

ECEY6011 - Group Presentation

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Group Script and Reference List

Codie – Good evening, as you are all aware we are approaching an inspection from the CIW, (Care Inspectorate Wales) in our Flying Start setting. In Wales, CIW is the independent organisation that oversees childcare and social services. For the benefit of Wales's citizens, they register, inspect, and take action to enhance the safety and quality of services, this is explained by Care Inspectorate Wales (2025). In our Flying Start as you all know we have 20 children per session, which are all under 4-year-old. Caerphilly early years (no date) state that a Flying Start is the Welsh Government's focused Early Years programme. Flying Start, is for families with children under four who live in some of Wales's most underprivileged communities. Gov (2025) expands on this by stating that every child should have the best start in life, which includes support from parents or carers and good quality early childhood services. They should receive assistance at home, in flying starts, at schools, and as they transition between these settings. It is important for us to ensure that we are correctly meeting the needs of these children, making them ready for their future transitions.

Ratios play a crucial part in this, as having the correct number of staff is what enables us to give the best quality of care. NSPCC (2025) indicates that for children aged 0-2 it should be a ratio of one adult to three children, and children aged 2-3 should have the ratio of one adult to four children. However, the ratios for ALN children will differ due to the children's needs.

In this meeting we will cover various topics from the different leaders of our Flying Start setting. Of course, our feedback is very important to all of us as practitioners, as we need to ensure we are the best setting we can be for our children's needs.

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Virtual College (no date) explain that in the workplace, feedback is crucial since it offers a way to support growth. Receiving feedback at work gives you a clear picture of your strengths and opportunities for improvement, which can help us pinpoint areas that need attention and ultimately help us perform better in your position.

Katie, have you had any recent feedback from the staff and children?

Katie - Yes, I have recently collected the data from both staff members and children through different techniques of questioning, observing, digital forms and staff meetings. We ensure all individual needs were met, questions were understood, as well as ensuring appropriateness. These surveys consisted of questions about wellbeing, the setting or working environment, the quality of service, provision and possible changes they would like to suggest, as a way forward to improve our setting.

According to The Blagrave Trust (2015) it is beneficial to consider the context in which feedback is presented to children, for example playing games or being creative in arts and crafts with children while mentioning the content of the questions, this can help children stay engaged and not feel pressured into answering the questions. UNICEF (no date) suggests every individual child “has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.”.

They continue by suggesting, when receiving feedback from staff members, verbal feedback and questionnaires can be beneficial. Verbal feedback can become a more natural process with detailed and in-depth answers, whereas questionnaires can

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provide a summary of thoughts and feelings from the participants as well as being anonymous if they chose to be (Agricola, *et al.* 2019).

However, although feedback is vital for early years settings to improve successfully, feedback from children and staff can also become a challenge. As we observe children it is important that all parents or carers have given consent to all data collection. This data will be strictly confidential and only shared to the parents and relevant staff. Observing children can also become a challenge if the child moves away in play, suddenly goes quiet or is more interested in your aims and movements. Observing young children can be time consuming but it is vital to ensure all individual needs are being met (Online Learning College, 2021). Again, staff questionnaires can have a positive impact when providing feedback, however, it can often be perceived that staff feel apprehensive when filling in questions due to having concerns about further questioning related to previous answers. Staff members may also find it difficult to complete questionnaires due to having additional learning needs or having English as an additional language. All factors noted will be altered as we ensure both children and staff are comfortable to complete any activity, including giving feedback. For example, providing bilingual copies or factoring time for practitioners to undertake feedback sessions from children can enhance less pressure for the individuals, as well as becoming more confident and comfortable to complete the task in an honest manner (LinkedIn, 2023).

Lauren, have you received any feedback from parents or carers?

Lauren- Yes Katie, I have collected and compiled the data from the parents and carers. Sorry that it took so long to retain this data, however, this is as it is

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important to give families time to complete the survey while managing their family lives. Zheng (2024) identifies that it takes most people between 7 and 14 days to complete a survey. Thankfully we have had all surveys completed meaning that we have a variety of feedback.

Molly- before you start, were these accessible to the families who cope with additional learning needs themselves or within their families?

Lauren - I can confirm that during the process of developing a parent survey, it was made paramount that it should be accessible and inclusive for all who are intended on accessing. This means that it should be accessible for all abilities and disabilities, for example, ensuring the questions can be read aloud and the text size changed if the person has difficulty reading or has a visual impairment, allowing for the language to be changed so families that have EAL can easily access the survey, additionally, the questions being easily worded to refrain from confusion; by ensuring this it can aim for completion for all and provide a variety of feedback. If this was not the case, it would mean a potential decrease in the number of surveys completed due to there being a lack of accessibility for all (Government Analysis Function, 2025).

Within the early years, parent feedback surveys play a vital role when it comes to the growth and development of the setting. The feedback from families allows for promotion of collaborative partnerships between families and the setting, parent contribution to their child's learning, while supporting the setting in achieving overall better outcomes (Nursery Consultancy UK, 2025). The Welsh Government (2023) stated that under Standard 18: Quality of the National Minimum Standards by taking on parents and carers views can support the setting in making valued

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improvements in supporting children's learning and development. It is essential that parents and carers are involved in their children's education. Families enjoy being kept up to date on what their child has been up to throughout the day, this can be done in a variety of ways, such as, a daily chat during collection, using an app like Seesaw to document what the children have done throughout the day and attending the setting for sports day or a teddy bears picnic for some examples (Department of Education, 2024).

The Education Endowment Foundation (2025) agrees with the Nursery Consultancy UK (2025) and adds that feedback can identify areas of strength and areas where improvements could be made. The feedback forms can be compared to previous feedback, to ensure that the setting is making the necessary improvements to guarantee that the setting provides quality care for all children attending. There should be a continual drive throughout the setting to ensure that the children are provided with more opportunities and a high quality of care, there is always something more than can be done to make improvements. An example of improvements is, upon the last visit from the Care Inspectorate Wales (2021), it was suggested that we could make improvements throughout our outdoor area and making certain areas more accessible, but this is something that Molly will discuss later.

Care Inspectorate Wales (2021) indicates that by providing the CIW with the collected data can support them in gaining a clearer idea of how the parents and carers view the setting and identify the ways in which the staff provide quality care, while promoting the health and wellbeing of the children attending. MTM Consulting (2023) discuss the importance of correctly analyzing the feedback collected, can support the setting in making data supported decisions to enhance the provision and ensure continual quality of care provided to the attending

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children, while following the curriculum for funded non-maintained nursery settings (Welsh Government, 2022). The curriculum for funded non-maintained nursery settings (Welsh Government, 2022) recognizes that all children within the setting are unique in their own ways and learn at different rates to their peers. The curriculum is in place to ensure the learning children take part in supports their holistic development and allows for children to be presented with a variety of learning opportunities.

Furthermore, the survey should include a short introduction. This will allow parents and carers to understand the purpose of the survey, the ways in which the feedback will be used and to inform the reader of survey anonymity (Glasgow City Council, 2025).

Shaheen, *et al.* (2021) suggest that anonymity in a survey will allow the respondent to feel more confident in answering with honest views and opinions, in comparison to a survey that requires the respondents' details. Anonymous feedback is beneficial as it allows for a true insight into how parents and carers view the setting, the quality of care provided and experiences that children endure. Shaheen, *et al.* (2021) suggests that bias results are often provided as parents and carers may feel pressured in providing the ideal answer, instead of an honest response.

Therefore, leading to our setting providing anonymous surveys, this resulting in feedback visibly being more accurate and allowing us to make improvements throughout the setting and other areas of learning. This was an experience the setting had, as the surveys required the respondents' details to track who had responded. When in fact this impacted on the necessary feedback and resulted in the feedback being biased and therefore unusable to support the setting in making key improvements.

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Our setting strives to make sure that children are provided with a variety of opportunities throughout the day, while allowing children to oversee their own learning, explore and learn at their own pace. Through allowing children to control their learning, it has been discovered to support early literacy development, this is as children explore, observe and learn through play, while being part of meaningful conversations with others in the setting. This is an alternative to traditional means of teaching where children are expected to take part in set learning, where there are levels of expectation, often leading to a lack of motivation towards their learning and engagement (National Education Union, 2022).

Molly, what has previous feedback from the CIW suggested?

Molly - As we are all aware as a setting, The Care Inspectorate Wales (CIW) is the inspectorate of our flying start and has previously visited our setting. The main recommendation made by the CIW on their last visit was that our outdoor area needed improvements and updates which we have since acted on. I hope you have noticed that we have done this by making the outdoor areas and facilities more accessible to all children, especially for the children with ALN. We have done this by installing wheelchair ramps, creating sensory and 'calm' areas and providing suitable resources for all needs so that all can attend our outdoor sessions. Pillman (2022) states that outdoor learning has become significantly more important since Covid19. This is because practitioners and families recognise and appreciate the need for children to be outside and in nature, especially in the educational setting as this is where the child learns social and life skills as well as consistently being encouraged to be courageous in the outdoors. It is also stated that outdoor learning plays a crucial role in the development of the child's health and well-being. By

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making these adjustments to our outdoor areas, our setting will hopefully be able to perform sessions that are accessible to all children and not dependent on their needs. An interactive relationship between the practitioner and the child, imaginative curiosity and willingness to take risks are skills that encourage and develop ambition and confidence which have a positive impact on a child's learning (Care Inspectorate Wales 2025). In addition to the improvements of our outdoor areas, on the CIW's last visit, they recommended that we must include more training opportunities for our staff. A good practitioner will be enthusiastic, comforting and dedicated in the development and education of the children in their setting. Where, this is largely important in the success of a flying start setting, additionally, the staff being well-trained and knowledgeable in their role is imperative when ensuring quality of care. A workforce with inclusive and success-driven leaders will priorities giving staff the most training opportunities possible. Examples of training we could include as a setting could be, ALN training, sensory input training and any training specific on new methods and frameworks we could include into our curriculum (GOV Department of Education 2017). Moving on from the discussion of the recommendations we have had from our last inspection, the CIW did communicate the success of our level of health and safety that we ensure. They said that our cooking space was clean and met all the standards of the health and safety regulations. They also mentioned that our indoor play areas were tidy and showed clear signs of daily safety checks. I am pleased that we have followed health and safety regulations to the highest of standards. As a setting, we should ensure that we continue to follow our policies such as, staying home for 48 hours after sickness and how to administer medicine, as well as this, it is important to continue to carry out daily checks in the rooms to remove or replace damaged toys. Lastly, I am pleased we are carrying out our first aid training and continuing

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to fill in our incident book (Burnham, L 2016). This feedback has helped our setting to prepare for our upcoming inspection largely as we have been given the opportunity to improve specific areas as well as having confidence in other areas so that we are able to focus only on our recommendations. According to the Care Inspectorate Wales (2025) the provider of the setting is required to complete a self-assessment service statement (SASS). These surveys enable the CIW to assess the staff on their own self-belief and confidence within their role as well as the staff's ability to recognise their own strengths and weaknesses and how they may progress with these skills. In addition, SASS's help the CIW to assess the staff's knowledge and understanding of the frameworks used in the setting. In addition to this, I would like to bring up the importance of our feedback survey being inclusive as the Care Inspectorate Wales will be using the feedback that we obtain from them. During an inspection led by the CIW they may decide to collect their own research to gain an understanding on how the setting works and whether this is done effectively, this is done to avoid bias as it is research collected separately from the settings findings. The CIW may also give out questionnaires to the parents or guardians of the setting as well as reviewing the results of our survey to gain the largest range of opinions possible. This reiterates the importance for our survey to be as inclusive as possible for families with additional learning needs. Codie, were there any similarities in the stakeholder feedback?

Codie – Yes, there were some similarities within the feedback we received off our stakeholders, as everyone knows, every person or organization that works with Children's Services to offer services to service consumers is regarded as a stakeholder. Stakeholders may be local or strategic partners in the public or private sectors states Civica (2012). Our education consultant also went on to speak about

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our outdoor area which has been now improved, they also said that they recommend training more courses for our us as staff, since a skilled professional will be dedicated to the development and education of children under their supervision, as well as passionate and comforting. Stakeholders are vital to our development and play a significant role in our Flying Start. Stakeholders are crucial to the success or failure of a business. This can be backed up by Carbon Collective Investment (2025) who declare that employees and other internal stakeholders supply the work required to generate goods or services. Without them, business operations would come to a complete stop. Customers and other external stakeholders contribute to a business's income for it to remain successful.

Additionally, policies also are vital for our development as a Flying Start, when we had meetings with the CIW previously, they made sure that our policies were up to date and implemented, supported by the rights of children. The goal of the Welsh Government is to provide every child in Wales the best start in life. Flying Start and other important programs and policies are motivated by the rights of children, GOV Wales (2025). The CIW were happy with our flying start overall of course a few adjustments were needed as we are all aware of and have been they have fulfilled over time.

As I am sure you are all aware Lauren is our site manager, so it is only right for her just go over health and safety with us all.

Lauren- As the settings lead for premises management, I would like to remind you that we all have a duty of care for maintaining the safety of the premises.

According to The Health and Safety at Work Act 1974, states that in addition to ensuring the safety of the premises, each employee within the setting must also

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ensure the welfare, health and safety of all attending. During an inspection carried out by CIW, checks are carried out to ensure that the setting is closely adhering to both. As Molly previously mentioned, CIW have noted our succession in closely adhering to the Health and Safety at Work Act 1974, I would like to thank you for continuing this daily, your hard work in ensuring this does not go unnoticed.

I am aware of the small break in a fence panel in the garden, thank you for noting it down in the book, Fortunately, this will be a quick repair in the next day or so, as we have spare panels from when it was originally purchased. It is essential that if any damage is identified throughout the entirety of the premises that they are noted in the maintenance book by the desk so, we can assure that no one within the setting is at risk of harm. The Welsh Government (2022) states that under standard 22 of the National Minimum Standards that all environments must be suitable for purpose, safe and secure, simultaneously that the indoor environment is clean, well lit, and ventilated while ensuring a well-maintained condition of decoration and repairs throughout.

Dunavant Primary Wraparound (2025) discuss throughout their Health and Safety policy that it is important that a setting carries out risk assessments on a regular basis, additionally, carrying out an extensive risk assessment for the full setting. This should be done to ensure that the setting and the equipment is up to standard and safe for the children to use, if there was a recurring issue, for example, the walkway being cluttered due to the children's belongings falling off their pegs and causing a trip hazard. This would then be assessed and a better option for storing belongings could be arranged. Furthermore, the Mandatory Training Group (2025) can add to risk assessments by suggesting that accident and incident reports should frequently be monitored, by carrying this out can help to identify potential trends that may suggest areas need to be improved due to safety. This allows the setting to

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potentially understand what is causing the recurring accidents or incidents and to become proactive in mitigating these and ensure that any future risks can be prevented.

All Flying Start settings should ensure that fire drill and evacuation plan are in place and all staff should have a clear understanding of the policy, to ensure a quick and safe evacuation for all. Once a fire drill has been completed, it will be documented and stored with the policy (Welsh Government, 2025). According to the Welsh Government (2023) Standard 24: Safety of the National Minimum Standards, states that all records of fire drills are logged and will be viewed by CIW upon inspection to ensure regulations are being adhered to. A big well done in completing a successful fire drill the other day, we efficiently evacuated the premises in under 2 minutes. We have now completed 3 fire drills successfully this year, there will be one more to follow, it is essential that fire drills are completed as it provides staff with duty of care and sound knowledge of the procedure on keeping children and others in the setting safe from potential harm (GOV.UK, No Date).

Molly- I am pleased to hear all surveys were accessible to all, as according to Murphy, A (2013) Inclusion of families is a core aspect of a successful Early Years practice. As well as this, it is imperative that all families feel included in decisions and feedback made on their child. My role is the Additional Learning Needs Coordinator (ALNco). According to Murphy, A, Greenway, C, Conn, C (2024) an Alnico works in an early year setting to provide additional support and education for children with additional learning needs. For example, rather than typical curriculum-based learning, the child may take part in sessions such as sensory input, anger management and social skill-based activities. The ALNco has a

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responsibility to oversee and develop ALN based policies and strategies as well as giving additional support to other staff members to put these strategies into practice. An ALNco will also be responsible for putting together Individual Development Plans (IDP). An IDP refers to a plan created and agreed upon between the ALNco, the leadership team of the setting, and the family of the child with a collective aim to create specific targets to support the needs and goals of the child. (Swansea Gov 2024). In our setting, we use IDP's to specifically support our children with ALN and ensure a high level of quality of care. Our IDPs will be assessed by the CIW in our upcoming inspection so it is important that we continue to meet these targets with the children that are in our groups. Additionally, it is important as a setting that we all collectively understand and meet the regulations of standard 4: National Minimum Standards which explains the outcomes of meeting individual needs. As practitioners we are responsible for demonstrating that we can meet the child's needs to the families. This is done by being confident in your role and being dedicated to promoting the welfare, well-being and privacy of the child. We must, as a setting, respect and cater for religious and cultural beliefs and respect the children in our setting by hiring an adequate number of staff so that no child is left without the appropriate support needed. (Government UK 2023). I also want to make us all aware of the Additional Learning Needs and Education (Tribunal Wales) Bill 2018 (The ALN Bill). It is important that we all understand what this bill entails before our inspection so that we are prepared to discuss how we support our children with ALN as well as showing our knowledge and understanding about their specific needs and diagnoses. According to Law Wales (2023) the ALN Bill 2018 aims to improve the expectations that children with ALN experience from the start of their education journey. This bill allows ALN children and their parents the right to appeal any discussions or diagnoses

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that they disagree with. In addition, there has been clear development of this bill as I have seen the change the government have made from SEN statements to IDP's. The change to IDPs means that the individual has more child-focused plan and specific targets based off themselves rather than being based off of the typical traits of their diagnoses. Senedd (2024) continues to support this bill by stating that the bill will aim to improve communication between multi-agencies to create a more direct and simple approach for the families to be aware of what support their child is gaining. As a setting, I believe we should continue to follow these frameworks leading up to the inspection to ensure our high-level quality of care. As an ALNco, I believe our staff should aim to be inclusive leaders for the children in our setting. According to Ainscow *et al* (2020) The aim of inclusive leadership is to abolish exclusion for any child and to remove barriers that stop them from succeeding in the same way that another child would. These barriers will only be broken with the support of staff who are supportive and dedicated to the success of all. Katie, how have you been getting on with the safeguarding elements for children and staff management?

Katie- As part of my role as the Designated Safeguarding Officer for our children at Flying Start, as well as the staff management lead and well-being practitioner in a Self-Assessment Service Statement setting who provides care to young children, I would like to begin by saying the well-being of both staff members and children within our setting is at the heart of all that we do. According to Care Inspectorate Wales (2021a) our role of ensuring staff and children's safety, well-being and rights is the upmost importance as we help to keep individuals safe from abuse, neglect and other forms of harm. Our policy and procedures reflect our duties of commitment as we improve the quality and safety of our service. To undertake this

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responsibility, it is vital that us, as Senior Management, are vigilant, responsive and proactive at all times. Our setting promotes excellent safeguarding practice as we comply with regulations from our policy and procedures every day, update documents when needed and work closely with local authorities to ensure the best possible care and support is given to those in need, promptly and effectively.

Care Inspectorate Wales (2025) suggests that developing leadership and evolving supportive relationships with staff and children enhances a positive wellbeing outcome. Within our Flying Start we provide potential leaders with appropriate skills to enable staff to undertake their individual roles successfully, this maintains a highly motivated and skilled workforce. As leaders, we provide robust procedures which enables the performance of all staff. We ensure that all individual members have opportunities for effective professional development and training. Our setting encourages staff to feel empowered to take responsibility of their own practice, for example, taking lead of different areas of development. As you are all aware to ensure, staff feel valued and supported, we have introduced “All About You”. This opportunity provides staff with one afternoon per month at home, with no expectation of completing any work to ensure the physical, emotional and mental well-being of staff is maintained successfully, this gives practitioners time for home life with family and taking care of themselves. Our practice has had a significant impact on all provision as all practitioners are skilled professionals and are highly valued.

Social Care Wales (no date) suggests that all individuals within our setting should have a sense of safety and belonging, have their voice heard, and be able to grow happily and successfully. It is our duty, while in our setting that the children feel protected from abuse and neglect, as well as being provided with high standard education.

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As we are all aware, handling safeguarding concerns can be both physically and mentally challenging for our staff members. During this time, it is my role to ensure the staff members are provided with care and support during and after an incident. It is my duty to consult with local authorities, manage any immediate actions required to ensure the individual at risk is safe from abuse. I will communicate with relevant staff and family members if needed (Wales Safeguarding Procedures, 2025). As practitioners, we log concerns about care and support, including safeguarding issues on the platform 'MyConcern', this platform is a secure safeguarding software that combines all essential concerns about individual children within our setting. 'MyConcern' is strictly confidential with a username and password to gain entry, this ensures only relevant staff can see the vital information (Tes, 2025). All information gained through this platform or verbal communication will be managed by myself and the appropriate action will be undertaken at an immediate effect (Care Inspectorate Wales, 2021b) and (Welsh Government, 2016).

As we ensure the quality of our setting is at the highest standard, we provide staff members with excellent training opportunities to ensure staff are highly skilled and qualified for all aspects of development. Within our statutory requirements we keep filed documentation of relevant legislation which includes our policy and procedures, qualifications and training certificates, and many more, ensuring that new and updated laws are up-to-date within our procedures, alongside full contact details of experts who can guide us if an issue arises, as well as certificates of previous (Department for Education, 2024a).

Department for Education (2024b) also suggests that staff to child ratios are a key feature to keeping children safe. Every individual member of staff holds an

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approved qualification of level three or above as we ensure the children are provided with the best possible practitioners to educate and support them effectively. Within our early years setting, children under the age of two will be taken care of by at least one member of staff to every three children. Children aged two will be provided with at least one member of staff to every five children. Children aged three and over will be presented with an Early Years Professional Status practitioner who will be with thirteen children at one time. All members of staff will have a Disclosure and Barring Service (DBS) to ensure all children within our care is always safe (GOV.UK, 2024).

Staff appraisals are given every year to ensure opportunities arise for staff members to discuss any continuing professional development, personal issues or personal targets. According to Legislation.gov.uk (no date), a policy should be provided to staff as a way of support and development. Staff within our setting receive supervision in their role to help them reflect on their practice as they ensure their own professional competence is steady. All staff have an annual appraisal which provides feedback on their practice and performance and identifies areas of development and/or training to enhance their expertise in their role.

Codie, have you got any updates regarding Mult agencies?

Codie- Yes, as you all are aware the two main agencies that help us achieve our goals are social services and the health visitors. Multi agency working is when specialists from other agencies work together to accomplish a common goal, this is known as multi-agency teamwork. They share tasks, duties, and objectives to support families and children who are at danger of being safeguarded as well as those with special needs. By having a health visitor work closely with our setting

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helps us promote good health and ensure all the children's health checks are up to standard. Gov (2025) elaborates by explaining in addition to providing connections between public health and the NHS, professionals like school nurses and health visitors will play a part in developing local approaches to public health and taking the lead in tackling discrimination and promoting good health. By having these health visitors working with us helps us prevent problems or issues getting bigger and harder to solve. In order to help children get ready for school, health visitors can engage with early childhood educators, school nurses, and other community resources to implement evidence-based interventions to address extra needs, local Government association (no date). Overall, the health visitors were happy with our work, and happy with how well the children are developing.

Additionally, social services also help us with improving our quality of care by making sure that children are protected, cared for, and free from abuse and neglect. They accomplish this by aiding families and children in need, ChildLine (2025). Social workers work with us to ensure we are a safe environment for the children in our care, they also suggest training requirements explains community care (2023). Linking back to what Katie said, it is our responsibility to ensure that the children in our care receive the best possible education and feel safe from abuse and neglect. In our flying start we have children with ALN and other family problems and again the social workers again were so happy by how all the children were, especially the children with extra needs.

We also have a self-assessment service statement (SASS) that must be filled out by the setting's provider, according to the Care Inspectorate Wales (2025).

Through the questionnaires we gave out, CIW is able to evaluate employees' self-belief and confidence in their roles, as well as their capacity to identify their own

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strengths and flaws and how to improve them. Furthermore, SASSs assist the CIW in evaluating the staff members' comprehension and familiarity with the frameworks utilized in the environment. In addition, as the Care Inspectorate Wales will be considering the input we receive from them, I would want to emphasize how crucial it is that our feedback survey be inclusive. Furthermore, National Minimum standards also assist the CIW by ensuring that the care given is appropriate for our intended use and satisfies the needs of those who use social services.

Overall, we can see as a team that we have improved our setting ready for our inspection, of course by us adjusting our setting to make it better for these children is ensuring that they have the best quality of care that they deserve. Foundation Years (no date) explain that children who receive high-quality care are more likely to succeed academically and acquire the social, emotional, and cognitive skills needed for lifelong learning. Planning, carrying out, reviewing, and analyzing are the foundations of the ongoing cycle of quality improvement. Children, parents, and professionals are all involved in this never-ending cycle. Although we did have things to work on from our last inspection, it enables us to grow our flying start to be the best for the children in our care. As Molly said, we have made changes to our outdoor space by including sensory areas, accessible ramps, and more resources that are appropriate for all requirements. Children who receive the finest care should have the best opportunities in life, including excellent parental and educational assistance that enhances their academic performance and overall health, as well as numerous opportunities to develop their skills and abilities for a fulfilling childhood and successful adulthood the children act 1989. We must have these frequent reviews and inspections so ensure that we are providing the best

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quality of care for these children. Would anyone like to add or ask any further questions?

Katie – not from me thanks.

Molly – no thanks.

Lauren- Nothing from me, thank you.

Codie – Thank you all for attending.

References to go alongside two questions at the end of the session:

- Flying start provides a safe, hygienic environment with good quality toys, equipment, resources and lots of opportunities for play and learning. Flying Start provides structured days and an organised, well managed setting. The children receive nutritious food, sociable mealtimes, positive interactions, plenty of praise, encouragement and laughter (Pacey, 2019) – Katie
- Early years settings that provide high quality care are paramount for all children's growth and development. A setting should foster the social, emotional and cognitive development of each individual child to further ensure positive outcomes in education and overall well-being. Quality in the early years sets a foundation for lifelong learning and development (Foundation Years, No Date). - Lauren

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