

Cover Sheet

For this assessment I have submitted the following:

1. An image of an outdoor environment.
2. A Learning Journal to show how the environment in Part 1 could support maths and science in the Early Years.
3. Risk Assessment provided for the environment shown in the image in part 1.
4. An academic piece looking at how the adult is able to support maths and science in the Early Years.

AI Statement

I have used AI in part 1 in order to edit my photo.

Prompt used:

“There is a person behind the tree, are you able to remove them please”

Part 1



(Source: Quinney, 2026a)

Part 2

Learning Journal

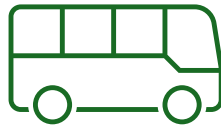


It is a beautiful spring day, perfect for an adventure! Playgroup are taking 10 children, aged 3-4 on a coach to Dyffryn Gardens in a ratio of 1:2.

Access to the natural world around us can support well-being and help build an understanding of the interconnection between nature and humanity (Welsh Government, 2023).

The children are all ready to go, having independently put on their coats and filled up their reusable bottles with water. They are very excited!

The Journey



The children are eager to get on the coach, for some of them it is their first time! As the children queue there is a lot of discussion about the size of the coach and its wheels.

“It’s so big! Look at it’s big wheels.” Child A points.

“My Dad drives a truck with big wheels.” Child B says as he opens his arms out wide to express the big size.

“Mummy’s car has little wheels, but they go round and round so fast!” Child C describes the speed whilst running fast on the spot.

“My Mummy’s car is sloooooooooooooow” Child B responds.

The children laugh.

As the journey begins the children are interested in what they see through the windows. As the coach slows in traffic, child A notices horses in the field.

“Oh look! Look! Horses!” she exclaims.

“Oh yes!” responds the staff member.

Child A points her finger towards the window and counts each horse “un, dau, tri, pedwar, pump, chwech”

“Da iawn! Great Welsh” the staff member replies.



(Source: Quinney, 2026b)

The children celebrate as we arrive at Dyffryn Gardens, excited to begin exploring. The area is vast with so much to see. The tweets from newly hatched baby birds can be heard from their nests, and the stream brings a calmness to the environment as the water slowly trickles under the small and interesting looking bridge.

The Stream

The water instantly sparks an interest to a group of 4 children.

Child A crouches down to look at the stream “Oh! Look! What is that?!”

“Is that a fish?” Child B replies.

“It doesn’t look like a fish.” Child C says.

“Shall we take a closer look?” the staff member asks.

“yes! Let’s catch one!” Child D exclaims.



The children work as a team to decide on how they will catch the mystery creature. Rummaging through the resources provided, they find a tiny metal bucket, string and jam jars.

With some little hints from the staff member, child D suggests, “Lets tie the string to the bucket, and then drop it in.”

With perseverance and some support from the staff member, the children cut and tie the string to the bucket, showing developing fine motor skills. They gather together as child B lowers the bucket.

Their hopeful faces drop as they realise the bucket doesn’t reach the water.

“oh no! the string is too small” Child A sighs.

On their second attempt the children make the string longer.

“Do it as long as me” Child B suggests, laying on the floor. The three remaining children roll out the string, measuring it against child B. The children showed mathematical thinking in order to problem solve, they also showed great teamwork!

The children repeat the process of tying the string to the bucket.

This time their hopeful faces turn to big grins and cheers as the bucket reaches the water!

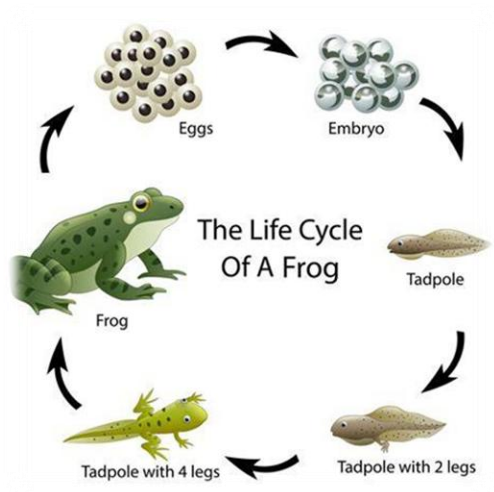
The children take it in turns, in attempt to catch the very quick swimming creature. It takes patience and good hand-eye co-ordination to steady the bucket to catch the creature.

There are pats on the back all round as Child C catches the creature.

Once transferred to a jar the children gather to closely observe the creature as it swims around.

Staff member 1 tells the children, “This is a tadpole.”

“Yes is it! And it will soon grow into a frog” replies staff member 2. The children look in wonder and disbelief that the little creature (who looks like a fish) will soon be a frog.



(Source: Stock image, n.d)

They listen with interest as they learn the life cycle of a tadpole. This sparked more questions, such as “where do their tails go?” and “where do they sleep?”. In this moment the children learned the biology of a living creature.

Loose Parts

“Let’s go on a treasure hunt!” child A shouts to child B as they walk along the grass.

“yes! Let’s look in the trees!” child B shouts back, as they run into the direction of the tall, leafy trees.

The two children begin their hunt for treasure. It is not long before they begin to discover natural materials that interest them.

They gather up items such as stones, sticks and leaves, filling their coat pockets with their 'treasures', then sit to show each other and the staff member what they have found.

Child A carefully lays out each item on the floor, creating a long line of objects, - leaf, stone, stick, leaf, stone stick. "You've made a pattern!" the staff member says.

Child B sorts their objects into separate piles – a pile of stones, a pile of leaves and a pile of sticks.



(Source: A little learning for two, 2012)

"That is a lot of treasure you have both found" says the staff member.

"Yes! I have 1,2,3,4 leaves." Child B points to each leaf as he counts. "and look! This leaf has a hole!" he holds the leaf up to his eye and looks through - "it's a circle. Like glasses!" Child A responds with a giggle, then looks back at her collection. "I found a big stick and a little stick" she says.

"my sticks are bigger" child B says.

"Are you sure?" the staff member says.

"yes! We will measure them and see" replies child B, placing his sticks next to child A's.

"They are the same size!" child A announces.

"Lets find bigger ones!" child B says.



The children run to find bigger sticks, using the original stick to compare sizes. Eventually they find a big stick, waving it in the air as celebration.

The bridge

The little cobbled bridge looked inviting to two children who run over it, back and for, many times!

The children seem to enjoy the thrill of running over the bridge, developing their balance, co-ordination and gross motor skills.

“Is it harder to run up the bridge or down the bridge?” the staff member asks.

“let me check” replies child A, running up and over the bridge again.

“It’s harder to run up!” Child A answers with a look of surprise on her face. “Why is it harder to run up?” she asks.

“It is gravity. It is easier to run down because gravity is helping you.” Answers the staff member.

The staff member takes a stone and throws it from the bridge into the stream to show another example of gravity. Child A and B both watch with interest then join in throwing stones. They discovered that the bigger the stone was, the bigger it would splash.



The discoveries then turned to floating and sinking. Child A and B discovered lighter objects such as tiny sticks and feathers would float, but heavy objects would sink.



(Source: Stock image, n.d)

Home Time

After a busy morning exploring, it was time to relax before we set off for our journey home. The children led on the grass, watching the shadows of the leaves of the willow tree, dance on their faces. The children told us about their adventures and conversation began about the changing seasons.

One child asked “why do these trees have leaves, but those trees don’t have any?” We talked about the flowers that were starting to bud, the rows of daffodils and the baby birds who were tweeting in their nest – all the signs of spring, as new life beings.



(Source: Quinney, 2026c)

Our day exploring has given the children a holistic approach to learning. There were able to share their own thoughts and develop their own ideas using the natural world around us. As stated within the curriculum, the children were able to recognise problems but also given opportunity to solve them by making their own informed decisions (Welsh Government, 2020).

What a lovely time we had exploring Dyffryn Gardens.



Part 3 1356**Risk Assessment****Date:** 4th April 2026**Place:** Dyffryn Gardens, CF5 6FZ

Staff to carry a first aid bag, phone and contacts for children's parents and guardians in case of an emergency. Staff must be first aid trained.

Staff to also carry children's medical information, such as allergies and doctors contact information.

Ratio will be 1:2 (One staff member with 2 children). Senior leader to allocate keyworkers to children.

Experience exploring the outdoor space in photograph	Benefits	Hazards and Risks	Precautions in place to reduce risk of injury	Who is at risk	Overall risk after precautions in place L M H
Access to water from the stream.	Problem solving – children can find ways to collect water safely from the stream using resources provided and natural materials from the surrounding area. Team work – discovering together how to collect the water which will also support development of language and communication. Sensory – listening to the sounds of a running stream. Discovery of its properties. How does it feel? hot or cold? Develop hand-eye coordination when filling and pouring. Science and Mathematics – discovery of weight and volume when collecting water in cups, pots or jugs.	Drowning in low or high water levels. Steep banking alongside the stream – risk of slipping and falling could cause head injury, broken limbs, also a risk of person/child becoming unconscious and/or drowning,	Staff to be vigilant and remain close to children when they are near water. Staff to support children to collect the water. keyworker system in place to ensure eyes are on every child. Children explained and reminded regularly of water safety. Staff to model and remind children of safe ways of moving around the area when near the stream.	Children and Staff	
		Handling contaminated or stagnant water could	Children reminded not to drink water.		

		contain bacteria or harmful chemicals which may cause vomiting or skin rashes. Consumption of contaminated or stagnant water – may cause stomach pain, vomiting, diarrhoea or death.	Portable handwashing station, soap and hand sanitizer provided. Avoid using the stream if it contains stagnant water. Check for clear running water that does not contain foam, unusual smells, foam or looks oily.		
Collecting natural materials, such as leaves, stones/pebbles and sticks.	Mathematics – children learn as they count and sort their findings. Also supports the discovery of pattern and shape. Creative development – using natural materials to create from imagination. This enables the child to share their own thoughts and feelings through creative expression. Collection of large and small materials support the development of fine and gross motor skills as the children use their gross motor skills to move climb and discover, whilst using fine motor skills to collect smaller objects or create intricate pieces of art. Language and communication- children may use words or gestures to communicate their	Bruising, cuts or unconsciousness due to materials, such as pebbles, being thrown. Eye injuries from sticks being carried or waved around. Impalement from sticks being used as weapons or waved around inappropriately, could cause death.	Staff to model correct ways of handling materials, such as no throwing. Children reminded not to use materials as weapons.	Children	
		Materials contaminated with animal faeces or mold - may cause sickness and diarrhoea if ingested.	Area of exploration to be checked by staff before use. Staff to remain vigilant when children are exploring and picking up materials.	Children	

	findings. There is opportunity for staff to support children's understanding by discussion of findings. Children may also communicate with each other to share and compare their findings.		Portable handwashing station provided, children encouraged to use.		
		Allergic reactions from materials – rashes, hives, death Insect stings – pain in stung area, rashes, red lumps. Potential allergic reaction could show hives or cause death.	Children reminded not to put materials or hands/ fingers in mouths. Staff to be trained and aware of children with allergies and how to use an EPI pen for a reaction. Staff to remain vigilant when children are handling objects such as flowers, may have insects on them.	Children	
		Choking on small materials could cause death.	Staff to be vigilant of children putting materials in mouths. Children reminded not to put materials in mouths.	Children	
		Handling of Foreign objects, such as glass or needles – choking, vomiting, cuts, scratches, loss of sight, poisoning.	Staff to check the area before children explore. Staff to remain vigilant and watch what children are handling. A needle could be contaminated. Child would need to go to hospital.	Children and Staff	

Small bridge and steps.	Development of gross motor skills as children navigate their way up and over the bridge and up and down the steps, building on balance and strength. Science – children may throw sticks or pebbles from the bridge and into the stream, or roll objects down the steps. This could prompt discussion of gravity and floating and sinking.	Uneven paving could result in broken bones, fractures, cuts, bruises.	Staff to model safe movement when using the bridge. Children and staff to wear suitable footwear. Hold hands of children who seem unsteady.	Children and Staff	
		Steps or bridge may be slippery due to ice in cold weather, spillages of drinks or food or heavy rain. +Falling off the side of the bridge may cause broken bones, cuts, bruises or fractures. Possible death from drowning. +Falling down concrete steps could result in broken bones, fractures, cuts, bruises.	Staff to check that bridge and steps are safe to use and not slippery before use. Avoid bridge and steps if unable to be cleared. Children reminded to use bridge and steps safely Children and staff to wear suitable footwear. Staff to model using the bridge safely. Staff to model using bridge and steps safely. Hold hands of children who seem unsteady.	Children and staff	
Large open space to explore	Gross motor skills – children have the opportunity and space to move and explore in any way they choose, this could include, running, rolling, jumping.	Children may become lost if they run into the trees. This could cause trauma, cuts, bruises, broken limbs, death.	Flags set up to show children the area they must stay within. Record of attendance taken on	Children	

	Large outdoor spaces in quiet areas can promote calm and wellbeing.		bus before and after trip. Regular head counts. Staff to wear uniform. Keyworker system in place to ensure eyes are on every child. Children to wear high vis vests. Call 999 if child goes missing. Children reminded to stay close and not run off.		
		Child may be taken by a member of the public that could cause serious harm to the child or death.	Keyworker system in place to ensure eyes are on every child. Staff to be aware of strangers approaching children. Call 999. The whole group to meet at the agreed spot. If member of the public is suspected, inform the police and manager of the property.	Children	
		Dog bites.	Staff to remind children not to go near dogs.	Children and staff	

			Staff to keep children a safe distance away from dogs.		
		Sunburn, or heat stroke – fainting, red and flushed, blistering, exhausted.	Sun cream applied before trip and reapplied as directed on bottle. Regular breaks for drinks encouraged. Take breaks in shaded areas. Cancel trip if heat is extreme.	Children and Staff	
Coach Travel to the outdoor space	Belonging – children will have a shared experience of traveling on the coach together. Language and communication- children and staff could communicate what they see on the way. There may be conversations of excitement or some fears of traveling on the coach. Children are able to access an environment that may not be available to them near their home.	Traffic Accident – broken bones, cuts bruises, concussion. Risk of death.	Setting to use reputable coach company with correct documents for safe travel. Children and staff to wear seatbelts. 999 in serious accident. Headcount and register to be taken.	Children and Staff	
		Breakdown may result on children having to be escorted from bus on motorway. Risk of death.	Keyworker system of 1:2 to be used, holding children's hands if transferred from one coach to another or waiting at the side of the road. Headcount and register to be taken.	Children and Staff	

Part 4

Outdoor Learning – How the Practitioner could support Maths and Science in the Early Years

UNICEF (2025) champions the idea of outdoor play, sharing the research of a range of studies, it suggests that children who have access to wooded areas, green spaces or gardens, showed more resilience emotionally and had better focus with lower stress levels. Keeler (2013) discusses peoples ideas of outdoor space and their thoughts of the perfect space for a child. They suggest that people may think of exotic places, such as a rain forest, when considering the perfect outdoor space for a child to play. However they argue that this need not be the case, as a small back garden can be just as beneficial for children, as it is a space where children can explore using all their senses. UNICEF (2025) also go on to support this idea, stating that even a small green space can make a difference to a child's development, such as a balcony with some plants in pots and bird feeders. They share the findings of research which showed, changing a play area from asphalt to grass and plants had an impact on children's behaviour, saying children played less aggressively on grass than asphalt. Olsen (2026) explains the Rudolf Steiner movement, encouraged the movement of indoor learning to outdoors, opening its first outdoor kindergarten in Germany in the 1950's. Though was seen as a controversial move, more kindergartens continued to open due to a need for childcare. During 2013-2017, Copenhagen University produced a study on traditional schools compared to outdoor schools. It concluded that children who showed more challenging behaviour benefitted from the natural environment. It also found that children who learnt outdoors were able to cope with the unpredictability of everyday life (Olsen, 2026).

Garden and Hirst (2024) say the Norwegian Ministry of Education & Research (2017) states that children should be given opportunity to explore the outdoors freely, to access to the natural world. It requires staff to support children in their understanding of the world around us, in order to develop a connection and a care for nature.

Garden and Hirst (2024) go on to give an example of this, sharing their observations of play within a kindergarten. The assumption was made that a teacher was telling children to be careful whilst climbing a tree. The teacher corrected this assumption,

explaining that she reminded the children that the branches are fragile so to take care, not to hurt the tree. She encouraged the children to make their own choices of how to climb the tree with understanding they needed to climb up , but also down, independently and safely. When looking at the Quality Framework for Early Childhood Play, Learning and Care in Wales (Welsh Government, 2023), it can be seen how it has taken a Scandinavian approach. The framework shares its value of nature and community, stating the value of using natural resources to provide opportunity to learn. It talks about enabling adults, who model how to care and use the environment. This links to the observation mentioned above, of the teacher reminding the children of the fragility of the trees. The teacher enabled the children to take risks whilst providing them with information that may support their decision making and also remind them of the care we need to take of our environment. Little (2013) discusses the definition of risk, saying that it often has negative connotations, with links to unfavourable outcomes. Li, Zhang and Wang (2026) share findings from their research that shows, although teachers support risky play, they have fears of taking responsibility for safety or being judged by inspectors. Gill (2010) believes children need to experience risk in order to prepare them for the challenges of adulthood. They say that staff can build on this by introducing children to managed risk and supporting them through it. An example is given of the risk of drowning. Rather than telling children to avoid water, teaching children how to swim and educating them to understand these environments can give children confidence in their own judgement. This is supported by Maynard and Waters (2014) who said Froebel (1967) believed, children who had been exposed to risk and challenge in the early years, were safer than those who had been more protected, suggesting, this is because they have become aware of their own abilities and are able to navigate risks independently. From this is can be considered how staff need to manage their own feelings of risk in order to support children, as this could impact their confidence and future capabilities of dealing with risk and challenges in life. Particularly in regards to the learning journey in part 2, if the staff member prevented the children from running over the bridge, due to fears of them falling into the water, the children would have missed out on key learning opportunities of movement and gravity.

Davies *et al.* (2014) explains, when children explore, physical connections are made in the brain called synaptogenesis. Some structures in the brain are formed from

birth, however, these neural structures depend on external experiences to create more connections. It is those connections that enable humans to develop more scientific ideas. Piaget also saw the benefits of a child's surroundings, he believed that children learn from a rich learning environment. He saw the environment as a key feature for development, where children could explore and experience for themselves, rather than being guided by a teacher (Halpenny and Pettersen, 2013). This differs to the ideas of Vygotsky, who saw those who surround the child as valuable in learning. Vygotsky shared his ideas of the zone of proximal development. He believed children may have abilities that are not clear to see, but the right challenge and guidance from the adult may highlight these skills (Miller, 2011). Piaget did, however, value peer interaction and the challenges these interactions may bring. He felt this would enable a child to listen to and consider the different viewpoints of others (Halpenny and Pettersen, 2013). Welsh Government (2023) share the same ideas of Vygotsky and spotlight the involvement of the adult within the curriculum, calling this the enabling adult. It believes the adult should deepen their understanding of the children in their care in order to support them in their learning. It also discusses the environment and the adult's role in creating an environment that provides rich learning experiences, which also supports the ideas of Piaget.

When specifically talking about mathematics Yelland, Diezmann and Butler (2014) agree that adults play a significant part in supporting children's learning. They suggest that a child's mathematical understanding is developed through exploration of objects, by testing their ideas and asking questions. When looking at representations to support learning, the provision of real objects is advised as it enables the child to see number physically represented, for example, there were 3 shells and 1 washed away. This idea could be supported in settings with the provision of loose parts or enabling children access to natural environments, such as the beach or forests.

The idea of loose parts supporting mathematical development is agreed by Daly and Beloglovsky (2014) who say children can begin to develop their first maths skills whilst playing with loose parts. When exploring loose parts children are beginning to learn of numerical concepts. As they engage with loose parts, children can often be heard counting the objects or arranging them into categories or patterns. Loose parts

encourage open-ended play which could also include concepts such as music and gravity. They have infinite play opportunities which children of all abilities are able to explore using their own creativity and imagination (Creative Star Learning, 2024).

Play Wales (2017) quotes Learning through Landscapes (2013) who states, the role of the adult is to observe the children as they engage with loose parts to discover what they are doing not physically, but to develop an understanding of the children's thought process. This understanding can be used to plan and provide materials for the future. Opal (2024) supports the idea of observation and believes that, particularly in traditional schools, when loose parts are introduced into a playground, there could be more of a challenge as it requires the staff to have a change in their mindset. Their role is no longer to supervise and defuse arguments but to become an observer, knowing when to offer support and when to step back. If there are disagreements, there is opportunity to encourage reflection. Opal (2024) goes on to conclude that loose parts can enrich playground, however it is not just about adding the resources to the area, it requires a long term shared approach, in which staff should feel confident to implement. Casey and Robertson (2019) say that any outdoor space can be used by children for play, however, children's play can be unpredictable. Staff should be considerate of the area played in, for example synthetic material such as small sequins or beads can be toxic for animals, therefore staff should avoid providing these materials outdoors. It can be considered from this that staff should utilise the natural materials of the outdoors to avoid these issues. Casey and Robertson (2019) also mention the potential risks of loose parts, such as smaller objects causing choking. This is something staff could consider when creating a risk assessment to avoid this.

It can be seen how the outdoors could be an ideal place for children to explore and learn maths and science holistically. It has the space and natural resources that can support learning of maths and science. As mentioned, space can be an issue. However, provision of small parts with the addition of some potted plants can support areas such as maths when counting, or the science of how we care for living things. From this it is clear that the adult has a role to play in offering these opportunities to children. That could include taking children on nature walks and ensuring there is the provision within setting to support this. It appears Welsh Government is attempting to follow the Scandinavian approach, sharing its values of outdoor learning and the

natural environment. However, the fear of the repercussions of children being hurt seems to cause a barrier of educators fully embracing this. It should be considered how the educator could potentially avoid some of these issues however, by knowing and understanding their children and the risks involved, planning for these potential risks effectively.

References

A little learning for two (2012) *Sequencing With Sticks & Stones*. Available at: <https://alittlelearningfortwo.blogspot.com/2012/07/sequencing-with-sticks-stones.html> (Accessed: 26 September).

Ann Marie Halpenny and Jan Pettersen (2013) *Introducing Piaget : A Guide for Practitioners and Students in Early Years Education*. Routledge.

Casey, T. and Robertson, J. (2019) *Loose Parts Play*. Available at: <https://thriveoutdoors.org.uk/wp-content/uploads/2023/07/Loose-Parts-Play-Toolkit-2019-web.pdf> (Accessed: 26 September).

Creative Star Learning Ltd (2024) *Simon Nicholson and The Theory of Loose Parts – 1 Million Thanks*. Available at: <https://creativestarlearning.co.uk/early-years-outdoors/simon-nicholson-and-the-theory-of-loose-parts-1-million-thanks/> (Accessed:24 September).

Daly, L. and Beloglovsky, M. (2014) *Loose Parts : Inspiring Play in Young Children*. Redleaf Press.

Dan Davies, Alan Howe, Christopher Collier, Rebecca Digby, Sarah Earle and Kendra McMahon (2014) *Teaching Science and Technology in the Early Years (3-7)*. Second Edition. Routledge.

Garden, A. and Hirst, N. (2024) '*Ikke skade treet*': '*Don't harm the tree*'. *Narratives from a Norwegian kindergarten*. *Education 3-13*, 52(8), pp. 1413–1431.

Gill, T. (2010) *Nothing Ventured...Balancing Risk and Benefits in the Outdoors*. FSC Publications.

Helen Little (2013) 'Mothers' beliefs about risk and risk-taking in children's outdoor play'. *Journal of Adventure Education and Outdoor Learning*. 15:1, 24-39, DOI: 10.1080/14729679.2013.842178.

Keeler. R. (2013) 'Creating Planet Earth'. *The wisdom of nature out my back door*. Available at: <https://www.communityplaythings.com/resources/literature/wisdom-of-nature> (Accessed: 26 September).

Li, Y., Zhang, Y. and Wang, M. (2026) 'Early Childhood Teachers' Perceptions of Risky Play: A Scoping Review'. *European journal of education Research, Development and Policy*. 61(1), DOI: 10.1111/ejed.70477.

Maynard, T. and Waters, J. (2014) *Exploring Outdoor Play in the Early Years*. Open University Press.

Mie Olsen (2026) *Learning among the trees in Denmark*. Available at: <https://courier.unesco.org/en/articles/learning-among-trees-denmark> (Accessed: 6 September).

Miller, R. (2011) *Vygotsky in Perspective*. Cambridge University Press.

Nicola Yelland, Carmel Diezmann and Deborah Butler (2014) *Early Mathematical Explorations*. Cambridge University Press.

Opal (2024) *Loose parts play in schools: what it is and why it matters*. Available at: <https://outdoorplayandlearning.org.uk/loose-parts-play/> (Accessed: 24 September).

Play Wales (2017) *Resources for playing – providing loose parts to support children's play*. Available at: <https://play.wales/resources-for-playing-providing-loose-parts-to-support-childrens-play/> (Accessed: 22 September).

Quinney, S. (2026a) Personal Image [Photograph]

Quinney, S. (2026b) Personal Image [Photograph]

Quinney, S. (2026c) Personal Image [Photograph]

UNICEF (2025) *The importance of outdoor play (and how to support it)*. Available at: <https://www.unicef.org/eca/stories/importance-outdoor-play-and-how-support-it> (Accessed: 21 September).

Welsh Government (2020) *Developing a vision for curriculum design*. Available at : <https://hwb.gov.wales/curriculum-for-wales/designing-your-curriculum/developing-a-vision-for-curriculum-design/#curriculum-design-and-the-four-purposes> (Accessed: 19 September).

Welsh Government (2023) *Enabling learning*. Available at: <https://hwb.gov.wales/curriculum-for-wales/designing-your-curriculum/enabling-learning/> (Accessed: 24 September).

Welsh Government (2023) *A Quality Framework for Early Childhood Play, Learning and Care in Wales*. Available at: <https://hwb.gov.wales/api/storage/7f8cc134-1ac0-4e1f-90f9-9543b7060eaf/a-quality-framework-for-early-childhood-play-learning-and-care-v1.pdf> (Accessed 6 September).

Welsh Government (2023) *The Curriculum for Wales - Statements of What Matters Code*. Available at: <https://www.gov.wales/sites/default/files/publications/2023-06/curriculum-for-wales-statements-of-what-matters-code.pdf> (Accessed: 19 September).