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Leadership and Management for systems of quality.

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Script:

Hello everyone, we are gathered here today discuss our upcoming inspection by Estyn in our flying start setting with 16 children aged 2-4 with 5 staff members. Today we are here with:

My Beca

Isabelle

Elysia

Rosa

Anais

Beca

Hello, My name is Beca Hiscocks and my chosen area to focus on preparing for an upcoming inspection is safeguarding. Safeguarding directly links to the Care Quality Review areas of well-being, care and development, and leadership and management.

Safeguarding is crucial to discuss before preparing for an inspection as it ensure settings are fulfilling their legal obligations to protect children from harm, abuse and neglect (Estyn, 2025). Care Inspectorate Wales (2022) sets out that safeguarding and promoting the welfare of children is important because it can prevent impairment of their health or development, ensuring they receive safe and effective care.

Furthermore, Care Inspectorate Wales (2022) states that, stakeholders have a duty to be vigilant, responsive and proactive in relation to safeguarding concerns. Wales safeguarding

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procedure (2014) detail the essential roles and responsibilities for practitioner regarding safeguarding.

The legal frameworks which states the essential roles and responsibilities for practitioners to ensure they safeguard children and adults who are at risk of abuse and neglect is the Social Services and Well-being (Wales) Act (2014) and the Children's Act (1989), under section 47 of the local authorities and practitioners have a duty to determine action of safeguarding or promote the child welfare (Care inspector Wales, 2022). Also, the UNCRC article 19 states that children should be protected from violence, abuse and neglect and bad treatment by their parents or anyone else who looks after them (UNCRC, No Date).

The standards for childcare providers in Wales are set out by the National minimum Standards and Care inspector Wales by using regulation and statutory guidance set out to help improve the quality and safety of services for the well-being of the people in Wales. As a flying start Care Inspector Wales have policies which should be followed under the law to improve safeguarding (Care Inspectorate Wales (No Date).

As Lead Practitioner for Safeguarding, there are two areas within safeguarding that we will choose to focus on in preparation for visit from Estyn Inspectors. These are:

To achieve safe recruitment practices, certain steps need to be followed, and as a setting it is important to review and, where appropriate, modify our practice and procedures in ways that will strengthen safeguarding arrangements by helping to deter and prevent abuse (NSPCC Learning, 2025).

All teaching and support staff must be registered with the EWC. As part of our pre-employment checks we have access to the EWC register and to check registration of potential employees. The EWC register is important as it helps to maintain high standards of conduct, this can ensure that only qualified employees can work in a educational setting (Education Workforce Council, No Date).

DBS are also an essential for ensuring the safety of vulnerable individuals and it allows settings to maintain a secure environment UK Government, No Date).

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There are four different DBS, it is important that setting ensure that when recruiting new staff or volunteers that they have the enhanced DBS check and enhanced with barred list DBS check, this is because it will cover roles that are in regulated activity with children or adults (DBS Checks, No Date). As a safeguarding officer it is a duty to ensure that when someone in the organisation has a concern that someone has caused harm to the children or adult that they submit a barring referral to DBS (UK Government, No Date).

The Government UK (2025) states that best practice is to carry out annual checks on everyone that regularly undertakes work at our school to ensure that there have been no changes in their status. Records need to be kept centrally and administered by one person with that responsibility, but it is also important to alert senior management if there is an issue or problem (Information Commissioner Office, No Date). As a safeguarding officer it is important to communicate with Isabelle who is discussing policy and procedures and how it is essential that all new staff working in our setting are familiar with the safeguarding policy and procedures. The section topic to discuss is our arrangements to provide staff with appropriate training for safeguarding and child protection. NSPCC Learning (No Date) states that safeguarding is a crucial responsibility for every member of staff and volunteers as it is not a matter of compliance but a shared responsibility that requires communication and knowledge. According to Access learning (2024) appropriate training also allows staff and volunteers to be equipped in recognizing, responding and reporting any safeguarding concerns.

All staff, pupils and volunteers should know the names of the designated Safeguarding Officers at school and how to contact them. This information should be displayed clearly in every classroom, and key area of the school with photos of the relevant staff members. We will need to check this in preparation for the Estyn Inspection (Estyn, No Date). The Welsh Government has introduced the National minimum Standards for childcare provision, which includes clear guidance on safeguarding training requirements. PACEY Cymru and children in Wales have developed a wide range of training which is delivered through a blended approach of self-directed online training and in person approach training.

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As a flying start setting we will ensure that staff and volunteers undertake these training by the Welsh Government, these training allows staff and volunteers to understand these aspect which are:

- explain the term 'safeguarding'
- recognise abuse or the risk of abuse, harm, or neglect
- know what actions to take if they witness or suspect abuse, harm, or neglect, or if someone tells them they are being abused
- demonstrate a basic understanding of the laws concerning safeguarding
- recognise that they have a duty to report abuse, harm, or neglect.

According to John (2025), questionnaires are often considered one of the most reliable ways to collect information in a Flying Start setting because they provide a structured and consistent way to gather data from families and practitioners. Each parent or carer is asked the same questions in the same way, which helps to reduce bias and makes it easier to compare responses between families (Sharma, 2025). This consistency is important, as it allows practitioners to track any issues over time and monitor changes in family well-being (John, 2025). In addition, questionnaires can be analysed to support evaluation and improvement of services (Sharma, 2025).

However, there are also disadvantages to using questionnaires. One key issue is low response rates, which can lead to biased results, as the responses may not represent the views of the whole group (Kuphanga, 2024). Library and Information Science (2024) also suggests that respondents may misunderstand questions due to a lack of context, which can result in inaccurate answers. Unlike face-to-face methods, questionnaires do not allow for clarification, follow-up questions, or deeper exploration of responses, meaning valuable information may be missed (Library and Information Science, 2024).

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Therefore, as a Flying Start setting, it is important to use additional methods such as observation. Observations allow practitioners to see children and families in everyday situations, helping to identify behaviour, mood, and interactions. This can highlight safeguarding concerns such as neglect, distress, or developmental issues that may not be captured through questionnaires alone (NHS, No Date).

Isabelle:

In preparing for an inspection within a Flying Start setting, policy must be understood not simply as a regulatory requirement, but as a mechanism through which quality is enacted, evaluated and sustained. As a setting leader, my role is to ensure that policy is not only in place but embedded in practice and critically evaluated through the Self-Assessment of Service Statement, or SASS (Care Inspectorate Wales, 2022).

Inspection in Wales is underpinned by key legislation, including the Social Services and Well-being (Wales) Act 2014 and the Regulation and Inspection of Social Care (Wales) Act 2016, which emphasise well-being, prevention and accountability (Welsh Government, 2014). These frameworks require that policy contributes directly to improving outcomes for children, rather than simply ensuring compliance.

Central to this is the UN Convention on the Rights of the Child, which is embedded within Welsh policy and requires that children's rights to participation, protection and provision are upheld (UNICEF, 1989). However, Lundy (2007) argues that children's voice is often tokenistic unless it is given space, audience, and influence. Therefore, a key leadership responsibility is ensuring that rights-based policies are meaningfully enacted in everyday practice.

The Well-being of Future Generations (Wales) Act 2015 further reinforces this by requiring services to adopt long-term and preventative approaches (Welsh Government, 2015). Within Flying Start provision, which focuses on early intervention, this means that policy must address not only immediate care needs but also long-term developmental outcomes and reducing inequality (Welsh Government, 2023). This aligns with Bronfenbrenner's (1979)

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ecological theory, which highlights the importance of early environments in shaping life chances.

In addition, the Additional Learning Needs and Education Tribunal (Wales) Act 2018, alongside the ALN Code (2021), requires inclusive and fair practice (Welsh Government, 2021). Policies must therefore show how children with additional learning needs are identified and supported. However, Osgood (2006) critiques policy-driven practice for potentially limiting practitioner autonomy, highlighting the need for leaders to balance compliance with professional judgement.

When preparing for inspection, I would begin by critically reviewing key policies, including safeguarding, health and safety, behaviour management, inclusion, and partnership with parents. Safeguarding is particularly significant, as it underpins all aspects of provision (Care Inspectorate Wales, 2021). However, the presence of a policy alone does not demonstrate quality. Inspectors will evaluate how effectively staff understand and implement procedures, which reflects Nutbrown's (2011) emphasis on workforce competence.

The SASS process offers a structured opportunity to evaluate whether policies are effective in practice (Care Inspectorate Wales, 2022). Its strength lies in promoting reflection and continuous improvement (Siraj-Blatchford, 2009). However, Pascal and Bertram (1997) highlight that self-evaluation can lack objectivity, meaning there is a risk of overly positive self-assessment in high-stakes contexts.

To address this, I would ensure that policy evaluation is supported by triangulated evidence, including staff supervision records, training logs, child observations, and parent feedback (Jones et al., 2016). This aligns with Roberts-Holmes (2015), who cautions against relying solely on narrow forms of data. A balanced and critical approach to evidence is therefore essential.

A particularly important aspect of policy evaluation in early years is capturing the voice of the child. Within a Flying Start setting, where children are under four, this presents challenges. Children may not be able to express their views verbally, requiring practitioners

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to interpret non-verbal communication through observation and interaction (Rogers, 2010).

However, Mayall (2002) argues that children are competent social actors, and their perspectives must be taken seriously.

There is, however, a risk of adult bias when interpreting children's experiences. Therefore, multiple methods should be used to ensure a more authentic representation of children's voices (Wood, 2013). This is essential to ensure that policy aligns with rights-based approaches and does not become tokenistic.

There are clear opportunities in using SASS to evaluate policy. It supports reflective leadership, aligns practice with national frameworks, and promotes continuous improvement (Care Inspectorate Wales, 2023). It also enables leaders to demonstrate accountability and consistency across staff practice.

However, there are also challenges. Policy can become a bureaucratic exercise, focusing on documentation rather than lived experience (Dahlberg et al., 2007). The SASS process can be time-consuming, particularly in smaller settings, and risks becoming a tick-box exercise (Osgood, 2006). Additionally, keeping policies up to date requires ongoing engagement with evolving legislation.

The role of the leader is therefore critical. Effective leadership involves embedding policy into daily practice, supporting staff understanding, and fostering a culture of reflective improvement (Siraj-Blatchford, 2009). Policies must be regularly reviewed and adapted in response to evidence and feedback.

In a Flying Start setting, this is particularly important due to the emphasis on early intervention, inclusion and family support (Welsh Government, 2023). Leaders must ensure that policy is responsive and that its impact is visible in children's experiences.

In conclusion, preparing for inspection through SASS requires a critical and reflective approach to policy. It is not enough to prove that policies exist; leaders must show how they are implemented, evaluated, and improved. The effectiveness of policy is measured not by documentation, but by its impact on children's well-being, inclusion, and development.

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Therefore, best practice lies in ensuring that policy is not only written but meaningfully lived within the setting.

Elysia:

Good afternoon,

With the inspection coming up i would like to talk to you all about what is in place for our ALN children who attend. Preparing for inspection within a flying start setting requires a clear demonstration of high-quality provision, inclusive practice, and a strong commitment to meeting the needs of all children. I will outline how the setting is effectively supporting children with Additional Learning Needs (ALN), ensuring that every child is given the opportunity to thrive within the setting. I will be discussing how we as practitioners should be identifying specific needs for individual children allowing us to create appropriate support, while creating an inclusive environment.

Within Wales, inspection frameworks led by Care Inspectorate Wales (CIW) (2022) and Estyn (no date) place strong emphasis on how effectively settings meet individual needs, promote inclusion, and demonstrate continuous improvement. Central to this process is the Self-Assessment of Service Statement (SASS): Children and Play Services (2026), which requires leaders to critically evaluate their provision against regulatory standards and identify priorities for development, it is important to recognise that SASS is not simply a document completed for inspection but a working tool that should reflect honest and evaluative practice. As a team, we must critically consider how well we meet the needs of children with ALN. This includes questioning whether our current observations and assessments are sufficiently robust to identify emerging needs at an early stage. Welsh Government Flying start guidance (2025) clearly states that early identification is essential in improving long-term outcomes for children, highlighting the importance of timely and responsive intervention. Therefore, as practitioners, we must ensure that our assessment processes are consistent, evidence-based, and used effectively to inform planning.

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Recent changes in legislation have significantly influenced policy and practice within Flying Start settings, particularly through the implementation of the Additional Learning Needs and Education Tribunal (Wales) Act 2018. This legislation introduced a more unified and person-centered approach, replacing Statements of Special Education with Individual Development Plans (IDPs), and extending support from birth to 25 years. As a result, settings have had to revise policies to ensure alignment with these statutory requirements, including stronger collaboration with local authorities and health professionals. In practice, this has driven improvements such as more consistent early identification processes, clearer documentation, and enhanced partnership working with families. Implementing these changes requires ongoing staff training, reflective supervision, and regular review of provision to ensure that practice remains compliant and effective. The impact of these developments is significant; a more cohesive and transparent system enables earlier intervention, reduces delays in support, and ensures that children's needs are met holistically. Consequently, these legislative-driven improvements directly enhance the quality of care and education by promoting inclusive practice, improving consistency, and ensuring that all children, particularly those with ALN, have equitable opportunities to achieve positive outcomes, as emphasised in Welsh Government ALN guidance (2018).

Moving forward, we need to reflect on how well we implement individual Development Plans (IDPs) and adapt our provision. During inspection, there will be a strong focus on how inclusive our environment is in practice, not just in policy. This requires us to evaluate whether our activities, routines, and resources are genuinely accessible to all children. For example, are we differentiating effectively? Are we removing barriers to participation? Or are we relying on general approaches that may not fully meet individual needs? Best practice requires us to move beyond minimum compliance and demonstrate a clear understanding of each child's unique developmental needs, this approach reflects the UNCRC, particularly Article 23 (UNICEF,1989), which highlights the right of children with additional needs to receive appropriate support to enable full participation, reinforcing the expectation that inclusive practice must be embedded within everyday provision rather than treated as an additional consideration.

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Another key area for discussion is the role of multi-agency collaboration. Flying

Start guidance (2026) emphasises that support for children with ALN should involve coordinated input from external professionals, as well as active engagement with families. As a team, we must consider how effectively we communicate with parents and careers, and whether they are fully involved in decision-making processes. Additionally, we should reflect on how well we implement recommendations from speech and language therapists, health visitors, and advisory teachers. Strong leadership involves ensuring that this collaboration is embedded into everyday practice, rather than being treated as an additional requirement.

From a leadership perspective, preparing for inspection means fostering a culture of continuous improvement. This meeting is an opportunity to be honest about our strengths and areas for development. The Self Assessment of Service Statement requires us to provide evaluative judgements, which means identifying not only what we do well, but also where improvements are needed and how these will be achieved. In relation to ALN, this may include recognising gaps in staff confidence, training needs, or inconsistencies in practice. As a team, we must be willing to engage in reflective discussion and take collective responsibility for improvement. Anais and I are in constant communication ensuring that the staff ratios are appropriate for the needs of the children.

Importantly, inspection frameworks focus on the impact of our provision on children's outcomes. Therefore, we must be able to evidence how our support for children with ALN leads to progress. This could include developmental improvements, increased engagement, or enhanced communication skills. It is not enough to describe what we do; we must demonstrate the difference it makes. This requires us to use observation, assessment data, and professional judgement to clearly show progress over time.

Finally, it is essential to acknowledge that self-assessment must be authentic. There can often be a tendency to present practice in an overly positive way; however, inspectors value honesty and a clear commitment to improvement. As a team, we should aim to ensure that our SASS accurately reflects our provision, supported by evidence and

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clear action plans. This approach not only strengthens our inspection readiness but also ensures that we are providing the highest quality care and education for all children.

In conclusion, this meeting reinforces that preparing for inspection is not about short-term adjustments, but about embedding high-quality, inclusive practice into everything we do. By critically engaging with SASS and focusing on effective provision for children with ALN, we can demonstrate strong leadership, reflective practice, and a genuine commitment to positive outcomes within our Flying Start setting.

Rosa:

Good afternoon, I am Rosa, and my role is to take responsibility for stakeholder engagement and feedback systems in preparation for our inspection to improve education, training, and learner outcomes across Wales (ESTYN, 1992). Within our Flying Start setting, stakeholders include children aged 2–3, parents, staff, the local authority, health professionals, inspectors, and regulators (The Welsh Government, 2025). The Welsh Government (2025) highlights that gathering stakeholder feedback is important as it enables collaboration, early identification of needs, high-quality provision, and better planning, contributing to improved outcomes for children in Flying Start childcare. To carry this out, I will evaluate how feedback is collected, how effective it is, how it informs improvement, and how it links to inspection themes, particularly the expectations of Care Inspectorate Wales (No Date), which inspects settings against four key themes: well-being, care and development, environment, and leadership and management.

Martin and Buckley (2018) suggest that incorporating stakeholder perspectives enables a deeper understanding of child experiences and supports improvements in the quality of services and policy in early years settings. Harrison (2024) believes that involving stakeholders in education contributes to quality enhancement, as high-quality early years provision depends on recognising and responding to the perspectives and needs of all those involved. This focus is reflected in guidance from the Welsh Government (2025) and inspection expectations set by Care Inspectorate Wales (No Date), where incorporating stakeholder voice is recognised as essential for supporting children's well-being and strengthening leadership and management.

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Within Flying Start settings, stakeholder feedback is gathered through a range of formal and informal methods, such as questionnaires, surveys, and ongoing discussions with parents (The Welsh Government, 2025). However, in our setting, recent parent questionnaires have received a low response rate, meaning that feedback is limited and may not accurately represent the views of all families (Shiyab, 2023). This presents a challenge for leadership and management, as decisions may not be fully informed by stakeholder perspectives.

To address this, it was important to introduce additional methods of engagement, such as digital platforms and structured parent meetings or focus groups. These approaches provide more accessible opportunities for parents to share their views, increase participation, and ensure a wider range of perspectives are collected (London School of Economics and Political Science, No Date).

This is significant when considering the United Nations Convention on the Rights of the Child (1989), which highlights the importance of involvement and ensuring that perspectives related to children's development are listened to. Similarly, the Well-being of Future Generations (Wales) Act 2015 emphasises collaboration and involvement in decision-making. By using a wider range of feedback methods, the setting can develop stronger partnerships with families and enhance provision, specifically in relation to well-being and leadership and management.

The methods used to gather stakeholder feedback demonstrated both strengths and limitations. According to Kuphanga (2024), surveys and questionnaires provide structured feedback, allowing the setting to identify common trends and areas for improvement. The Department for Education (2024) states that parent-practitioner meetings support children's development by enabling information sharing, improving consistency, building relationships, and helping to identify needs. In addition, focus groups are beneficial as they reflect familiar group settings, allow peer support, and enable richer insights through observation in a flexible, child-centered approach (The University of Sheffield, No Date).

However, as previously mentioned, questionnaires can receive a low response rate (Shiyab, 2023). The Department for Education (2024) acknowledges that barriers such as language,

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culture, previous experiences, and differing expectations can affect engagement.

Additionally, using focus groups with children aged 2–3 can be challenging, as communication is limited, creating difficulties in accurately interpreting their perspectives (Horner, 2022).

In result, to effectively meet the well-being, care and development, environment, and leadership and management requirements, using a mixed methods approach to collect data will be beneficial as it provides stronger and more reliable findings (UK Government, 2020).

Stakeholder feedback is essential in supporting continuous improvement within early years settings. Once collected, leaders are responsible for reviewing and interpreting the data to identify patterns and areas requiring development. Research portrays that effective leadership involves evaluating current provision, setting clear improvement goals, and using evidence to inform practice (Department for Education, 2024). For example, feedback from parents can lead to adjustments in communication strategies, while staff input can guide professional development (Ambition Institute, 2026). Observations of children also enable practitioners to adapt to environments and experiences to better support development.

Implementing structured action plans and reviewing their impact ensures that improvements are embedded and sustainable. This reflective, evidence-based approach aligns with child-centred principles and contributes to enhanced quality of care and education, particularly within care and development, environment, and leadership and management (Hadley *et al*, 2023).

Legislation and policy play a significant role in shaping practice within Flying Start settings by establishing expectations for participation, quality, and continuous improvement. The UNCRC (1989) promotes children's right to be heard. Similarly, the Well-being of Future Generations (Wales) Act 2015 emphasises collaboration and stakeholder involvement. The Welsh Government (2025) says that the Curriculum for Wales promotes holistic development, and the DARPL (2008) framework encourages inclusive, anti-racist approaches through reflection and professional development. Together, these policies support inclusion,

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participation, and continuous improvement, enhancing well-being and strengthening leadership and management.

According to Buckinghamshire Council (2020), implementing improvements involves a structured, reflective process led by effective leadership. Initially, analyse stakeholder feedback to identify strengths and areas for development. Targeted action plans were created, including enhancing outdoor learning, improving communication with parents, and staff development. These changes were implemented and reviewed to evaluate their impact, reflecting an ongoing cycle of quality improvement (Foundation Years, No Date). As a result, improvements can lead to increased child engagement, stronger partnerships, and a higher quality of provision (Ambition Institute, 2026). Sakr *et al* (2023) points out that this process supports inspection themes by ensuring practice is responsive, evidence-based, and continuously improving.

In conclusion, effective stakeholder engagement and feedback systems support continuous improvement within Flying Start settings, enhancing well-being, strengthening leadership and management, and ensuring high-quality, inclusive provision for all children.

Anais

Hello my name is Anaïs and I am going to be discussing staff in today's meeting.

So, in preparation for the upcoming inspection by [Care Inspectorate Wales](#) (2024), this discussion is going to critically evaluate how staffing within our Flying Start setting supports best practice, with particular reference to the self assessment of Service Statement, or SASS (Care Inspectorate Wales, 2025), as a tool for quality assurance and continuous improvement. Obviously this is really important with the inspection coming up because they're going to be looking closely at how we actually evidence this, not just say it.

The Self-Assessment of Service Statement, SASS, requires us not only to describe our staffing arrangements, but to actually properly assess how effective they are in promoting positive outcomes for children (Care Inspectorate Wales, 2025). So within our flying start setting of 16 children aged 2–4, we meet statutory ratio requirements of 1:4 for 2–3-year-olds and 1:8 for 3–4-year-olds (GOV.WALES 2023).

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However ... while this shows we are compliant, SASS is pushing us to go further than just minimum standards, especially with the inspection in mind. Research has shown clear indicators that lower ratios are linked to better adult-child interactions, especially for communication and emotional development (Dalgaard et al., 2022). So even though we meet the requirements, our self-assessment shows that we maybe need to be more flexible with staff deployment, like during transitions or free play, to actually improve outcomes—not just tick boxes for CIW.

Moving on, there must be at least one Level 3 practitioner present at all times, aligning with regulatory expectations (Department for Education 2025). However, realistically qualification alone doesn't guarantee quality. The SASS framework really focuses more on staff competence, reflective practice and ongoing development. Evidence suggests that continuous professional development, especially in things like speech and language or trauma informed care, significantly improves practice, as shown by (Hart et al., 2024).

In our setting we do prioritise training, however a limitation is that it's not always properly evaluated after. So moving forward, using observations and supervision to review impact would strengthen our quality assurance and give clearer evidence for CIW.

Leadership and management also plays a massive role here in making sure staff are actually effective across all four inspection areas. Staff are allocated roles based on experience, like additional learning needs support, which links to the Additional Learning Needs and Education Tribunal (Wales) Act 2018 (Welsh Government, 2018).

But at the same time, this can lead to over reliance on certain staff members. Carrying on from this, Babiker (2014) makes it evident that best practice would involve more shared responsibility and skill development across the team. This would reduce risk and improve consistency, which is something inspectors will be looking for under leadership and management.

The collection and use of feedback is also a key part of SASS and overall quality assurance. At the moment, feedback is collected through parent questionnaires, informal discussions and

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staff meetings. While this is useful, it's not always consistent and doesn't fully include all stakeholders, especially the children.

In line with the UNCRC, particularly Article 12, children's views should be included. This could be improved through observational (CYPCS, 2006) methods and more child led approaches like giving choices or looking at engagement (Madonis, Brownlie and Murphy, 2025). This would strengthen our evidence for inspection as CIW do look at how children's voices are included.

Legislation and policy drivers have also shaped staffing. The Well being of Future Generations Wales Act 2015 (Welsh Government, 2015) promotes a long-term approach, including investing in staff well-being (Welsh Government, 2024). Similarly, the Curriculum for Wales requires more child-led, play-based learning (gov.wales 2023), which actually puts more responsibility on staff to be reflective and adaptable.

This just shows how the staff role is becoming more complex, and why leadership support is so important, especially when being inspected.

Finally, staff well-being is a really important factor in maintaining quality. High workloads and emotional demands can affect performance and retention, which then impacts children (Hung, Chang and Hsiao, 2025). The SASS highlights the importance of supporting staff, and while we do have supervision and meetings, there is definitely more we could do.

Improving this would not only support staff but also improve outcomes across all four inspection areas, which is obviously key for the inspection.

I will work with Beca to ensure that we both are checking that teachers and staff are up to date with their safeguarding training.

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