

Team Meeting Agenda 24/11/2025

Attendees: Lucy Pitt, Samantha Morgan, Lucie Williams, Sophie Norman, Emma Thomas, Hari Jones.

1. Safeguarding (key points highlighted) carried out by Lucy Pitt

Introduction to Safeguarding

Define safeguarding and its importance in our setting.

Reinforce that safeguarding is everyone's responsibility not only the designated safeguarding lead and deputy.

Incident Reporting and Record Keeping

Outline how safeguarding concerns are documented.

Explain the process of a safeguarding referral: initial support via IAA, escalation through a C1 form, and referral to MASH (Multi-Agency Safeguarding Hub).

Interactive Safeguarding Question

Engage members of the team with a scenario or question encouraging them to explain and reflect on their understanding of safeguarding procedures.

Training and Professional Development

Encourage staff who feel uncertain about any safeguarding topic to enhance their knowledge by enrolling in relevant online training courses for example:

Prevent Duty (radicalisation awareness)

ACEs (Adverse Childhood Experiences)

County Lines and Cuckooing (child exploitation risks)

FGM (awareness and reporting duties)

2. Health and Safety (key points highlighted). Carried out by Samantha Morgan.

Handwashing and Hygiene Practices

Reinforce the importance of regular handwashing and hygiene supported by the NHS hand washing technique poster displayed within the setting.

Ensure children are encouraged and supervised during these routines.

Illness and Exclusion Policies

Review procedures for managing illness in the setting and change if necessary. Clarify when children should be excluded due to illnesses and how staff should respond to this.

Emergency evacuation procedures.

Revisit the fire drill procedure and evacuation routes.

Review wider emergency procedures to ensure all staff are confident. Highlight the emergency exit routes to ensure staff know and understand where each evacuation route is located.

Food Safety and Mealtime Supervision

Discuss safe food handling and storage.

Ensure staff are confident in supervising children during meals. And ensuring that all food prepared at the setting is chopped correctly to minimise the risk of choking.

3. **Staff mentor and Interventions (key points highlighted). Carried out by Lucie Williams.**

Aims of WellComm

Introduce WellComm as a practical toolkit for assessing and supporting children's speech, language, and communication.

Emphasise its role in spotting early needs and promoting inclusive development.

How We Will Use It in the Setting

Explain how staff will apply WellComm through screening, observation, and targeted activities within the setting.

Clarify responsibilities for the assessments and how progress will be tracked.

Staff Training and Next Steps

Outline training required to ensure all staff are able to use WellComm effectively.

Encourage ongoing professional development and regular monitoring.

Share how results will be reviewed and communicated with parents/carers.

4. **ALN documentation, (Key points highlighted). Carried out by Sophie Norman.**

Introduction to Individual Learning Plans (ILPs)

Outline the purpose of ILPs as personalised documents designed to meet each child's unique learning needs.

Discuss the collaboration between staff, parents, and external professionals in developing and reviewing ILPs.

Record Keeping and Monitoring

Accurate documentation of assessments, interventions, and outcomes.

Secure storage of records in line with GDPR and safeguarding policies.

Evidence used to inform reviews, inspections, and parental communication.

Staff Roles and Responsibilities

ALN Lead oversees documentation and ensures staff are confident in using ILPs

ALN lead will support when needed.

All staff contribute observations and updates to maintain a holistic oversight of a child.

Training provided to strengthen inclusive practice and accurate record keeping.

5. Family engagement key points to be discussed. Carried out by Emma Thomas.

The Importance of Family Engagement

Family engagement builds strong partnerships between home and setting.

It supports children's learning, wellbeing, and development by ensuring consistency.

What has Been Going Well

Strong methods of communication including (newsletters, parent meetings, daily updates).

Positive feedback from families about feeling included in their child's progress.

Successful events that encourage parental involvement (stay-and-play sessions, workshops).

Where We Can Improve

Some families may feel less confident engaging due to language, time, or cultural barriers.

Need to ensure all parents have equal access to information (digital and paper formats).

Strengthen two-way communication by not just sharing updates however also through listening to family voices.

New Ideas Moving Forward

Introduce family workshops on topics that supports a child's development for example literacy, numeracy, and wellbeing.

Create more flexible opportunities for engagement (online meetings, recorded updates).

Develop parent focus groups to align with aspects of the curriculum or activities.

Celebrate diversity by inviting families to share cultural traditions and experiences.

4. Forest school planning (key points highlighted). Carried out by Hari Jones.

Safety and Risk Management

Conduct thorough risk assessments for all activities and locations.

Identify and manage potential hazards in natural environments.

Ensure appropriate control measures are in place for each session.

Accessibility and Inclusion

Consider age, learning needs, and physical disabilities when planning sessions.

Ensure the site is accessible for all children and staff.

Adapt activities to meet individual needs and promote inclusive participation.

Staffing and Supervision

Review class sizes and ensure appropriate practitioner to child ratios are being followed.

Organise parental volunteers and additional supporting staff where needed.

Confirm staff are confident in their roles and responsibilities.

Environmental and Logistical Planning

Prepare for seasonal changes: clothing, weather conditions, and time of year.

Plan session durations and travel times to and from the site.

Ensure essential facilities for example toilets and shelter are available and accessible.

WellCom Intervention

Hello, I will be introducing an intervention starting from nursery. Across the school we have seen higher numbers of children starting school with very few words, they may struggle with holding a conversation, taking their turn in conversation or less confident socially and during play. This coincides with the Welsh Government guidance in relation to practitioners expressing their concern about early speech and language development. (Welsh Government, 2023).

Working closely with the children day to day it is seen that children are having speech and language skills that are below their age. This could be due to lack of adult-child interactions, increased and long periods of screen time and the aftereffects of children being affected by the pandemic all contributing to the delays in speech and language (RCSLT, 2023).

Grolig (2020) suggests that from a theoretical point of view this represents Bruner's scaffolding theory and Vygotsky's theory of language and development of social skills as children learn through frequent daily adult-child interaction. When these become less frequent it directly impacts a child's ability to learn, as the opportunities of these interactions are less frequent showing in their abilities. Bronfenbrenner's ecological systems theory helps studies show the shift in families and society as they become strained, this then makes the home, and the nursery provide more responsibility over children's development. (Early Education, 2021).

So, why does this matter in early years?

In early years speech and language presented are the first signs of future literacy and academic skills. According to the Education Endowment Foundation, early and high-quality intervention can increase progress rapidly by an adult exposing a child to new vocabulary, modelling, structured conversations and enriched language experiences (Education Endowment Foundation (EEF), 2021). The use of WellComm aligns with Vygotsky's Zone of Proximal Development as this is a way of practitioners scaffolding children's language development based on their needs and where their skills need improving (Errol Ertugrulu, 2023). By providing children with early intervention in nursery this increases their likelihood to be ready to learn their phonics and develop effective reading skills for their age as well as gaining confidence in their social development.

There has been an increase in need for speech, language and communication skills since 2017, also this has been massively affected by the aftereffects of the pandemic (Welsh Government, 2024). Royal College of Speech and language therapists (RCSLT, 2023) states children that are being referred for speech and language are being put on long waiting lists leaving nurseries to be the supporters to help identify any issues early on in their lives.

In more recent years, the Welsh Government (2023) stated how important nurseries are in developing speech, language and communication skills. The article states that

nurseries play an important role in children's lives as practitioners spend a large portion of their time with one another, and in this time, practitioners will be structuring their evidence to help improve speech and language development (Welsh Government, 2023).

This brings us to WellComm. WellComm is a widely used screening tool, an intervention for children from 6 months to 6 years. It is a short assessment with a traffic light system that builds a development profile for each child. The assessment tool also comes with a guidance book of structured tasks to help children where their areas of need are to help boost them to their age-appropriate skill set (National Deaf Children's Society, no date).

Dysart and Code (2024) states that not only is WellComm a great tool for supporting children's development but also a great tool for practitioners to be confident and accurately assess and identify a child's language needs. The studies have found that WellComm supports early years staff to benefit from clear and structured guidance (The National Lottery Community Fund (TNL), 2025).

Evidence shows that short and frequent adult-led opportunities that will be based around play have the highest impact on children's development (EEF, 2021). WellComm is an effective tool when it is consistently delivered and by practitioners with good understanding and knowledge of the intervention (Dysart and Code, 2024; Welsh Government, 2023). The structure of the practice represents Bruner's scaffolding of taking small steps, repeated practice and adults modelling activities.

How do staff implement and support the use of Wellcomm alongside other activities to boost learning?

Universal Provision- This will include adults modelling singing time, storytelling and exposure to new vocabulary as these will be engaging experiences that children learn their early literacy skills (Welsh government 2021).

Early intervention (WellComm)- The screening will help practitioners identify those children that will need extra support along with Welsh Government (2022) guidance review on early language development tools.

Small Targeted Groups- These sessions should be short 10-15 minutes, and they should be play-based activities. These activities can be accessed through the Wellcomm big book of ideas to continue with structure and consistency (Dysart and Code, 2024). Nuffield Foundation (2023) states that research studies show that consistent adult-ed and targeted interaction has been proven to be an effective way to build on early language development.

SLT referrals- when referring to speech therapists it is important to have the WellComm assessments as these can be used as evidence to see the individual child's needs and who is the highest need to prioritise (RCSLT, 2021), especially as we all know how in demand services are currently.

Bilingualism and Welsh-medium considerations-

It is apparent that in Wales, trying to identify language delays and bilingual development. Welsh government (2023) guidance states that there is a huge need for bilingual assessment and culturally appropriate practice to support and identify needs. The Royal College of speech and language therapists (2023) highlights that

the lack of evidence-based speech, language and communication interventions available in Welsh, making practitioners evidence and observation of a child even more important.

I understand that on such a short day and having such busy schedules can be difficult. However, incorporating the short sessions and activities into their play as most of the activities are based around nursery play routines. This allows practitioners to implement the activities in a realistic time frame and setting (TNL community Fund, 2025).

Parents and Guardians

Parents will play an essential role in communicating their children's needs back and forth with practitioners. The Welsh government strongly suggests the importance of parental engagement in early development of SLC (Welsh Government 2023). It would be practical to get parents on board so that worksheets can be sent home so that the learning does not have to stop at the end of the nursery day, but to carry on their language development at home. They will also be given information sheets to express how important and how parents strongly influence later outcomes (Gilkerson et al, 2018).

Tracking Progress

From the beginning the WellComm assessments will give a score each time an assessment has taken place, so tracking the score to see improvements or further improvements will clearly be seen. Frequent observations alongside Wellcomm should take place to cover all areas of the child's needs to see if any further improvements need to be made to support early literacy development as early as possible to align with the Welsh government's SLC framework for early years (Welsh Government, 2023).

Over the next 6-12 weeks we will collect the data by screening our focused children using the WellComm tools and will meet to review progress. Thank you all for taking your time to listen, early identification is vitally important to develop speech, language and communication skills and using these tools help to make an effective impact.

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