





Early childhood play, learning and care (ECPLC)





Resource/Link	Age range	Statutory/ Best Practice/ Information?	Who is this for?	How to use this document	What other documents work well with this resource?
 <p>Early childhood play, learning and care in Wales</p>	0–5-year-olds	Best Practice	Practitioners who work in: <ul style="list-style-type: none"> • Childcare settings • Childminders • Flying Start childcare practitioners • Teachers in schools • Teaching assistants • Headteachers 	This explains the key ideas that should guide schools and settings to improve their practice. It helps practitioners to: <ul style="list-style-type: none"> • make sure children’s rights are at the heart of everything they do • support the overall development of every child, including their physical, emotional, social, and cognitive growth • plan, carry out, and review activities that work well • reflect on their teaching • help children transition smoothly between home, school, and other settings • identify what they need to learn and improve professionally • use self-evaluation and quality tools to keep improving 	<p>ECPLC: Reflective Practice Toolkit ECPLC: Developmental Pathways 0-3 Curriculum for funded non-maintained nursery settings What are Children’s Rights?</p> <p>For practitioners to support parents: What are children’s rights: guidance for parents and carers Every Child – Parent Information Resources</p>
 <p>Early childhood play, learning and care in Wales</p>	0–5-year-olds	Best Practice	Practitioners who work in: <ul style="list-style-type: none"> • Childcare settings • Childminders • Flying Start childcare practitioners • Teachers in schools • Teaching assistants • Headteachers 	The ECPLC Reflective Practice Toolkit can support individuals and teams to reflect on the quality of their early childhood play, learning and care provision. 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.	<p>A Quality Framework for Early Childhood, Play, Learning and Care in Wales ECPLC: Developmental Pathways 0-3 Curriculum for funded non-maintained nursery settings What are Children’s Rights?</p> <p>For practitioners to support parents: What are children’s rights: guidance for parents and carers Every Child – Parent Information Resources</p>



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 <p>Early childhood play, learning and care in Wales</p>	0–3-year-olds	Best Practice	Practitioners who work in: <ul style="list-style-type: none"> • Childcare settings • Childminders • Flying Start childcare practitioners This document may also be of interest to: <ul style="list-style-type: none"> • Teachers in school • Teaching assistants 	The ECPLC Developmental Pathways focuses on what is important for children’s development and how we can best support them to grow and develop in ways that suit their stage of development. They can be used alongside A Quality Framework for Early Childhood Play, Learning and Care in Wales (Quality Framework) to support us when we plan meaningful experiences that are responsive to children’s developing needs and interests. They focus on what is important for the child and link closely to the key principles of child development.	ECPLC: Reflective Practice Toolkit A Quality Framework for Early Childhood, Play, Learning and Care in Wales Curriculum for funded non-maintained nursery settings What are Children’s Rights? For practitioners to support parents: What are children’s rights: guidance for parents and carers Every Child – Parent Information Resources
 <p>Curriculum for funded non-maintained nursery settings</p>	3-4 year olds	There is no duty to design a curriculum placed on settings. Instead, the Act (section 13) requires Welsh Ministers published a curriculum suitable for use in settings. While it may be advantageous to do so, settings are not required to use the curriculum published by the Welsh Ministers, they can develop their own ensuring it complies with the concepts and mandatory requirements as set out in CfW guidance .	Practitioners who work in: <ul style="list-style-type: none"> • Funded non-maintained nursery settings This document may also be of interest to: <ul style="list-style-type: none"> • Childcare settings • Childminders • Flying Start childcare practitioners • Teachers in schools • Teaching assistants 	This curriculum links closely to the principles of child development, as well as to the four purposes of Curriculum for Wales and the statements of what matters of the six areas of learning and experience. It provides for appropriate breadth and depth of learning, in a range of contexts. This curriculum should be used along with your knowledge and experience, to reflect and respond to individual needs of the children in your setting. It supports planning to ensure we provide a developmentally appropriate curriculum, which complies with the requirements of Curriculum for Wales, for all children.	Professional learning: A curriculum for funded non-maintained nursery settings Professional learning: foundation learning support for practitioners in schools and settings A Quality Framework for Early Childhood, Play, Learning and Care in Wales ECPLC: Reflective Practice Toolkit ECPLC: Developmental Pathways 0-3 Assessment arrangements for funded non-maintained nursery settings What are Children’s Rights?



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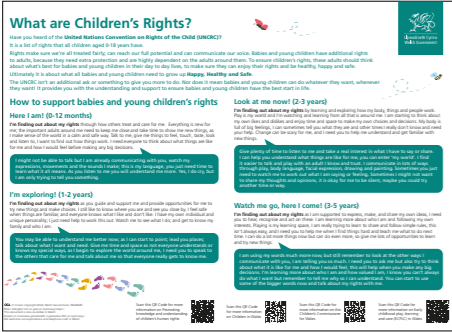



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 <p>Assessment arrangements for funded non-maintained nursery settings</p>	3-4 year olds	<p>There is a duty on settings to make and implement assessment arrangements to support learner progression within their adopted curriculum. Settings can adopt the assessment arrangements Welsh Ministers have made available to meet this legal duty. If designing their own arrangements they must ensure they comply with the duties set out in Summary of legislation.</p>	<p>Practitioners who work in:</p> <ul style="list-style-type: none"> Funded non-maintained nursery settings <p>This document may also be of interest to:</p> <ul style="list-style-type: none"> Childcare settings Childminders Flying Start childcare practitioners Teachers in schools Teaching assistants 	<p>These arrangements outline the key principles and purposes of assessment and are designed to support progression for the individual child.</p> <p>They provide a clear direction for future assessment arrangements, including key processes such as:</p> <ul style="list-style-type: none"> developing a shared understanding of progression transition along the 3 to 16 continuum communicating and engaging with parents and carers <p>You should use these arrangements, alongside your knowledge and experience, to reflect and respond to the individual needs of the children in your setting.</p>	<p>Curriculum for funded non-maintained nursery settings</p> <p>Professional learning: A curriculum for funded non-maintained nursery settings</p> <p>A Quality Framework for Early Childhood, Play, Learning and Care in Wales</p> <p>ECPLC: Reflective Practice Toolkit</p> <p>ECPLC: Developmental Pathways 0-3</p> <p>Professional learning: foundation learning support for practitioners in schools and settings</p>
<p>Enabling learning</p>	3-16 year olds		<p>Practitioners who work in:</p> <ul style="list-style-type: none"> Schools Funded non-maintained nursery settings special schools EOTAS, including PRU's <p>This document may also be of interest to:</p> <ul style="list-style-type: none"> Childcare practitioners Childminders Flying Start childcare practitioners Local authorities supporting children receiving EOTAS provision 	<p>The enabling learning guidance has been developed to support senior leaders and practitioners in schools and settings in the planning, designing and implementing of a pedagogically appropriate curriculum for all learners.</p> <p>The guidance focuses on the key principles essential for holistic and meaningful learning for all learners. Fundamental to this are three 'enablers':</p> <ul style="list-style-type: none"> enabling adults engaging experiences effective environments <p>When designing a curriculum, practitioner's knowledge and understanding of child development is essential. The focus of teaching and learning should include the traditional areas of child development, expressed as five developmental pathways:</p> <ul style="list-style-type: none"> Belonging Exploration Communication Physical development Well-being 	<p>Professional learning: foundation learning support for practitioners in schools and settings</p> <p>Curriculum for funded non-maintained nursery settings</p> <p>Professional learning: A curriculum for funded non-maintained nursery settings</p> <p>Assessment arrangements for funded non-maintained nursery settings</p> <p>A Quality Framework for Early Childhood, Play, Learning and Care in Wales</p> <p>ECPLC: Reflective Practice Toolkit</p> <p>ECPLC: Developmental Pathways 0-3</p> <p>What are Children's Rights?</p>



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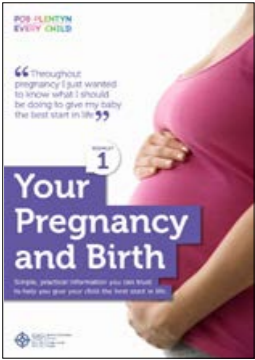



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 <p>What are Children's Rights?</p>	0-5 years	Best Practice	Practitioners who work in: <ul style="list-style-type: none"> • Childcare settings • Childminders • Flying Start childcare practitioners • Teachers in schools • Teaching assistants • Headteachers 	Information for practitioners on children's rights from the viewpoint of a child aged 0 to 5 years old. Can be displayed in a school or setting. Can support practitioner's understanding of what children's rights look like for a baby or young child.	A Quality Framework for Early Childhood, Play, Learning and Care in Wales ECPLC: Reflective Practice Toolkit ECPLC: Developmental Pathways 0-3
<p>4 Leaflets</p>  <p>What are children's rights: guidance for parents and carers</p>	0-5 years	Best Practice	Practitioners who work in: <ul style="list-style-type: none"> • Childcare settings • Childminders • Flying Start childcare practitioners • Teachers in schools • Teaching assistants • Headteachers 	Information for parents/carers on children's rights from the viewpoint of a child aged 0 to 5 years old. Can be displayed in a school or setting. Can support practitioner's to engage with parents/carers in their understanding of what children's rights look like for a baby or young child.	ECPLC: Reflective Practice Toolkit ECPLC: Developmental Pathways 0-3 Every Child – Parent Information Resources



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 <p>Every Child – Parent Information Resources</p>	Pre-birth to birth	Information only	For parents/carers, however practitioners could highlight that these resources are available to parents in their setting or school	Information for parents on all the essential and important information they need to make the best decisions about their own health and that of their children. Can be displayed on an information board or a link in a setting/school newsletter.	ECPLC: Reflective Practice Toolkit ECPLC: Developmental Pathways 0-3 What are children's rights: guidance for parents and carers
 <p>Every Child Newborn to age 2</p>	0-2 years	Information only	For parents/carers, however practitioners could highlight that these resources are available to parents in their setting or school	Information for parents on all the essential and important information they need to make the best decisions about their own health and that of their children. Can be displayed on an information board or a link in a setting/school newsletter.	ECPLC: Reflective Practice Toolkit ECPLC: Developmental Pathways 0-3 What are children's rights: guidance for parents and carers