Meeting script

Jordyn: Good afternoon, everyone, my name is Jordyn I am the setting leader and safeguarding officer. Thank you all for attending, this meeting is important as we have our CIW inspection next week. Preparing for this assessment requires all members of staff to critically evaluate the way we work together to provide the best outcomes for the children. We will also be working alongside the self-assessment of service statement (SASS). Care Inspectorate Wales (2026) states that SASS is an online form that registered people and businesses have to complete. The information that is given from the provider to SASS helps CIW to guide their inspections accordingly.

Emma: Hello everybody, My name is Emma Jones and I am the family support and parenting worker for our flying start setting. We are a flying start setting for children who are under the age of 4. I am attending this meeting to input my ideas on how we can provide the best care for our children as well as offer support for families, as we are due an inspection for our setting soon. I am passionate about our setting and always thriving to achieve the best outcomes for everyone that is a part of our setting. I was given the opportunity of being the settings family support and parenting worker just over a year ago after working as a practitioner in other flying start settings around the area. My role is to provide intervention that will strengthen the parents' capacity and helps builds families resilience. I work alongside my team, to ensure families within our community get the right support at the right time, to improve long term outcomes for their children.

Lauren:

Good afternoon, everyone. My name is Lauren and I am the settings ALNCo.

Nicola
Good afternoon, my name is Nicola and I am the deputy leader, and my role is to help with the running of the setting.

Jordyn: Due to being the setting manager, it is my responsibility to ensure that all the policies are up to date within the setting and that all policies are relevant to the setting that we are running. Parenta (2021) state that Ofsted and EYFS framework

state that childcare providers must have essential policies and procedures in place, this is to safeguard all children and adults that work within the setting and to ensure that the setting runs efficiently. The first step I will be taking is to ensure that the SASS report is up to date and is reflective on the process of our setting and how effective the running is.

Nicola:

For the upcoming inspection I am going to be focussing on areas such as staffing, supervisions, and well-being reviews. Staffing ratios in early years settings is crucial because effective leaders ensure that ratios are not only legally met but strategically used to enhance children's safety, wellbeing, and learning. Strong leadership supports high-quality interactions by deploying staff where they can have the greatest impact, maintaining consistency during transitions, and responding flexibly to children's individual needs. Research shows that high-quality early years provision depends on skilled leadership that prioritises staff deployment, professional development, and reflective practice, all of which directly influence how ratios are managed (Siraj-Blatchford et al., 2007). Leaders also play a key role in creating emotionally secure environments, as predictable adult availability supports children's attachment, regulation, and engagement (Elfer, Goldschmied & Selleck, 2012)

Emma: I agree these are really useful points Nicola as my role of family support and parent worker. The role of family support and parenting worker was introduced by the Welsh Government in 2006 , at the very beginning of the flying start programme. In my role I manage the targeted and universal parenting offer . Our flying start setting makes use of the Solihull Approach(1996) as it is a positive, beneficial source for flying start settings in Wales. It is an important relationship-based framework that strengthens the bond between parents and children through it's core pillars which include recipitory, containment and behaviour management. This takes the focus from simply managing a child's action , instead it allows us to build a better understanding of the communication of the child's actions. This allows parents to feel empowered, helps to reduce stress in households and also builds long term family resilience. Using the Solihull Approach(1996) in our setting will show evidence of high quality , evidence based practice within our setting during our inspection from

Care Incorporate Wales(CIW). We are able to provide access to the Solihull approach through a tiered model that combines group sessions , one to one support and digital learning . This is to ensure that every family can access the level of support that best fits their needs . One of the main ways the Solihull approach is primarily delivered the a 10 week course , named “Understanding Your Child’s Behaviour” group programme . This programme is offered in our setting and ensures a comfortable , safe environment where parents can voice any concerns on their child’s behaviour or development . My role also offers sessions at home on a one-to-one basis , these sessions offer a more personal experience where parents can get more intensive support. It can also be given by free online modules, where parents can learn at their own pace , but can be given support in setting if needed.

Jordyn: Yes Emma, I agree the Solihull approach is beneficial to our setting as it focuses on the child’s behaviour and it helps to support the child and their families. What else does your role include?

Emma: My role also offers one-to-one bespoke support which is also a critical indicator of our settings ability to provide high quality, targeted early intervention. This service provides a responsive approach to the specific, complex needs of the most vulnerable families who may struggle in group settings. In preparation for the inspection , anonymized case studies and distance travelled data from home visits, will then provide tangible evidence of how the work we do at the setting has directly improved parental mental health, child outcomes and home environments. Using this level of personalised care proves that our setting is providing the statutory level of care under the flying start guidelines. Using this personal approach allows for my role , to address unique challenges such as behaviour management, sleep routines as well home safety, in which support is provided within the family’s home environment , which fosters a deeper level of engagement and trust. Focusing on specific barriers and strengths of the individual household , offering the one-to-one support effectively builds parental resilience and confidence which ensures the hard to reach families are provided with the early intervention necessary to improve their child’s long term outcomes. These sessions are also essential for early identification of any safeguarding or developmental concerns. From these sessions I am then able to co ordinate a plan to support the family which will also include the relevant team that work within our setting.

For my role I base my work on the theorist Albert Bandura's Social Learning Theory(1977). This is a positive asset to our setting , as it provides parents support moving beyond telling parents what to do and focuses more into modelling positive behaviour. During my home visits , by a parent observing myself being calm with a child or using specific language and word sequences, parents will gain the confidence to model these techniques in their own home environments. Using this process will allow the build of self-efficacy, Bandura's concept believes that once a parent sees a strategy work and they try it successfully themselves, their belief of their own parenting capability grows. Using this strategy I believe allows parents to feel they are not being judge or presenting as not capable and rather they see it as a supportive non-judgemental method.

Lauren:

As the ALNCo in our flying start setting my role as a quality leader is crucial to assure the quality of children's care and development. A transformational leadership style is important for my role as I encourage growth and success in both the staff and children, ensuring positive outcomes (Northhouse,2021). This leadership style is also important as it can increase motivation and well-being (Bass and Riggio,2006).

I am eager to discuss your ideas and demonstrate to inspectors the high-quality care we provide for our children. During our upcoming inspection inspectors will be following a new framework which places great importance and highlights children's development and their overall wellbeing (Care Inspectorate Wales,2026). You will also be aware as Jordyn previously discussed, the Self-Assessment of service statement and review of the quality of care in our setting is what inspectors will be focussed on.

This will include how the setting supports children's wellbeing, development, care, leadership and the environment of the setting.

Jordyn: These are really good points, we all need to be aware of the new framework due to the way it aligns with our policies and procedures. How do you think this effects our staff Nicola?

Staffing pressures, recruitment challenges, and staff wellbeing all influence a setting's ability to maintain stable ratios, making leadership decisions around

scheduling, supervision, and team culture essential (Bonetti, 2019). Within the Curriculum for Wales: Non-maintained Settings guidance, maintaining appropriate staffing ratios is positioned as a core leadership responsibility because it directly affects children's safety, emotional security, and access to high-quality interactions (Welsh Government, 2022). The curriculum emphasises that children thrive when they experience warm, responsive relationships and consistent adult availability—conditions that depend on stable staffing and thoughtful deployment. This reflects attachment theory, which highlights the importance of predictable, sensitive adults in supporting children's confidence, exploration, and wellbeing (Bowlby, 1969). It also aligns with socio-constructivist theory, which recognises that children learn through social interaction with knowledgeable adults who scaffold learning within rich, play-based environments (Vygotsky, 1978). Ensuring appropriate ratios enables practitioners to engage in these high-quality interactions, including co-exploration, sustained shared thinking, and responsive communication. Effective leaders therefore treat staffing ratios as a foundation for quality, ensuring that children receive consistent attention, emotionally attuned interactions, and a secure environment in which to flourish

Lauren:

Excellent points Nicola. Effective staffing plays a key role in providing quality care. Emma what are your views on feedback?

Emma: In preparation for our inspection, I believe that the best way to receive feedback from our parents is using a qualitative one to one questionnaire. Our questionnaire will be shortly designed, accessible and will capture the parents voice whilst strictly complying with GDPR(2018) regulation. To ensure as a setting we are meeting data protection standards, each questionnaire will include a clear privacy notice explaining how their feedback will be stored and who will be able to view it, in our setting the only authorised staff that will be able to view them will be Jordyn our setting leader and inspectors from CIW or local authorities. All questionnaires will be anonymized before being aggregated into reports. Using open ended questions, will allow feedback on how the one to one sessions have improved their parenting confidence or home environment. By providing this for when the inspectors visit,

shows lived experience evidence. These records will be stored in a locked filing cabinet. In our flying start setting we use Personal Identifiable Information(PII) as it was a legal and ethical priority, as we handle highly sensitive data.

In my role as a family and parent worker, I ensure the act of the professional voice for parents in practical matters such as housing or welfare. Focusing on connecting families to long term community sources such as families first. Families first(2011) is a Welsh government funded programme that our setting works very closely with . The families first programme allows for extra support for the families who need it , and as my role is a supportive role I strive to ensure all families have the support they need. Some parents are reluctant to admit they need extra support but from my consistency with working with the families , our relationships have grown and they feel they can express their emotions and admit to needing help.

Lauren:

I couldn't agree more Emma. I also think that questionnaires are a great tool to use for feedback and will help us to build positive relationships with parents and continue to provide quality care.

Recently in our setting certain issues have come to my attention due to feedback from parents' evenings and questionnaires that have been sent out to parents and carers. These issues include parents questioning if there is a lack of support for children with additional needs in mainstream settings. This is often due to the high volume of children now needing support and long waiting times for a diagnosis (The National Autistic Society, 2022). The Child Minding and Day Care (Wales) Regulations 2010 for childcare settings in Wales aims to ensure settings provide high-quality care, safety, and development. A significant aspect of these requirements includes settings gaining feedback from parents and carers to make improvements (Welsh Government,2024). Questionnaires are an excellent tool to use to implement this and have many advantages when collecting data (Cohen, Manion and Morrison, 2018). Questionnaires can be beneficial to our setting and help us to provide quality care as they are more affordable for settings as they can be sent digitally to parents which reduces staff workload and materials needed (Denscombe, 2017). Additionally, questionnaires also save staff time and can collect a wide range of responses quickly, this is due to the questionnaires being a more

flexible method of collecting data, due to this more people are likely to give feedback (Bryman, 2016). However, there can be limitations to questionnaires as a method of feedback such as the details of the responses as the questions may not provide the opportunity for in-depth opinions or explanations which can limit the quality of data collected (Cohen, Manion and Morrison, 2018). Additionally, parents may not understand the questions which may result in responses that are not accurate or relevant (Bryman, 2016).

This particular issue links with Emma's views on the importance of positive parent relationships. Good relationships between staff and parents creates consistency and stability for children, this is important as children with additional learning needs thrive with routine (Siegel ,2012) Additionally, The additional learning needs code (2021) emphasises the importance of involving parents in decision making as it ensures the child's needs are being met and that they can thrive in both the setting and at home. However, creating positive relationships with parents can be challenging as settings can be very busy with a high workload which limits time staff have to interact with parents, this can result in poor engagement (Department for Education, 2015).

Another issue that has come to light is the delays in early intervention. This has come to light in response from parenting/focus groups that we hold as a setting to support parents. These focus groups are for parents that are struggling with their child's behaviour or parents that suspect their child has additional learning needs. Parents have expressed their frustration of not having answers about their children due to the long wait for a diagnosis. Focus groups are beneficial in supporting our setting to provide quality care as they provide us with quality data where parents can express their views and opinions in detail and can explore deeper topics and issues (Cohen, Manion and Morrison, 2018). Additionally, a focus group creates a sense of community for the parents where they are able to share ideas and relate to parents going through similar circumstances, this supports the setting to provide quality care as we receive more in-depth responses (Bryman, 2016). Furthermore, it is also a time efficient method as a focus group allows you to gain a range of views and options at once, compared to speaking to parents individually which is time consuming (Krueger and Casey, 2015). However, limitations of focus groups include the pressure to agree with others or a majority view which reduces the reliability of the responses (Cohen, Manion and Morrison, 2018).

Jordyn: Policies are essential in an early year setting like our flying start, this is to ensure all children, staff and visitors within the setting are safe and that there is consistent high-quality practice by all members of staff. It is important that all policies within the flying start setting meet statuary guidance. The issue with policies within our flying start may be that the policies in place do not reflect the actual practice. These can link to Lauren and Emma's focus area as it can affect the way in which we as practitioners work with children with additional learning needs and the families within the setting. Care Inspectorate Wales (2025) state that when their inspections take place they like the policies that are in place to show in the observed practice that takes place. The behavioural management policy is a show to this as our behaviour policy focuses on having positive reinforcement, consistency and supporting the child's emotional needs. NSPCC (2025) state that by promoting babies and young children's wellbeing it helps them to feel safe and develop into a positive adulthood. However, some staff members may not be following this and raising their voices and using negative language, this can be confusing for the children and affect their emotional well-being. This issue has recently come to life due to peer observations and observations taken directly from management to other staff members, these will have been taken multiple times over a period to see a developmental pattern. Brooks (2023) states that peer observation within an education setting is one of the most powerful ways for practitioner development. Many changes in the legislation have impacted the way in which we take peer observation practices. The new early years framework (2025) update now focuses solely on the references the practitioner has and the skills they must obtain before being suitable for the role, this has influenced our policies at the setting by monitoring the behaviour that staff have around the children and the language that they use whilst also ensuring that this safe practice is taking place in a comfortable real situation. These types of policies have allowed our setting to improve by providing a true reflection of how a practitioner behaves around children and ensures that we all as practitioners can positively reflect on our behaviours and provide support to one another on how to speak and support children, this also encourages strong teamwork throughout our setting. This also helps to support the legislation Childcare Act (2006) as it ensures that all staff have the accountability that they need

to be the best version of themselves and that all staff are to follow the same standards put out in our policies so that children are receiving the consistent care they deserve and this helps children to develop their emotional security.

Wellbeing reviews are increasingly important in early years settings, and their value is strongly reinforced through the SSTEW (Sustained Shared Thinking and Emotional Wellbeing) Scale, which places staff wellbeing, reflective practice, and emotionally supportive environments at the heart of high-quality provision. The SSTEW framework highlights that emotionally attuned, reflective practitioners are better able to engage in sustained shared thinking, build secure relationships, and create environments where children feel safe, curious, and ready to learn. Wellbeing reviews provide the structured space practitioners need to reflect on their emotional experiences, discuss challenges, and receive support directly contributing to the SSTEW emphasis on emotionally responsive practice (Siraj et al., 2015). When staff feel emotionally regulated and professionally supported, they are more able to offer the sensitive, high-quality interactions that the SSTEW scale evaluates.

Wellbeing reviews also strengthen leadership and team culture, both of which are central to the SSTEW indicators relating to professional collaboration, reflective dialogue, and continuous improvement. Research shows that early year's practitioners experience high levels of emotional labour, and without structured support, this can lead to stress, burnout, and reduced quality of interactions (Osgood, 2010). By embedding wellbeing reviews into routine practice, leaders create a culture of openness, trust, and shared responsibility—conditions that the SSTEW scale identifies as essential for high-quality pedagogy and emotionally secure environments. These reviews allow leaders to identify pressures, adjust workloads, and ensure staff feel valued, which in turn supports consistency and stability for children.

The SSTEW scale also emphasises the importance of professional development and reflective practice, both of which are strengthened through wellbeing reviews. These conversations help practitioners reflect on their interactions, consider children's emotional needs, and set goals for improving practice. This aligns with wider research showing that reflective supervision and wellbeing-focused dialogue enhance practitioner confidence, deepen pedagogical understanding, and improve

the overall quality of provision (Aubrey, Godfrey & Harris, 2013). In this way, wellbeing reviews are not only supportive but also strategic they directly contribute to the quality indicators that SSTEW inspections assess, ensuring that staff are emotionally equipped to deliver the rich, responsive interactions that underpin children's learning and wellbeing.

Jordyn: The sustained shared thinking and emotional wellbeing (SSTEW) monitors and assesses the social and emotional quality that children are receiving within their education. Vic.Gov. Au (2024) state that SSTEW is part of the curriculum rating scales and is used to assess the quality in which the setting supports all the developmental parts of the child's education. Another issue with our policies that may be noticed within our inspection is how not all of our policies may fit the need of all families and children within our setting. The attendance policy and behaviour policy is an example of this, this can be due to some children in our setting have additional learning needs or different cultural backgrounds and may not follow the set standards that our policies lay out for the behaviour of the child and their families. The attendance policy can also be difficult as some parents might have needs or disabilities themselves and may not be able to attend as regularly as they would like as they may not have the support to help their child to school. GOV.UK (2025) state that although childcare provisions who run flying start services must have a balance between managing the attendance of flying starts whilst also providing the flexibility of the services to families in the area who are struggling. The Welsh government have set out fixed rates in which they believe are acceptable for flying start, 75% being the minimum, 80% the mid-range and 85% being a higher target. These issues with the difference of children have come to light from the most recent parent questionnaire that was provided within the setting, these are useful within the setting as the Care Inspectorate Wales likes to know how we have responded to those who had concerns and how we have improved the setting according to the concerns that were reported. Our policies also work alongside the legislation Equality Act (2010) as our questionnaires have helped to meet the diverse needs within the setting and different cultural backgrounds, this has been done by learning about the needs of

each child so that we are able to provide a more inclusive setting. Parental questionnaires have improved the quality within our setting by allowing us to make realistic and beneficial changes within the setting to cater for all our children, such as, teaching them about different religions and celebrating different occasions. This has also benefited our setting as parents will always be the person who knows their child best and what works for them and what does not, by completing these questionnaires it allows for us to have an independent goal of what suites best for each child, parents can advise on what works at home so we can attempt to implement this in setting too.

Lauren:

You have made excellent points Jordyn. I agree, closely following policies are essential to ensure the safety and wellbeing of our children as well as meeting national minimum standards. As the ALNCo I ensure our setting provides quality care and supports the children's wellbeing by creating a secure and inclusive learning environment. As the ALNCo I have a duty to ensure that legislation such as the Additional Learning Needs and Education Tribunal (Wales) Act 2018 and the ALN Code for Wales (2021) are understood and followed by all members of staff. The Child Minding and Day Care (Wales) Regulations (2010) emphasises the importance of safeguarding and wellbeing. I ensure regulations are followed by following safeguarding procedures, completing risk assessments, identifying children with additional learning needs, differentiating support, tracking progress and encouraging inclusivity. In addition to this, inspectors will be inspecting the setting against national minimum standards which ensures children’s safety and wellbeing is paramount (Ofsted, 2018). This is important as studies show that children are not able to thrive and develop fully if they feel scared and not included in their learning (Department for Education, 2018). In addition to this, without inclusive and secure learning environments children will miss out on valuable learning opportunities (Swansea University,2025). Furthermore, safety and inclusivity are important to ensure quality care as Maslow (1943) suggests that safety is a basic requirement that must be met before any learning can take place. Bowlby (1969) also supports the importance of children feeling safe, included and supported through the attachment theory. This theory supports the idea that quality care in a setting is built around secure attachments, trust and safety.

Workforce studies highlight that staffing pressures, recruitment challenges, and staff wellbeing all affect a setting's ability to maintain stable ratios, making leadership decisions around scheduling, supervision, and team culture essential (Bonetti, 2019). National guidance further emphasises that ratios are a safeguarding measure as well as a pedagogical one, requiring leaders to ensure compliance while also using ratios to support rich learning experiences and inclusive practice (Department for Education, 2023). Effective leaders therefore treat staffing ratios as a foundation for quality, ensuring that children receive consistent attention, responsive interactions, and a secure environment in which to thrive. So can I remind all staff to appropriately let your leader know if you will be not able to work, so that appropriate cover can be sorted for the day and to ensure that the ratio is followed correctly and adhered to, to provide the best learning experience for the children that attend our setting.

Emma: Linking to Nicola's views of staffing , with flying start programme it can be challenging due to the lack of training and staffing challenges that can undermine the effectiveness of early intervention. Funding is also linked to staffing, due to funding only being allocated in short term cycles which many positions are offered as one year contracts, this can be difficult for some parents to gain a positive open relationship within my role as family and parent support worker. Also lack of training for staff members can affect flying start settings most roles within our setting require a level three childcare qualification , and without funding most practitioners will have limited access to training. Staffing issues can also affect staff being able to have time for Continuous Professional Development(CPD N.D) as Jordyn our setting manager must work between staff ratios which means leaving little room to allow staff members to attend training courses . lack of training can sometimes result in practitioners feeling ill equipped to handle the complex needs of vulnerable families.

Supervisions are a vital element of high-quality early years practice because they create protected time for staff to reflect on their work, discuss children's progress, and receive professional guidance in a supportive, structured way. Effective supervisions strengthen safeguarding by ensuring that practitioners have regular opportunities to raise concerns, reflect on children's wellbeing, and discuss any patterns or behaviours that may require further attention. This aligns with statutory expectations that leaders must provide ongoing professional dialogue to maintain

safe and effective practice (Department for Education, 2023). Supervisions also play a central role in supporting staff wellbeing. Early years work is emotionally demanding, and research shows that reflective spaces help practitioners process their experiences, reduce stress, and maintain the emotional availability needed for high-quality interactions with children (Elfer, 2012). When staff feel listened to, valued, and supported, they are more confident, resilient, and able to provide consistent, nurturing care.

Supervisions are equally important for professional development. They allow leaders to identify strengths, address training needs, and support practitioners in developing their pedagogical knowledge and reflective skills. Studies on effective early years leadership highlight that regular, high-quality supervision contributes to improved practice, stronger team culture, and better outcomes for children (Siraj-Blatchford et al., 2007). Through supervision, staff can explore challenges in their practice, reflect on children's learning, and set meaningful goals that enhance the quality of provision. This reflective dialogue is essential for maintaining a culture of continuous improvement, where practitioners feel empowered to develop their skills and contribute to the setting's vision.

Supervisions also strengthen relationships within the team. They promote open communication, trust, and shared responsibility, helping to create a positive working environment where staff feel safe to discuss difficulties and celebrate successes. Research on emotionally intelligent leadership emphasises that supportive professional relationships are key to sustaining high-quality early years environments (Taggart, 2011). When supervisions are regular, purposeful, and reflective, they become a cornerstone of effective leadership—ensuring that staff are well supported, children's needs are understood, and the overall quality of the setting continues to grow. Supervisions will be held shortly I will liase with Jordyn to find suitable times to fit everyone in.

Jordyn: To conclude this meeting this evening I want everyone to leave feeling relaxed and at ease as hard as this may be, as long as we meet the expectations that the Care Inspectorate Wales are expecting from us then this should then be a

good result for us, remember to complete the things you do on a daily basis and not pretending but just being ourselves. Inspectors want to see the normal practice we complete and will be looking for the high-quality interactions we provide, your knowledge and understanding of the policies and how these are implemented within the setting. Carry on the good work I will see you in the morning.

Emma: I am confident that from this meeting for the preparation for the inspection, i have successfully evidence key aspects of my role as family support and parent worker. Showing clear pathways of referring families to families first (2011) programme. Also providing information on how we can gather feedback from families using qualitive questionnaires and how we follow guidelines on personal data using GDPR. Also hearing everyone else's thoughts and how their roles work towards making our setting the best we can be , I feel confident that we will receive the positive recognition and feedback we all know we can .

Lauren:

Thank you all for sharing, I am also confident that inspectors will see the high-quality care and support we provide our children. We have also discussed the importance of Feedback as inspectors will be inspecting against national minimum standards. National minimum standards for childcare settings emphasise the need for parents to be involved in their children's learning and emphasises the importance of feedback and a complaints procedure (Care Inspectorate Wales, 2022). I feel this feedback we have received can improve the quality of care we provide as it supports our reflective practice, we can now see the areas we need to improve which links to our inspection as inspectors are looking for continuous improvement within a setting (Care Inspectorate Wales, 2023).

References

Aubrey, C., Godfrey, R. and Harris, A. (2013) '*How do they manage? An investigation of early childhood leadership', Educational Management Administration & Leadership,* 41(1), pp. 5–29.

Bass, B.M. and Riggio, R.E. (2006) *Transformational leadership*. 2nd edn. Mahwah, NJ: Lawrence Erlbaum Associates.

Bonetti, S. (2019) *The Early Years Workforce: A Fragmented Picture*. London: Education Policy Institute.

Bowlby, J. (1969) *Attachment and Loss: Volume 1 – Attachment.* New York: Basic Books.

Brooks, R (2023) *The Importance of peer observation in education.* Available at: The importance of peer observation in education - North Wales Management School - Wrexham University (Accessed: 17/03/2026).

Bryman, A. (2016) *Social research methods*. 5th edn. Oxford: Oxford University Press

Care Inspectorate Wales (2025) *Code of Practice for Inspection of Regulated Services for adults and children.* Available at: Code of Practice for Inspection of Regulated Services for adults and children (HTML document) | Care Inspectorate Wales (Accessed: 17/03/2026).

Care Inspectorate Wales (2026) *Self Assessment of Service Statement*. Available at:Self Assessment of Service Statement (SASS) | Care Inspectorate Wales (Accessed: 17/03/2026).

Care Inspectorate Wales (2022) *National Minimum Standards for Residential Care*. Cardiff: CIW.

Care Inspectorate Wales (2023) *Guidance for childcare and play inspections*. Cardiff: CIW.

Cohen, L., Manion, L. and Morrison, K. (2018) *Research methods in education*. 8th edn. London: Routledge.

Denscombe, M. (2017) *The good research guide: For small-scale social research projects*. 6th edn. Maidenhead: Open University Press.

Department for Education (2023) *Early Years Foundation Stage* (EYFS) Statutory Framework. London: DfE.

Department for Education (2015) *Special educational needs and disability code of practice: 0 to 25 years*. London: DfE.

Early Years Wales Well-being and Perceptions Survey (2025). Available at: https://www.earlyyears.wales/sites/default/files/early_years_wales_well-being_and_perceptions_survey_2025_english_jan_2026.pdf (Accessed 18th March 2026).

Elfer, P. (2012) 'Emotion in nursery work: Work discussion as a model of critical professional reflection', Early Years, 32(2), pp. 129–141.

Elfer, P., Goldschmied, E. and Selleck, D. (2012) *Key Persons in the Early Years: Building Relationships for Quality Provision in Early Years Settings and Primary Schools*. 2nd edn. London: Routledge.

Flying Start Cardiff. (n.d.). *Parenting Services*. Available at: https://www.flyingstartcardiff.co.uk/what-we-do/parenting-services/. (Accessed 15th March 2026).

GOV.WALES. (2025). *Flying Start: guide for parents and carers | GOV.WALES*. Available at: https://www.gov.wales/flying-start-guide-parents-and-carers. (Accessed 10th March 2026).

GOV.WALES. (2026). *Review of the lessons learned during the Early Years Integration Transformation Programme: summary [HTML] | GOV.WALES*. Available at: https://www.gov.wales/early-years-integration-transformation-programme-lessons-learned-summary-html. (Accessed 18th March 2026)

GOV.UK. (n.d.). *Privacy information: early years foundation stage to key stage 3*. Available at: https://www.gov.uk/government/publications/privacy-information-early-years-foundation-stage-to-key-stage-3/privacy-information-early-years-foundation-stage-to-key-stage-3. (Accessed 18th March 2026).

GOV.UK (2025) *Early Years Foundation Stage (EYFS) Statuary Framework.* Available at: Early years foundation stage (EYFS) statutory framework - GOV.UK (Accessed: 17/03/2026).

GOV.UK (2025) *Flying Start Childcare: Guidance.* Available at: Flying Start childcare: guidance [HTML] | GOV.WALES (Accessed: 17/03/2026.)

GUIDANCE, DOCUMENT Flying Start childcare**:** *guidance Explains what childcare providers must do to ensure they provide quality childcare*. (2023). Available at:

https://www.gov.wales/sites/default/files/pdf-versions/2025/5/4/1746105460/flying-start-childcare-guidance.pdf. (Accessed 15th March 2026).

Krueger, R.A. and Casey, M.A. (2015) *Focus groups: A practical guide for applied research*. 5th edn. Thousand Oaks, CA: Sage.

Legislation.gov.uk (2025) *Childcare Act 2006*. Available at: Childcare Act 2006 (Accessed: 17/03/2026).

Legislation.gov.uk (2025) *Equality Act 2010*. Available at: Equality Act 2010 (Accessed: 17/03/2026).

Maslow, A.H. (1943) 'A theory of human motivation', *Psychological Review*, 50(4), pp. 370–396

McLeod, S. (2025). *Albert Bandura's Social Learning Theory*. Simply Psychology. Available at: https://www.simplypsychology.org/bandura.html. (Accessed 10th March 2026).

National Autistic Society (2022) *School report: Autism and education in the UK*. London: National Autistic Society.

National evaluation of Flying Start - *Qualitative Strand Year 1. (n.d.).* Available at: https://www.gov.wales/sites/default/files/statistics-and-research/2026-02/national-evaluation-of-flying-start-qualitative-strand-year-1-154440.pdf. (Accessed 15th March 2026).

Northouse, P.G. (2021) *Leadership: Theory and practice*. 9th edn. Thousand Oaks, CA: Sage Publications.

NSPCC (2025) *Promoting mental health and wellbeing.* Available at: Promoting mental health and wellbeing | NSPCC Learning (Accessed: 17/03/2026).

Ofsted (2018) *National Minimum Standards: Children's Homes*. Manchester: Ofsted.

Osgood, J. (2010) '*Reconstructing professionalism in ECEC: the case for the "critically reflective emotional professional"',* Early Years, 30(2), pp. 119–133.

Parenta (2021) *The Importance of policies and procedures in your early years setting*. Available at: The-importance-of-policies-and-procedures-in-your-early-years-setting.pdf (Accessed: 17/03/2026).

Siraj, I., Kingston, D. and Melhuish, E. (2015) *Sustained Shared Thinking and Emotional Wellbeing (SSTEW) Scale for 2–5-year-olds Provision. London: Trentham Books.*

Siraj-Blatchford, I., Sylva, K., Muttock, S., Gilden, R. and Bell, D. (2007) *Effective Leadership in the Early Years Sector (ELEYS) Study*. London: Institute of Education.

Swansea University (2025) *Learners with additional needs and access to education*. Available at:Learners with additional needs left out of Wales's climate education, new report reveals - Swansea University (Accessed 13/3/2026).

Taggart, G. (2011) *'Don't we care? The ethics and emotional labour of early years professionalism', Early Years*, 31(1), pp. 85–95

UK Government (2025). *Data Protection Act*. Gov.uk. Available at: https://www.gov.uk/data-protection. (Accessed 15th March 2026).

VIC.GOV.AU (2024) Sustained Shared Thinking and Emotional Wellbeing Scale. Available at: Sustained Shared Thinking and Emotional Wellbeing (SSTEW) Scale | vic.gov.au (Accessed: 17/03/2026).

Vygotsky, L. (1978) *Mind in Society: The Development of Higher Psychological Processes.* Cambridge, MA: Harvard University Press.

Welsh Government (2021). *The Additional Learning Needs Code*. Available at: https://www.gov.wales/additional-learning-needs-code. (Accessed 13/3/2026).

Welsh Government (2023). *Additional Learning Needs and Education Tribunal (Wales) Act 2018 | Law Wales*. Available at: https://law.gov.wales/additional-learning-needs-and-education-tribunal-wales-act-2018. (Accessed 13/3/2026).

Welsh Government (2022) *Curriculum for Wales: Non-maintained Settings*. Cardiff: Welsh Government.

Welsh Government (2010). *The Child Minding and Day Care (Wales) Regulations 2010*. Available at: https://www.legislation.gov.uk/wsi/2010/2574/contents. (Accessed 14/3/2026).

Welsh Government (n.d.). *Get help from Families First | GOV.WALES*. Available at: https://www.gov.wales/get-help-families-first. (Accessed 18th March 2026).

Ymchwil gymdeithasol Social research. (2013). Available at: https://www.gov.wales/sites/default/files/statistics-and-research/2019-08/130529-review-parenting-support-flying-start-summary-en.pdf. (Accessed 10th March 2026).