gardening, throughout the year? • How well do we make our outdoor environment a rich and stimulating space for young children? • How well does the environment we plan support young children to feel safe and comfortable? • How well do we support young children to explore their boundaries and manage risks? • How do we ensure that the outdoor environment supports the indoor environment, rather than replicating it? • How do we encourage young children to look after the outdoor environment and natural resources? • How well do we make sure we make the most of all types of weather for young children to experience?

Quality Standard	Here I am! (0-1)	I'm exploring! Look at me now! (1-3)	Watch me go, here I come! (3-5)
<p>We ensure effective safety and security within our environments.</p>	<ul style="list-style-type: none"> • How do we ensure that the environment is safe, secure and extremely well maintained indoors and outdoors? • How effective are our cleaning routines indoors and outside? Do they reflect excellent practices expressed in Hygiene Infection Prevention and Control Guidance (2019) for Childcare Settings (0-5 years) in Wales? • How well do our infection control practices successfully minimise any risks to babies' health and safety? • How do we ensure we reflect our effective environments when considering our setting's policies? 	<ul style="list-style-type: none"> • How do we ensure that the environment is safe, secure and extremely well maintained indoors and outdoors? • How effective are our cleaning routines indoors and outside? Do they reflect excellent practices expressed in Hygiene Infection Prevention and Control Guidance (2019) for Childcare Settings (0-5 years) in Wales? • How well do our infection control practices successfully minimise any risks to toddlers' health and safety? • How do we ensure we reflect our effective environments when considering our setting's policies? 	<ul style="list-style-type: none"> • How do we ensure that the environment is safe, secure and extremely well maintained indoors and outdoors? • How effective are our cleaning routines indoors and outside? Do they reflect excellent practices expressed in Hygiene Infection Prevention and Control Guidance (2019) for Childcare Settings (0-5 years) in Wales? • How well do our infection control practices successfully minimise any risks to young children's health and safety? • How do we ensure we reflect our effective environments when considering our setting or school policies?
<p>We have identified and minimised risks to babies and young children.</p>	<ul style="list-style-type: none"> • How do we ensure we carry out effective and comprehensive general and fire risk assessments? How well are these consistently reviewed and acted upon? • How do we ensure we evacuate babies from the premises should the need arise? • How do we ensure we communicate emergency procedures clearly to those accessing the setting? • How well do we identify unnecessary risks to babies and, as far as possible, eliminate them? • How well do we provide an appropriate balance between the need to promote babies' safety and protect them from harm, and the need to support babies to take appropriate risks? 	<ul style="list-style-type: none"> • How do we ensure we carry out effective and comprehensive general and fire risk assessments? How well are these consistently reviewed and acted upon? • How do we ensure we are we clear about how to evacuate toddlers from the premises should the need arise? • How do we ensure we communicate emergency procedures clearly to those accessing the setting? • How well do we identify unnecessary risks to toddlers and, as far as possible, eliminate them? • How well do we provide an appropriate balance between the need to promote toddlers' safety and protect them from harm, and the need to support toddlers to take appropriate risks? 	<ul style="list-style-type: none"> • How do we ensure we carry out effective and comprehensive general and fire risk assessments and procedures? How well are these consistently reviewed and acted upon? • How do we ensure we are clear about how to evacuate young children from the premises should the need arise? • How do we ensure we communicate emergency procedures clearly to those accessing the setting or school? • How well do we identify unnecessary risks to young children and, as far as possible, eliminate them? • How well do we provide an appropriate balance between the need to promote young children's safety and protect them from harm, and the need to support them to take appropriate risks?

Quality Standard	Here I am! (0-1)	I'm exploring! Look at me now! (1-3)	Watch me go, here I come! (3-5)
<p>We reflect on and monitor the impact of our physical and emotional environments</p>	<ul style="list-style-type: none"> • How well do we make regular observations of the environments, including what babies do and do not access? • How well do we consider observation information and use it to evaluate the need for change and adaptations? • How effective is our space for confidential conversations? • How well do our staff facilities support all practitioners' well-being, health and safety? 	<ul style="list-style-type: none"> • How well do we make regular observations of the environments, including what toddlers do and do not access? • How well do we consider observation information and use it to evaluate the need for change and adaptations? • How effective is our space for confidential conversations? • How well do our staff facilities support all practitioners' well-being, health and safety? 	<ul style="list-style-type: none"> • How well do we make regular observations of the environments, including what young children do and do not access? • How well do we consider observation information and use it to evaluate the need for change and adaptations? • How effective is our space for confidential conversations? • How well do our staff facilities support all practitioners' well-being, health and safety?

Quality Standard	Here I am! (0-1)	I'm exploring! Look at me now! (1-3)	Watch me go, here I come! (3-5)
<p>We have a shared vision and achieve it in collaboration with others</p>	<ul style="list-style-type: none"> • How successfully do we include partners in creating, developing and realising the vision for our setting? • How effectively do we evaluate the implementation of this vision against the outcomes for babies? • How well do leaders identify their own professional development needs as well as those of the staff in the setting? • How effectively do we monitor and evaluate the quality of practice and provision for babies? • How well do we identify the need for change and how do leaders ensure it is successfully implemented? 	<ul style="list-style-type: none"> • How successfully do we include partners in creating, developing and realising the vision for our setting? • How effectively do we evaluate the implementation of this vision against the outcomes for toddlers? • How well do leaders identify their own professional development needs as well as those of the staff in the setting? • How effectively do we monitor and evaluate the quality of practice and provision for toddlers? • How well do we identify the need for change and how do leaders ensure it is successfully implemented? 	<ul style="list-style-type: none"> • How successfully do we include partners in creating, developing and realising the vision for our setting or school? • How effectively do we evaluate the implementation of this vision against the outcomes for young children? • How well do leaders identify their own professional development needs as well as those of the staff in the setting or school? • How effectively do we monitor and evaluate the quality of practice and provision for young children? • How well do we identify the need for change and how do leaders ensure it is successfully implemented?
<p>Leaders have high expectations and support and challenge everyone to do their best</p>	<ul style="list-style-type: none"> • How well do leaders support the team to model positive attitudes towards health, well-being and play in the indoor and outdoor environments? • How well do leaders communicate high expectations of care and play at our setting? • How do we ensure that the National Minimum Standards for Childcare and Play are being used effectively to support childcare? • How do we ensure that the developmental pathways are being used effectively to support babies' development? 	<ul style="list-style-type: none"> • How well do leaders support the team to model positive attitudes towards health, well-being and play in the indoor and outdoor environments? • How well do leaders communicate high expectations of care and play at our setting? • How do we ensure that the National Minimum Standards for Childcare and Play are being used effectively to support childcare? • How do we ensure that the developmental pathways are being used effectively to support toddlers' development? 	<ul style="list-style-type: none"> • How well do leaders support the team to model positive attitudes towards health, well-being, learning and play in the indoor and outdoor environments? • How well do leaders communicate high expectations of play-based learning, teaching and care at our setting or school? • How do we ensure that the developmental pathways are being used effectively to support young children's learning and development? • How do we ensure that the National Minimum Standards for Childcare and Play are being used effectively to support childcare?

Quality Standard	Here I am! (0-1)	I'm exploring! Look at me now! (1-3)	Watch me go, here I come! (3-5)
<p>We provide high-quality early childhood play, learning and care for all babies and young children.</p>	<ul style="list-style-type: none"> • How well do all our policies reflect the high quality care we give and how well we promote and respect relationships, support security, well-being, independence and confidence for all babies in our nurturing environments, indoors and outdoors? • How effectively do we promote a culture of safety and safe practices? • How do we ensure equal opportunities, for staff and babies, throughout our practice and provision? • How successful is our plan to support and develop Welsh language skills within our setting's community? • How do our babies benefit from our adult-to-baby ratio? Do we exceed the required ratios? • How do we ensure that there are sufficient practitioners who have appropriate qualifications and experience of working with babies with ALN and that they are deployed appropriately? 	<ul style="list-style-type: none"> • How well do all our policies reflect the high-quality care we give and how well we promote and respect relationships, support security, well-being, play, independence and confidence for all toddlers in our nurturing environments, indoors and outdoors? • How effectively do we promote a culture of safety and safe practices? • How do we ensure equal opportunities, for staff and toddlers, throughout our practice and provision? • How successful is our plan to support and develop Welsh language skills within our setting's community? • How do our toddlers benefit from our adult-to-toddler ratio? Do we exceed the required ratios? • How do we ensure that there are sufficient practitioners who have appropriate qualifications and experience of working with toddlers with ALN, and that they are deployed appropriately? 	<ul style="list-style-type: none"> • How well do all our policies reflect the high quality care we give and how well we promote and respect relationships, support security, well-being, play, independence, learning and confidence for all young children in our nurturing environments, indoors and outdoors? • How effectively do we promote a culture of safety and safe practices? • How do we ensure equal opportunities, for staff and young children, throughout our practice and provision? • How successful is our plan to support and develop Welsh language skills within our setting's or school's community? • How do our young children benefit from our adult-to-child ratio? Do we exceed the required ratios? • How do we ensure that there are sufficient practitioners who have appropriate qualifications and experience of working with young children with ALN, and that they are deployed appropriately?
<p>Our management of staff and resources is highly effective</p>	<ul style="list-style-type: none"> • How well we are following the safest, most robust processes when recruiting? • How well do we implement an effective system of practitioner supervision and appraisal that leads to agreed targets? • How well do we use whole-staff professional learning experiences to develop and improve knowledge, understanding and skills? 	<ul style="list-style-type: none"> • How well we are following the safest, most robust processes when recruiting? • How well do we implement an effective system of practitioner supervision and appraisal that leads to agreed targets? • How well do we use whole-staff professional learning experiences to develop and improve knowledge, understanding and skills? 	<ul style="list-style-type: none"> • How well we are following the safest, most robust processes when recruiting? • How well do we implement an effective system of practitioner supervision and appraisal that leads to agreed targets? • How well do we use whole-staff professional learning experiences to develop and improve knowledge, understanding and skills?

Quality Standard	Here I am! (0-1)	I'm exploring! Look at me now! (1-3)	Watch me go, here I come! (3-5)
<p>Our use of monitoring, self-evaluation and planning for improvement results in high-quality early childhood play, learning and care for all babies and young children.</p>	<ul style="list-style-type: none"> • How well do we monitor our practice and provision? • How well do we draw on a range of evidence to accurately identify the setting's strengths and areas for improvement within practice and provision for babies? • How effectively do we take account of the views of staff, parents/carers, and others? Do we use this information successfully to support improvements for babies? • How well do we work with others to develop our practice and provision? How do we share our own good practice? • How well do we prioritise the matters we want to improve? How do we decide what is most important or urgent? • How well does our use of funding result in improvements in the quality of care, play and learning? How well do we monitor and record the impact on babies' development and well-being? 	<ul style="list-style-type: none"> • How well do we monitor our practice and provision? • How well do we draw on a range of evidence to accurately identify the setting's strengths and areas for improvement within practice and provision for toddlers? • How effectively do we take account of the views of staff, parents/carers, toddlers and others? Do we use this information successfully to support improvements for toddlers? • How well do we work with others to develop our practice and provision? How do we share our own good practice? • How well do we prioritise the matters we want to improve? How do we decide what is most important or urgent? • How well does our use of funding result in improvements in the quality of care, play and learning? How well do we monitor and record the impact on toddlers' development and well-being? 	<ul style="list-style-type: none"> • How well do we monitor our practice and provision? • How well do we draw on a range of evidence to accurately identify the setting's or school's strengths and areas for improvement within practice and provision for young children? • How effectively do we take account of the views of staff, parents/carers, young children and others? Do we use this information successfully to support improvements for young children? • How well do we work with others to develop our practice and provision? How do we share our own good practice? • How well do we prioritise the matters we want to improve? How do we decide what is most important or urgent? • How well does our use of funding result in improvements in the quality of care, play and learning? How well do we monitor and record the impact on young children's development and learning? • How well do we use grants specifically to develop children's early learning and skills?

Capturing Comments

Quality Standard				
Reflective Question	Initial notes	Reflective comments	Next Steps	Date

Making Changes

What will we start doing?	What will we stop doing?
What will we avoid in future?	What will we alter in future?

Summary of Quality

Setting/School:		Date:	
Well-being:			
What do we do well?		What do we need to improve?	
Families, community and partnerships			
What do we do well?		What do we need to improve?	
Care and development			
What do we do well?		What do we need to improve?	

Play and learning	
What do we do well?	What do we need to improve?
Environments	
What do we do well?	What do we need to improve?
Professional learning and support	
What do we do well?	What do we need to improve?

Leadership

What do we do well?

What do we need to improve?

Making plans

Target:					
What actions do we need to take?	When will we do this?	Who will help?	What will we need? What will it cost?	What does success look like? How will we know?	How and when will we monitor improvements?

Practitioner reflective tool

I am reflecting on ...	
Date:	
What have I tried?	What have I learned?
What am I pleased about?	What am I concerned about?
What next?	

Team reflective tool

We are reflecting on ...	
Date:	
What have we tried?	What have we learned?
What are we pleased about?	What are we concerned about?
What next?	