

Leadership and Management for systems of quality**Group script and reference list****Lindsey Edwards Recording Time – 5 minutes 40 seconds (Approx)**

Rachel

Good afternoon, as you know, we have our upcoming CIW inspection, and we want to ensure we are fully prepared. Today, we will be reviewing all necessary documents and requirements set out by CIW to ensure that all paperwork is updated and to discuss any matters prior to inspection. I will briefly discuss staff qualifications, ratios, supervision, and well-being to ensure we meet regulatory requirements and provide the best possible environment for staff and children. Training is essential as it ensures staff have the knowledge, skills, and qualifications needed to provide safe, high-quality childcare while meeting regulatory requirements. As per CIW regulations, at least 50% of our staff must hold at least a Level 3 childcare qualification. We have one staff member currently working towards their Level 3 qualification, and they are on track to be completed within the required timeframe. Additionally, we have upcoming safeguarding, and first aid training sessions scheduled which are a mandatory requirement. Lindsey, can you confirm that our training records are up to date please?

Lindsey Edwards – 2216694

Yes Rachel, regarding the member of staff working towards their level 3, I will diarize a follow-up next month to ensure they are still on schedule for completion. I have already reviewed all the staff training records and certifications on our skills and training matrix. This provides a clear overview for me to rebook refresher training and courses for staff three months prior to expiry (Health and Safety Executive, 2024).

Louisa's outdoor play course is due for renewal in June, so I have sent an email requesting for this to be booked in the next six to eight weeks. Once I have a confirmed date for this, I will advise Louisa, and you can then make arrangements for sufficient staffing to be in place.

Excellent thank you for this Lindsey.

Keeping training records updated is crucial for demonstrating compliance during inspections and ensuring all staff remain properly qualified. Safeguarding and first aid training are particularly important because they equip staff with the ability to protect children from harm and respond effectively in emergencies. Without ongoing training, staff may lack the necessary skills to handle critical situations, which could compromise safety, care standards, and the overall reputation of the setting. We need to ensure we are meeting CIW-mandated staff-to-child ratios, which is crucial. The National Minimum Standards (NMS) set by CIW state that Staff-to-Child Ratios & Compliance are 0-2 years: 1 staff member per 3 children and 2-3 years: 1 staff member per 4 children (Welsh Gov, 2023). Based on our current staffing levels, we are consistently meeting the required ratios across all age groups, however, we need to monitor staff absences to ensure we always have enough cover. Ensuring compliance with CIW-mandated staff-to-child ratios is essential for maintaining a safe, high-quality childcare environment. Adequate staffing levels ensure that children receive proper supervision, reducing the risk of accidents and ensuring their needs are met promptly. It is also a legal requirement, and failure to meet the

required ratios could result in regulatory action, penalties, or even the revocation of the setting's registration. Maintaining the correct ratios directly impacts the quality of care, as children benefit from better attention, engagement, and support for their development. Additionally, ensuring sufficient staffing prevents excessive workloads on staff, reducing stress and burnout while maintaining morale. Parents rely on the confidence that their children are in a well-staffed environment, and consistently meeting these ratios helps uphold the setting's reputation and trust.

Staff well-being is crucial for both individual employees and the overall success of any organization. The *Well-being of Future Generations (Wales) Act 2015* is primarily focused on improving social, economic, environmental, and cultural well-being in Wales, with a long-term vision for sustainable development. While the Act places a strong emphasis on the well-being of children and future generations, it also extends to staff working in sectors such as education, healthcare, and public services.

When employees experience good physical and mental health, they are more productive, engaged, and motivated in their roles (Bakker & Demerouti, 2017). A workplace that prioritizes well-being can reduce absenteeism, improve job satisfaction, and enhance retention rates, benefiting the organization's performance and reputation (Robertson & Cooper, 2011). Some staff members have mentioned feeling overwhelmed during peak hours. More support during transitions and break times would help, would you all agree? Great let us explore ways to adjust schedules or provide additional support during busy periods. Does anyone have any suggestions on how we could implement these changes?

Lindsey Edwards – 2216694

I am familiar with the Employers Assistant Programme which can provide help with work life balance, time management strategies and has experts available to discuss wellbeing and stress concerns all in a confidential manner (Bupa n.d.). Would you like me to look further into this?

Yes, please, I am not familiar with this program personally but if you have some knowledge of what they can provide to staff and believe that it will be beneficial that would be great, thank you.

I would also like to remind staff about our open-door policy and available well-being resources if you should need them, while remembering that we adhere to workplace confidentiality GDPR (2016). One of the key reasons for prioritizing staff well-being is its impact on productivity. Research suggests that employees who feel valued and supported demonstrate higher levels of commitment and efficiency (Grawitch et al., 2006). When workplaces implement well-being initiatives such as flexible working arrangements, mental health support, and professional development opportunities, they create an environment that fosters motivation and job satisfaction (Danna & Griffin, 1999). This not only enhances individual performance but also contributes to a more positive workplace culture.

Moving on to forms of feedback, our method of collecting feedback is using our anonymous questionnaires. This proves useful but there are some disadvantages to using this method. Using anonymous parent feedback questionnaires allows for honest and constructive feedback, as parents may feel more comfortable sharing their genuine opinions without fear of judgment (Cohen et al., 2018). This helps identify any hidden concerns that might not otherwise be expressed (Denscombe,

2021). The questionnaire also highlights the setting's strengths, reinforcing best practices and providing positive testimonials that can be shared during the inspection (Bell, 2014). Additionally, it identifies areas for improvement, giving the setting an opportunity to make proactive changes before an inspection takes place (Robson & McCartan, 2016). Engaging parents in this way shows that their opinions are valued, strengthening relationships between families and staff (MacNaughton et al., 2007). It also demonstrates a commitment to continuous improvement, which can be beneficial during an inspection (Mertens, 2020). However, the disadvantages of using this form of feedback are that it can be difficult to follow up on specific concerns or seek clarification (Kane & Trochim, 2007). There is also a risk of receiving vague or unconstructive feedback that does not provide actionable insights (Brookhart, 2013). Some parents may use the opportunity to express personal grievances rather than offering balanced feedback, which can alter the overall results (Leung, 2015). Additionally, response rates may be low, meaning the feedback collected may not fully represent the views of all parents (Dillman et al., 2014). There is also a chance that parents who are satisfied may not feel the need to respond, leading to a bias towards more critical feedback (Groves et al., 2009). Fortunately for us in our setting this method is working to our advantage for now but may need to change in the future if it becomes less effective.

Louisa

I am a playworker within the setting. My role is to support and care for the children making sure they are supervised whilst they control and adapt to their own play, using their own ideas and interests. As PlayWales (2024) states, Children's play experiences are enriched by skilled Playworkers who can turn physical spaces into places of opportunity, imagination and belonging. The importance of learning through play is essential for children to gain life skills and knowledge according to UNICEF (2025). I have just completed the play plan for the next two weeks, rotating the activities to deliver play experiences to meet the needs and interests of the children. Every two weeks the children are given a choice between two different themes and then the activities are planned and organised around the theme with the most votes. This allows the children to express their own thoughts and will prepare them for pupil voice when they attend a school setting and be part of the New Curriculum for Wales (gov.uk 2025). When planning the activities I always follow the Playwork principles that provide a professional and ethical framework for Playwork. I include activities that meet the children's needs and requirements giving them cognitive, physical, social and emotional benefits so that they can have the best start on their learning journey. I have included a cooking activity and have carried out a risk assessment, checking all the equipment is safe to use and checked if there are any allergies and made the appropriate amendments. I have compiled a message to be sent to parents to inform them of the activity and give them the information on the tasks. Adhering to the food hygiene standards (Food Hygiene Wales 2025) My food hygiene certificate is up to date, and as you are all aware Lindsey has been in touch regarding my Outdoor Play course (gov.wales 2025) which is due for renewal in 3 months, and I am awaiting to hear back once she has a date for me. I have carried out a safety inspection on all play equipment and toys making sure they adhere to British Safety standards (gov.uk-toy safety 2025). I have removed and disposed of any broken or damaged equipment. Ensuring the children have good quality equipment that is fit for purpose as the resources we provide benefit their learning

and development. I have updated our healthy eating plan and communicated with parents to remind them if they are providing snacks for their children, they need to meet our healthy eating plan requirements (nhs.wales 2025). I have completed a new hygiene document and put it on display in, the kitchen for the other staff members to be able to see and Lindsey has been given a copy to retain for her office records.

Lindsey Edwards – 2216694

Yes, thank you Louisa, this was scanned and has been safely stored.

All health, safety and hygiene standards must be met, and the policies adhered to when providing all refreshments (Food Hygiene Wales 2025). Meeting all the National Minimum Standards for Regulated Childcare for children up to the age of 12 years for Standard 12 including 12.3 'Fresh drinking water is freely available to children at all times', 12.4 'All food is stored safely. If parents provide food, they are informed of what can be stored safely' and 12.5 'Food Standards Agency and Environmental Health requirements are complied with' (food.gov.uk 2025).

I continue to update myself with any policy and procedure amendments within the setting to ensure I know the correct procedure to follow should a safeguarding incident present itself and to make sure the children are always safe. Following our policy and procedure for addressing and logging safeguarding concerns. Talking and interacting with children and noticing any changes in behaviour so that the children are cared for at a high standard. Part 7 of the Social Services and Wellbeing (Wales) Act 2014 places a duty on 'relevant partners' and the relevant youth offending team to inform a local authority of a child at risk in specified circumstances and for 'relevant partners' to inform the local authority of an adult at risk in specified circumstances. Section 28 of the Children Act 2004 places a duty on local authorities and their partner agencies to 'safeguard and promote the welfare of children' (gov.uk 2025).

Following feedback from our last inspection (CIW 2025) we have made sure that communication between parents and carers is to an acceptable standard and to a high quality. I am responsible for the administration of the Seesaw App (Seesaw 2025) which supports seamless collaboration between the setting and parents/carers. It gives up to ten family members access to a true window into the setting and allows them to see how their child is engaging daily. It allows the relationship between practitioners and family members to develop meeting engagement and communication needs. We also have the open-door policy in place so parents can come to use with any queries or concerns they might have. We continue to regularly check we have up to date contact information so that we can get hold of them in an emergency and to make sure they are receiving all our communication information. We post daily on Instagram, photos and videos of the children taking part in activities for parents to see what they have been up to. This aspect is one that the parents particularly enjoy as we've had so many of them asking us what they get up to daily as when they talk to the children at the end of the day, they often just say nothing. We have gained parental consent for the children to be displayed on social media and the ones that do not we take extreme care not to record them and all staff members are aware of the children without consent, we update the list regularly. Having a good relationship with parents or carers is proven to be significant in the child's development as stated by Bowlby (1951) in his Attachment Theory (Holmes 2014).

Joe

In preparation for the inspection, it is imperative that we ensure that safeguarding and child protection procedures and policies are in place and being followed to the highest standard as this will be heavily assessed by the Care Inspectorate Wales (CIW) inspection. The CIW (2015) wrote that one of the four themes that they abide by is wellbeing, along with care and support, environment and leadership. The wellbeing of the children and our staff is of the utmost importance as we follow the guidance of the Social Services and Wellbeing Act (2014) and the Wales Safeguarding Procedures (2014). This is particularly relevant in my role as SEN (Special Education Needs) coordinator, as there have been safeguarding concerns highlighted in the past in our ALN (Additional Learning Needs) pupils One Page Profiles, which is the tool we use to capture a child's strengths, needs, and preferences. They help us to understand what's important to the child and how best to support them. To focus on safeguarding and wellbeing of ALN pupils, I have embraced the ALN code for Wales (2021) which provides the guidance necessary for identifying and meeting the needs of ALN pupils. It sets out how education providers, including early years settings, schools, and local authorities, should identify and support children and young people with Additional Learning Needs. I have created IDPs for the new students and reviewed and updated the current ones, as per my role according to the ALN code for Wales (Chapter 8, 2021). I want to make you aware that some of our ALN pupils have safeguarding concerns outlined in their IDPs. As you know the Individual Development Plans are put into place to support teaching staff in planning effectively for SEN (special education needs) children's learning according to National Autistic Society (2020). According to the Welsh Government (2020) an IDP is a legal document that outlines a child or young person's ALN, the support required to meet those needs, and the outcomes they aim to achieve. An IDP ensures that our pupils learning is tailored to their own individual strengths, which promotes their learning and wellbeing. If anyone has anything to add?

I also wish to explain how the ALN assessments and observations work. Legally, IDPs need to be reviewed every 12 months according to Snap Cymru (2024), but due to the age of the children in our setting, we take the time to review every month. This is done to make sure that targets are met and make sure we are providing everything we can for their individual education. The IDP should include specific targets and strategies designed for an individual pupil that are different from or additional to those provided for the rest of the group or class. These personalised strategies ensure that the pupil's unique needs are met. We make sure the targets are met by observing the pupil and making notes of times when the target is completed, and then in the monthly review, if they have achieved the target, a new one can be given. Many of the targets given to the SEN pupils will be linked to engagement in the activity and involvement with peers. I wish to recommend the Leuven Scale as a useful observation tool for engagement and wellbeing. MacRea and Jones (2020) explain that the Leuven Scale for Well-being and Involvement is a valuable tool for supporting pupils ALN or otherwise, by assessing their emotional well-being and engagement in activities. Low scores in well-being may indicate feelings of distress or insecurity, while low involvement can suggest a lack of interest or difficulty accessing learning opportunities. These observations help practitioners identify areas where additional support is needed and

can inform IDPs by highlighting specific targets and strategies to enhance the child's experience. Regular use of the Leuven Scale also enables staff to monitor progress, evaluate the effectiveness of interventions, and adapt the learning environment to meet the individual needs of ALN pupils. The Leuven Scale promotes a person-centred approach by focusing on emotional wellbeing and security and engagement which ensures that both the emotional and academic needs of the child are prioritised according Learning Journals (2021).

As a part of ensuring that our SEN children have their wellbeing taken care of, I want to make sure that our classrooms and school areas are not only safe and secure, but also inclusive and engaging for our SEN pupils. According to Vain (2023) creating a safe and inclusive environment for SEN pupils involves ensuring their physical and emotional well-being while creating a space where they feel valued and supported. Torgersen (2024) explains that this can be achieved by conducting risk assessments to minimise hazards, maintaining clear routines, and providing quiet or sensory areas to help pupils self-regulate. Person-centred planning through IDPs ensures that support is tailored to each child's needs, incorporating differentiated learning materials, visual aids, and accessible resources.

Finally, I'd like to just ask you, Louisa about going over ALN policy. I know for your role as playworker, you interact with the children more than anyone, so can I ask that you familiarise yourself with section 9 of the Additional Learning Needs and Education Tribunal Wales Act (2018). This will give you some advice on looking after ALN pupils during your play sessions and make you aware of any information that the inspectors might ask of you. Is that ok?

Lindsey Edwards – 2216694 – 5 minutes 40 seconds

My role as administrator covers a broad range of duties to ensure that the highest standards of quality systems can be always achieved. These crucial duties form an integral part of our practice in order to sustain high levels of care within a successful practice (National Louis University, 2024). With our upcoming inspection due soon our mission statement articulates our values and beliefs promising to deliver an environment that will enrich and support children's development and offer the best possible outcomes (Lilley's Day Nursery, 2023).

Quality is instilled in all that we do at Lilley's which is built on the intentional and sincere actions on how we choose to work (Department for Education Foundation Years, 2015). To maintain these levels, and achieve a positive outcome from the impending inspection, it is important for us all to prepare by working together.

I have supplied you all with the most recent inspection guidance from the National Day Nurseries Association Cymru (NDNA, 2020) which I need everybody to go through this week, and it would also be beneficial if we could all revisit our company policies and procedures to allow us to be fully prepared for the examiners. The emphasis on having well-structured policies and procedures is essential for us to be - consistent in practice, have clear systems in place for emergencies, abide by our legal requirements and to safeguard our children (Corral-Granados et al., 2023). Our in-depth child protection policy outlines our commitment to prevention, procedure and support; and as Joe mentions, the implementation of One Page Profiles has proven to be a vital tool in identifying safeguarding issues. By having structured, clear and well-defined policies we are fostering a safe and secure environment for our children to grow and

develop. This aligns with our responsibilities to the United Nations Convention on the Rights of the Child, Article 19 ensuring children's wellbeing and safety, Article 28, having the right to education and Article 29 providing a secure and supportive environment (UNCRC, 1989).

An area that will also be explored during the inspection is the managing of information and record keeping. This requires my ongoing diligence and is regarded as a key requirement as set out in the National Minimum Standards, Care Inspectorate Wales (2023). These standards also stipulate that there is a continuing obligation and responsibility for all records to be maintained and available for examination during the visit. I have checked over the children's personal details, dietary, allergy and health information and accident and illness logs. There were two telephone numbers that have now been updated, and I have been advised of a house move that is due to take place in the next two weeks, this information has been added onto the personal records.

As highlighted in Annex C of the Guidance Handbook (Care Inspectorate Wales 2019), I have also revisited our company master documents, insurances and certifications ensuring that all details are up to date and available for perusal. I am pleased to report that all maintenance reports are compliant with standards, and our fire safety audit has been undertaken and passed without any non-compliances.

Here in Wales, we also have an obligation to abide by the Data Protection Act (2018) and GDPR regulation (2016) which places a legally binding responsibility upon us all to ensure that all staff and children are protected under the act. As part of our ongoing commitment to comply with GDPR, we have all attended the recent training session which I organised last month to maintain awareness and understanding of data privacy and sharing. The content I sourced was direct from The Information Commissioner's Office who provides training videos on the legislation and governance on information rights (ICO, 2024). As part of our own Data Protection Policy, we have devised a system following guidance from the National Cyber Security Centre (2021) for the safe and secure storage of sensitive data. The majority of our paperwork is now in electronic format which has enabled me to introduce a cloud-based storage system. Access rights are limited to myself, Rachel and Joe, with a ten character alphanumeric and symbolic password. Backups of all data are set up to run each evening to both the cloud and our internal hard drive which holds a separate password. There is also antivirus software installed to reduce further risk from harm. These have all been implemented to protect our setting, staff and children from risk to criminal activity and cyber threats (HWB Wales, 2021).

I think that is everything I wanted to cover on my part, thank you.

Ellen Nicholls 2312882 ECEY6011 Leadership for systems of quality script:

Good afternoon, as the senior nursery practitioner I would like to take this opportunity to go over some key areas during this meeting to ensure we are fully prepared for our upcoming inspection from CIW. As we review our self-assessment of service statement SASS, this is our opportunity to demonstrate the high-quality care and education we provide for our children. The data from the SASS submission will assist CIW in organising inspections and ensuring that the people who require

the most assistance and support will receive it (Play Wales 2024). Using the SASS system can provide positive opportunities such as offering the practitioners the chance to reflect on their strengths and areas of practice that may need improvement, practitioners can see how they meet regulations, policies and quality standards as they prepare for an inspection and the process allows the practitioners to clearly show evidence of their practices, policies and improvements to CIW ensuring a smooth inspection process. As well as the many positives to using SASS it can also have some challenges for example, completing the SASS can be time consuming, and inspectors may request supporting evidence to support the information provided which would mean more paperwork (SASS 2021).

The topics I would like to discuss during this meeting are parent engagement, our outdoor area and our fortnightly planning related to the curriculum. One of my roles as senior nursery practitioner is engaging with the parents and families and ensuring that I am available to address any concerns that the parents may have. Our parents play a vital role in helping us to educate their children, when the parents are actively involved with reading, practicing simple tasks at home or just sitting down and discussing their day this will help to strengthen the children's development and it helps us to build strong relationships with the parents which will positively impact the children, parents and our staff. According to the curriculum for Wales (2022) early year settings and schools have a duty to provide parents with information about their child's progress. These requirements recognise the importance of the role our children's parents play in supporting their children's learning and development and bridging the gap between early education and home. Louisa, how are you getting on with the parent Seesaw app? Are there any concerns that have been raised by the parents about using the app

After carrying out a parental questionnaire for feedback on how the app is working, we have found its beneficial and has improved our quality of communication. Parents are happy that they have direct access to our setting, and it fits in with their work life balance. One key feature parent's really like is the individual photos we send as it is unique to them and their children. Parents are notified of any communication via the Seesaw app, and we have implemented questionnaires to be completed every three months for them to give us feedback on our services (Seesaw Learning 2025).

Thats great, thank you Louisa.

The Seesaw app is a tool used to connect teachers, students, administrators and parents to help keep all who use the app involved in the child's learning and giving parents an insight into their child's development (Seesaw.com 2024). The inspectors would like to see evidence of our engagement with the parents and families as this is considered to be beneficial for the children's holistic development and it ensures a smooth transition into nursery and in their future education. I would like to arrange a parents' evening for the 27th of April, Rachel, can you confirm if April 27th is suitable for our upcoming parents evening?

I am pleased to say that there are not any scheduled dates in the diary currently, I will provisionally book that date in and confirm by the end of the working week.

That's great, thank you. Lindsey could you prepare a letter and send it out to parents please?

Lindsey Edwards – 2216694

Yes, I will type up, and arrange for these to be sent out Friday afternoon.

We have expressed to parents that we have an open door policy in place although holding a parents evening will give us a better opportunity to show the parents the children's progress and speak in more detail about any concerns and it will give us the opportunity to work closely with the parents and focus on any areas we could improve on. It is not only desired but also considered essential for parents to be involved in their children's education, particularly during the Early Years Foundation Stage (Parental involvement in EYFS 2023). Are there any questions about the proposed parents evening?

Would it be ok to have a separate parents evening for the ALN pupils. I think it would be beneficial to go over how the IDPs and ALN systems work, and I think it would be a good opportunity for parents to ask any questions or go over concerns.

Yes, that's not something I've thought about previously, but it's definitely something to consider for the upcoming parent evening.

Due to some parents timetables Are you planning on holding any of the meetings via teams?

Due to safeguarding Protocall I feel it is more appropriate to hold face to face meetings not only as this would give the opportunity for the parents to come in and see for themselves what their children are learning but how well they are progressing and developing. I will consider the timing needs of each parent and will try to accommodate as much as possible.

Moving on to my next topic of discussion, Our outdoor area and provisions. During our last inspection CIW were keen to see how we were going to develop our forest school and our garden section, which were in the process of planning at our last inspection. CIW will be pleased to see our progress this time around as we have all worked hard as a team with the children to get these areas outside completed and running smoothly. Our forest school has been a favorite for the children and the outdoor based learning opportunities have shown to positively enhance the children's confidence, self-esteem and holistic development. According to Froebel (1782-1852) play and nature go hand in hand with children's learning he saw children as creative, adventurous, curious, and thought that children thrive mostly when they are exposed to stimulating environments and nature (Twinkle 2021). Forest school is a unique and enriching educational experience for the children which has a positive impact on their health and well-being. It encourages the children to work as a team, encourages communication and builds their self-confidence. Louisa and I have noticed a difference in the children's behavior after time spent outside the children are calmer and ready for learning. According to the National minimum standards for regulated childcare (2023 7.1-7.5) children should be given the opportunity for planned play opportunities that promote their holistic development, children should be given the opportunity to be active and play and learn outdoors as well as having time to relax. CIW's guidelines stress the necessity for outdoor play areas in childcare settings which provide safe and stimulating outdoor activities which are considered crucial for the children's physical and emotional development (Welsh Government 2016). We have succeeded by

incorporating forest school and gardening into our daily planning, which we can see from our observations is having a positive impact on the children's development and well-being.

Lastly, I would like to discuss our weekly planning related to the curriculum. As I have already mentioned forest school is included and we try and get outdoors as much as possible. Weekly planning is important for us to ensure that we are delivering a curriculum that meets the developmental needs of the children which must follow the Early years foundation stage (EYFS) Our role is to deliver a curriculum that will give our children the best experiences, support their development and learning and be able to identify the children's needs. The Early Years Foundation Stage (EYFS) establishes guidelines for children's education, growth, and care from birth to age five early childhood settings can use the guidelines as a basis to develop curriculum that are specific to the interests and requirements of the children while under their supervision (Department for education 2023). Early experiences have a significant influence on a child's life as they learn at a faster rate from birth to five than any other time in their lives. A child that feels secure, happy and confident is considered important as this as well as good parenting and support is the basis for children to reach their full potential (Department for education 2024). Planning the weekly activities for the children can help the practitioners understand what the children will be learning during their time with us, it is our responsibility to develop a curriculum that reflects and considers the developmental stages of each child and is flexible to adapt to the children's evolving interests (Education.gov.uk 2021).

That brings me to the end of my discussion. All our paperwork and planning are up to date in preparation for the CIW inspection. Thank you

Rachel

Excellent, thank you all, I feel this meeting was very positive with a clear plan in place prior to our inspection to summarize, as the lead of staff I will ensure that the following action points are seen to within a reasonable time frame prior the inspection.

- Ensure everyone completes the upcoming mandatory training sessions
- Monitor staff ratios and plan for absences.
- Complete outstanding appraisals.
- Take on the feedback from the parental questionnaires.

This concludes our meeting.

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