

Part 2

Quality refers to providing children with safe environments, child centred approaches, positive outcomes and working in partnership. It supports holistic development of children. Family partnerships within a school community supports the quality of learning. (UNICEF 2000)

Quality is important as it supports children's educational development. Quality education can reduce the impact of poverty. Quality education allows children to develop and have more confidence in their abilities. Quality education also allows children to real authentic experiences which will equip and prepare them for in their everyday lives in the future. Action Education (No Date)

By ensuring that teachers are supported in delivering the highest quality teaching is vital to ensuring the best possible outcomes for children. Schools need an understanding in the ways in which children learn and improve their development. The baselines of teaching is the cognitive and metacognitive strategies, these are often learning within subject knowledge. This supports children with skills to retain the information and knowledge. In supporting children's development through high quality education, it's important that teaching is built up from children's prior knowledge and learning, this is also where teaching should be tailored towards children's individual needs. Education endowment foundation (No date)

Early childhood environmental rating scales ECERS are similar to ITERS and are used to rate the environments within settings to create a high-quality environment for children. ECERS are split into 6 categories, Space and furnishings, personal care routines, language and literacy, learning activities, interaction and programme structure. Similarly, like the ITERS, ECERS also use observation as their primary source of gaining information to score on. ERS (No Date)

Infant/Toddler Environment Rating Scale (ITERS) the 2 main characteristic of ITERS is its definition of quality and the use of observation as the main source of gaining information to assess the quality of an environment. ITERS focuses on children's developments, the environment, relationships and interactions between children and adults. ITERS is based on the age range of 0 up to 3 years. It uses a point scoring

system to identify the quality in each section. ITERS are grouped into 6 main categories and have broken down ratings within each section. The 6 main categories are, space and furnishings, personal care routines, language and books, activities, interactions and programme structure. ITERS are designed to support children's outcomes and development based on the provision and interactions from a setting. 3 hours is the recommended allotted for the observation to take place can be less if the session does not run for as long. The observer can only score what is seen within that time, so if one day there is no outdoor play it would leave an inadequate scoring. Harms, et, al. (2017).

A weakness in ITERS is that it is scored only on what is observed within a 3-hour time period and staff interviews cannot be used following the observations, Harms, et, al. (2017). ECERS also identify that due to observations happening in such a short space of time it is unable to identify quality in provision as assessing a child's skills and interactions in a short space of time does not allow the observer to see the whole picture, Early, et, al. (2018). In comparison to ECERS, ITERS only supports environments up to the age of 3. Harms, et, al. (2017), where as ECERS covers a broad range of children from infants up to preschool age and can extend further. Early, et, al. (2018). Another weakness is that Children and staff can often act differently with an unknown person or someone watching them so it could give a false result of the setting. Harms, et, al. (2017). When scoring 1-7 within each sub number is sub numbers such as 7.1, 7.2, 7.3. the rating is based on the all the numbers being checked within so if all section 7s are ticked off only then can you get a 7, if you. So, a weakness is that if you check some of the higher sections but miss one aspect in section 1 a setting would still on be checked off as a number 1 in that area. However, it does allow some sections to be marked as N/A not applicable if it isn't relevant to all settings, for example nap times as not all settings have sessions long enough to provide nap times. Harms, et, al. (2017)

A strength of ITERS is that it focuses less on accessible materials and more on how adults used the materials to support the development of children. Harms, et, al. (2017). Timings of how long children have access to resources or children's waiting times during transitions are logged to ensure that children are not losing out on

valuable time. Harms, et, al. (2017). Observers should affect the environment as little as possible to ensure that they are getting a true reading and picture of how the setting is run. Harms, et, al. (2017). ITERS and ECERS provide setting with detailed rating of the settings environment and interactions which allows setting to reflect on the finding to support them in making improvements, they both focus on the high quality of education within environments. ERS (No Date) and Harms, et, al. (2017). ECERS focuses more on aspects of the curriculum and learning activities in relation to language, literacy and numeracy where as ITERS does not focus on the curriculum and more on the resources within an environment and the interactions. ERS (No Date) and Harms, et, al. (2017). ITERS Are proven to be reliable as the book offers observers a broken-down category of what to look for when observing which supports training of the observers as well it supports settings in providing high quality environments for the children within the setting. Harms, et, al. (2017).

The early childhood play, learning and care quality framework states out the requirements needed to deliver high quality provision across Wales. The framework can be used as a guide for adults and settings to use to gain a better understanding of the provision that should be on offer for children to support their development. The use of the quality framework should ensure adults are offering well evidence, well informed and successful methods and approaches to children's play learning and care. which will also allow for reflection and improvements to result in better quality practice and support. The early childhood play, learning and care focuses on holistic development, social development, emotional development, cognitive development, physical development and well-being for children aged 0-5. Welsh government (2023).

The early childhood play, learning and care reflective practice tool kit supports settings and adults in their reflective practice whilst maintaining high quality provision. Reflective practice and improvement of quality should be on going and purposeful to ensure children are always gaining the best possible play, learning and care from adults and the environment. The reflective tool kit can also be used to support planned and support the plans to build on prior knowledge and abilities of the child. (Welsh government 2023).

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Nurse World (2012) states that ITERS and ECERS are scales to monitor quality improvement, quality assurance and self-assessment. They are able to provide information which can be used to support measuring the changes in quality over a period of time and to gauge the impact of quality. The scoring system also allows practitioners and leaders to be able to see improvements over time and to also assess areas of improvement and what needs to be done. A weakness in the environment rating scales is that it is marked and scored based on the block so where if there is only one thing lacking in the play sector which is done but just wasn't seen within that time frame it could reflect a bad score rating. According to Nurse World, effective pedagogies within education is about scaffolding children's learning, there is a variety of methods involved in scaffolding learning such as whole group learning and small group learning, guided work and individual. Effective pedagogies aim to progress higher ordering thinking and building up the learning from past learning and experiences. Effective pedagogies should also be inclusive and take into account for a wide range of needs to suit individual children and cultures. Effective pedagogies should involve long term and short-term goals of learning to support and think about the outcomes needed when planning. National College for School Leadership (2012).

The national minimum standards underpin the ECPLC quality framework. The early childhood play, learning and care quality framework states that effective development comes from indoor and outdoor provision as well as adult child interaction. Enabling adults, effective environments and engaging experiences can support adults in providing the best care and provision to support children's development. The framework also offers adults ways on the ways that they can support children of different ages to develop their belonging, communication, exploration, physical development, and wellbeing, it provides information of what children need within those areas to develop further in their developmental steps. (Welsh Government 2023). Great Start to Quality (No date) suggests that high quality in education is important as it provides children with the skills and knowledge they need to support them in thriving. High quality education should allow children to access a safe space in which they can grow and learn. The first 5 years within a child's life is when the majority of their brain develops, so to support a safe environment children should be able to explore freely and having strong caring relationships with the adults around

them. This will then support children in becoming confident, curious learners. High quality education setting should be continuous reflectors and have continuous professional development to support their high-quality practice. As well as having positive relationships with the families of the children and the communities, as this is will support settings in best catering their high-quality care to best suit the needs of those within the community and incorporating different home cultures to within the setting. Setodji, et, al. (2019) states that ECERS are used to identify the social and cognitive development in children during a study. The data from the study showed that once a setting has reached a level of scoring of 3.4 they didn't not see any improvements past that score, so when setting has a score past 3.4 there were no additional developments shown in the study. Settings who used ECERS had proven there were further academic achievements in the children through out their school life. children who are from disadvantaged backgrounds are shown to have a poorer advantage when it comes to academic achievement, ECERS and other high quality rating scales as well as a high-quality education can support in reducing the impact of academic achievement on children from disadvantaged backgrounds giving them access to a better education. As a high-quality environment and education can support better outcomes in a child. It states that ECERS does not provide enough attention on teaching processes and social developments and relationships but does focus mostly on a high-quality environment.

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