

According to the Oxford Learner's Dictionaries (2023) quality is the standard of how good something is whilst being compared to something similar and meeting the correct standards and expectations. In early years setting, quality should be of a high provision to ensure the best possible outcomes for all children, and this may be based off maintaining a well-maintained environment for children to learn in and practitioners that have positive interactions with children and other adults whilst also promoting high quality opportunities for learning and development within the setting (Center on the Developing Child, no date).

Within early years settings, quality provision should be delivered across the whole setting by practitioners who set commitments and principles that are essential to ensure every child is given the best chances in life to develop whilst learning through new experiences (Slaughter, 2016). High-quality provision in early years settings allow children to develop and better their social and behavioural development and whilst being in a high-quality setting there is a higher positive impact on the outcome on positive language ability whilst developing on their communication and literacy skills which allow children the best start in life (Department for Education, 2011).

The Reggio Emilia approach agrees that high-quality provision in early years settings is vital for children's learning and education as children need the opportunity to have the correct environment and time to develop their learning in depth. It was also stated that high-quality practitioners allow for a stronger quality of interaction and relationship with all children in an educational setting whilst also understand a child's learning process and understanding (Learning and Teaching Scotland, 2006).

The Welsh Government (2013) 'Building a Brighter Future' document highlights the importance of high-quality provision within early years settings and the beneficial impact it may have on children's future experiences and how they develop as children and to provide high-quality it must be maintained across all educational settings from leadership, the environment, and the experiences available for children to learn and develop. Foundation Years (no date) state that high quality provision in early year settings should be maintained by a workforce having a positive understanding of the importance of children's development and pedagogy and

delivering practice of a high quality that will benefit every child learning outcome and develop their individual skills across all areas.

Similarly, in schools in Hong Kong, their government are aiming to improve quality within their educational settings with an importance on inspecting all aspects of the setting which include the management, how children are developing, and the overall learning and teaching within the schools with a focus on the academic learning (Ho, Campbell-Barr & Leeson, 2010).

Senedd Wales (2019) have acknowledged how impactful high-quality provision within settings is in regard to early childhood education especially children who come from a disadvantaged background. High-quality provision has allowed for children of socio-economic backgrounds to develop socially and emotionally better than children that do not attend high-quality settings however not all disadvantaged children have access to high-quality provision which may impact negatively on their development.

Sustained Shared Thinking and Emotional Well-being (SSTEWE)

Sustained Shared Thinking and Emotional Well-being (SSTEWE) scale is intended to assess the quality of an environment and the pedagogy of children's development both socially and emotionally and Siraj et al. (2015) states that the importance of sustained shared thinking is to successfully benefit the development of children's thinking, learning, and language skills within their setting. Sustained Shared Thinking and Emotional Well-being scale has five subscales which looks at social and emotional well-being, looking at language and communication and how it can be extended and supported, assessing language and learning, building on children's trust, their confidence, and independence and lastly how to support children's critical thinking and learning (Victoria state government, 2020).

Sustained Shared Thinking is supported by the SSTEWE scale through the eyes of the practitioners as they are observing what children are doing whilst looking closely at their body language and how they interact with other children. Whilst doing so, practitioners must give children their full attention and encourage children to partake fully in the task at hand and practitioners must have knowledge of the children to

deliver the appropriate practice (Tower Hamlets, no date). However, Howard et.al cited in Sussex Research Online (2020) has questioned the validity of the SSTEWS scale when compared with other measures of quality and due to the scale being relatively new, investigation must be needed further to see how effective the SSTEWS scale truly is.

Sustained shared thinking can occur anywhere and at any time and only requires deep interaction and time with a child whilst partaking in an activity and the practitioner engaging in the activity must be aware of the likes and interests of the child and have a deep understanding and connection with the child (Essex County Council, no date).

The SSTEWS scale focuses closely on the emotional well-being of children, and this is supported by the Social Services and Well-being (Wales) Act 2014 (Welsh Government, 2014) as the Welsh Government state in their act that children's well-being is very important within all settings and supporting children's well-being can better their development. This suggests that the SSTEWS scale may be effective in improving young children's provision as it is targeting children's mental health and well-being which may benefit their academic outcomes, which corresponds to the United Nations Convention on the Rights of the Child (UNCRC) article 28, which states that all children have the right to an education and to be encouraged to achieve their best (UNICEF, 2019).

By using the SSTEWS scale, children are at an advantage as it allows practitioners the understanding of how different children develop in relation to language, literacy and in ways such as socially and physically whilst also taking into consideration that some children may need additional interventions such as for their speech and language and by engaging and understanding these differences, children are supported in individual ways to support their needs (Nursery World, 2015).

Additionally, the use of the SSTEWS scale can allow settings to enhance quality as it is used to promote change and improvements and high-quality provision within early years settings. And this is essential to support children that come from disadvantage backgrounds such as poverty and also to support parents that may come from

different backgrounds as all children should have opportunities to learn and have the right to education and equal opportunities and not be disadvantaged due to their backgrounds (London School of Economics and Political Science, 2010).

Effective Early Learning (EEL)

Effective Early Learning (EEL) is programme that is available to support self-evaluation and improvement of setting that provide education and care for children between the ages of 3 and 7. According to Pascal & Bertram (2018) the Effective Early Learning programme acknowledges that quality provision within a setting is valuable as a high-quality setting is reflected within the practice and practitioners working within the setting can give children learning experience of a high standard.

Effective Early Learning allow practitioners an opportunity to become practitioner researchers within their own settings and to drive improvement of a high quality into the setting which is based on children and adult observation of reflective practice. Crosse (2022) acknowledges that practitioners must partake in the relevant training that enable practitioners to carry out observations and the quality of learning and children's interactions with adults can be evaluated which can then be improved over the whole setting.

Moylett (2014) states that all children are born eager and ready to learn and effective practice within the early years is key as children progress in their learning through active guidance and intervention in their high-quality environment from professional practitioners. This statement is supported by Department for Education (2020) as they acknowledge that children develop and learn effectively up to the age of 5 than any other time and if children are at risk of falling behind then effective early learning can allow children to catch up and make progress with the correct intervention and support.

Although, children that are born into socio-economic backgrounds may have a disadvantage in relation to early year learning as some may start school behind their development age in comparison with other children in their age group. House of Commons Education Committee (2019) recognise that high-quality early year's

provision has had a positive outcome on young children's learning and development, and it may lessen the gap between children that are of a disadvantaged background and children who are not.

Early Effective Learning is beneficial in a setting of high-quality as not all early interventions will allow children to meet their desired outcomes if they are in a low-quality provision. Children must be placed in settings that will meet their learning and developmental needs which will benefit them in their early years and also as they get older (Pascal et.al, 1998).

Professor Ferre Laevers theorised that children should be observed when they are absorbed in something they enjoy doing and children that are deeply involved in something are gaining an intense and motivated learning experience. This theory was constructed around when a child is heavily involved in something and they are losing themselves in it, that is when the most productive learning happens (Emotionally Healthy Schools, 2019).

Similarly, Gill Maddocks states that Early Effective Learning allow practitioners in early year settings the opportunity for an evidence-based approach to quality improvement and seeing how involved children are in their learning and are they happy doing this particular activity and how are they gaining a deep level of learning from it (Nursery World, 2012).

Both the SSTEW scale and EEL look closely at how observing children allow practitioners to gain a deeper understanding of how children engage in different activities and their level of interaction whilst doing something that they enjoy, and these activities can be put into place as practitioners must know each individual child and what they enjoy and what their interest are. However, the SSTEW scale looks closely at children health and well-being which may be considered as a better method as well-being is key for children to develop healthily otherwise it may have a detrimental effect on their learning and education.

To conclude, high-quality provision is essential within early year settings to allow children the best opportunities to learn and develop on skills such as social, physical and cognitive development whilst doing so in an environment that they are comfortable in. practitioners that are of a high-quality also contribute greatly to children's learning as they are allowing their best practice to be taught which will have a whole school effect if all practitioners are of a high standard. Additionally, it is also important that children from socio-economic backgrounds do not fall back in their education, and they are offered the same opportunities as every other child in despite of their background.

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