

Script

Hello everyone, I am Samantha and today I will be discussing our setting provision and the Curriculum in preparation for our upcoming CIW inspection. I will be focusing on how effectively our provision aligns with the Curriculum for Wales and evaluating the service we provide. The aim for today's meeting is not only to discuss what we do well but also where improvements are needed. I will link this to the four key areas of the Self-Assessment of Service Statement and the Quality of Care Review required by CIW.

As a setting we are required to follow the Curriculum for Wales which is a framework under the Welsh Government 2021 Curriculum and Assessment (Wales) Act 2021. It is underpinned by 4 key purposes, these are ambitious capable learners, enterprising creative contributors, ethical, informed citizens and healthy, confident individuals. You should all be aware of these purposes as they are included in the children's observations and are on all staff's clipboard. Within our setting these principles are reflected through a child-centred approach and a focus on holistic development. Children are provided with opportunities to explore, make their own choices and engage in open-ended play. This links to the first area of the Quality of Care Review- Well-being. The children in our setting are settled, have formed secure attachment's to not only their key workers but the other staff too, and are all supported to make choices within their play. These are key indicators of positive well-being.

Our setting demonstrates many strengths in care and development; we support the children's learning through play-based experiences. Using SSTEWEW we extend the children's learning by asking open ended questions, encouraging them to explain their ideas and building their confidence through their interactions. Importantly us using the SSTEWEW framework allows us as practitioners to reflect on and improve our practice. I am happy to say I see this with each staff member in everyday practice.

The learning environment is a key area of the Quality of Care Review, I want to ensure our provision supports the children's development and interests while also promoting progression. As discussed, our setting strongly promotes child-led learning allowing the children to explore freely and follow their likes and interests. Our environment offers a range of opportunities for indoor and outdoor learning this supports the children's independence and exploration however when reflecting on day-to-day practice and provision I have highlighted that not all areas of the setting are always purposefully planned and adapted based on the children's likes and interests. Following on from this I would like each of us to ensure daily that all areas are carefully thought out and planned to use the children's voices and opinions while ensuring their development is included. A key area for this improvement is ensuring observations and daily planning circles are used effectively to help with future planning. The curriculum for funded non-maintained nursery settings highlights the importance of enabling environments,

responsive planning and child led learning experiences. In my opinion, our provision reflects key early years theories including Vygotsky, L.S (1978) who discusses the importance of social interaction and scaffolding children's learning, his theory suggests that adult support is essential for development and learning. This reinforces the importance for all of us to ensure our interactions are consistent and meaningful. Piaget, J. (1952) proposed that children actively construct knowledge through their interactions with the environment rather than just receiving information, stating that children learn best through hands on experiences. This supports that children need rich, exploratory environments to develop understanding and further their learning so ensuring our provision daily is catered to their interests as well as their development is essential. Leadership and management play a crucial role in ensuring quality care, provision and continuous development. There is also a link between leadership and the successful implementation of the Curriculum for Wales along with SSTEW. Sustained Shared Thinking and Well Being. Practitioners require a strong understanding of the curriculum and SSTEW to ensure their jobs are done at the highest quality.

The Curriculum for Wales emphasises Cynefin, supporting the children's sense of belonging, ensuring they feel safe and the environment is welcoming and homely. Estyn states settings should promote the Welsh culture and language, support children's emotional well-being and build strong relationships with families and carers. As a critical analysis of our setting while our setting does promote inclusion, strong relationships and the sense of belonging I do believe there are some aspects we could improve, those being more culture in provision, and more use of the Welsh language throughout the day and during activities. This has been highlighted to us through parent feedback where parents have pointed out during together time sessions that they do not consistently hear Welsh language being used throughout the whole session and by all staff. This feedback is useful and allows for us all to develop and improve our practice. The Quality of Care Review gathers feedback from parents and staff however this feedback is not always used to implement changes in practice therefore I want to be mindful of this and ensure we use our feedback to improve our services for the children and their families/carers. Regarding the cultural items in each area of the setting I'd like to ask if each one of us could choose an area of the setting today and over the next day or two look through that area and make some notes of the cultural items in the area and add some new ideas of things that can be added so we can improve each area of the setting.

To conclude, our provision aligns with the principles of the Curriculum for Wales particularly in promoting child-led learning, however critical areas where we can improve include ensuring planning is effective and used for daily set up, and enhancing our use of the Welsh language. By improving these areas, the setting will be better able to meet inspection expectations but ultimately it will ensure that the children in our

care not only receive high quality care but also experience meaningful learning opportunities.

Abbott, L. (2004) 'Quality in early childhood education', in Anning, A., Cullen, J. and Fler, M. (eds.) *Early Childhood Education: Society and Culture*. London: SAGE, pp. 1–20.

Bandura, A. (1977) *Social Learning Theory*. Englewood Cliffs: Prentice Hall.

Brightwheel (n.d.) Formal vs informal assessment. Available at: <https://mybrightwheel.com/blog/formal-vs-informal-assessment> (Accessed: 20 March 2026).

Care Inspectorate Wales (2019) *Quality of Care Review Guidance for Childcare Providers*. Cardiff: Care Inspectorate Wales. Available at: <https://www.careinspectorate.wales> (Accessed: 23 March 2026).

Care Inspectorate Wales (2021) *Self-Assessment of Service Statement (SASS): Childcare and Play Services*. Cardiff: Welsh Government. Available at: <https://www.careinspectorate.wales> (Accessed: 23 March 2026).

Care Inspectorate Wales (2022) *Quality of Care Review Guidance*. Cardiff: Care Inspectorate Wales.

Care Inspectorate Wales (2023a) *Guide to Inspections of Childcare and Play Services*. Cardiff: Care Inspectorate Wales. Available at: <https://www.careinspectorate.wales> (Accessed: 23 March 2026).

Care Inspectorate Wales (2023b) *Guidance on the Statement of Purpose and Self-Assessment of Service*. Cardiff: Welsh Government. Available at: <https://www.careinspectorate.wales> (Accessed: 23 March 2026).

Department for Education (DfE) (2021) *Statutory Framework for the Early Years Foundation Stage*. London: DfE. Available at: <https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2> (Accessed: 23 March 2026).

Early Years Wales (2020) *Best Practice in Early Years Assessment and Observation*. Cardiff: Early Years Wales. Available at: <https://www.earlyyearswales.org.uk> (Accessed: 23 March 2026).

Early Intervention Foundation (EIF) (n.d.) *What is early intervention?* Available at: <https://www.eif.org.uk/why-it-matters/what-is-early-intervention> (Accessed: 20 March 2026).

Education Endowment Foundation (EEF) (2018) *Preparing for Literacy: Improving Communication, Language and Literacy in the Early Years*. London: EEF. Available at: <https://educationendowmentfoundation.org.uk> (Accessed: 23 March 2026).

Estyn (2018) *Inspection Framework for Non-Maintained Nursery Settings*. Cardiff: Estyn. Available at: <https://www.estyn.gov.wales> (Accessed: 23 March 2026).

Estyn (2023) *Annual Report*. Cardiff: Estyn.

Estyn (n.d.) Using effective observations to inform planning to improve the impact on children's learning and development. Available at: <https://estyn.gov.wales/improvement-resources/using-effective-observations-to-inform-planning-to-improve-the-impact-on-childrens-learning-and-development> (Accessed: 20 March 2026).

Goodall, J. (2018) *Parental Engagement and Deficit Discourses*. London: Routledge.

National Institute for Health and Care Excellence (NICE) (2013) *Social and Emotional Wellbeing for Children under 5*. London: NICE. Available at: <https://www.nice.org.uk/guidance/ph40> (Accessed: 23 March 2026).

Organisation for Economic Co-operation and Development (OECD) (2017) *Starting Strong 2017: Key OECD Indicators on Early Childhood Education and Care*. Paris: OECD. Available at: <https://www.oecd.org> (Accessed: 23 March 2026).

Pascal, C. and Bertram, T. (2012) *Developing Effective Early Learning: Key Issues for Policy and Practice*. Birmingham: Centre for Research in Early Childhood. Available at: <https://www.crec.co.uk> (Accessed: 22 March 2026).

Piaget, J. (1952) *The Origins of Intelligence in Children*. New York: International Universities Press.

Roberts, J. and Bolton, K. (2019) *Early Childhood Education and Care in Wales: Policy and Practice*. Cardiff: University of Wales Press. Available at: <https://www.uwp.co.uk> (Accessed: 23 March 2026).

Siraj, I., Kingston, D. and Melhuish, E. (2015) *Assessing Quality in Early Childhood Education and Care: Sustained Shared Thinking and Emotional Well-being (SSTEWS) Scale*. London: UCL Institute of Education Press.

Siraj-Blatchford, I. (2009) *Conceptualising Progression in the Early Years*. London: Institute of Education. Available at: <https://www.ucl.ac.uk/ioe> (Accessed: 22 March 2026).

Siraj-Blatchford, I., Sylva, K., Muttock, S., Gilden, R. and Bell, D. (2002) *Researching Effective Pedagogy in the Early Years*. London: Department for Education and Skills. Available at: <https://dera.ioe.ac.uk> (Accessed: 23 March 2026).

Siraj-Blatchford, I., Taggart, B., Sylva, K., Sammons, P. and Melhuish, E. (2016) *Effective Pre-School, Primary and Secondary Education (EPPSE) Project*. London: Institute of Education. Available at: <https://discovery.ucl.ac.uk> (Accessed: 23 March 2026).

UNICEF (n.d.) *UNICEF*. Available at: <https://www.unicef.org> (Accessed: 20 March 2026).

Virtual College (n.d.) *Why is early intervention important?* Available at: <https://www.virtual-college.co.uk/resources/why-is-early-intervention-important> (Accessed: 20 March 2026).

Vygotsky, L.S. (1978) *Mind in Society*. Cambridge, MA: Harvard University Press.

Welsh Government (2017) *Flying Start Childcare Guidance*. Cardiff: Welsh Government. Available at: <https://www.gov.wales> (Accessed: 22 March 2026).

Welsh Government (2019) *Guidance for Settings on Behaviour Management*. Cardiff: Welsh Government. Available at: <https://www.gov.wales> (Accessed: 23 March 2026).

Welsh Government (2019) *Flying Start: Guidance for Local Authorities*. Cardiff: Welsh Government. Available at: <https://www.gov.wales> (Accessed: 23 March 2026).

Welsh Government (2021) *Curriculum and Assessment (Wales) Act 2021*. Cardiff: Welsh Government.

Welsh Government (2021) *Curriculum for Wales Framework*. Cardiff: Welsh Government. Available at: <https://www.gov.wales> (Accessed: 23 March 2026).

Welsh Government (2022a) *Curriculum for Wales*. Cardiff: Welsh Government. Available at: <https://www.gov.wales/curriculum-wales> (Accessed: 23 March 2026).

Welsh Government (2022b) *A Curriculum for Funded Non-Maintained Nursery Settings*. Cardiff: Welsh Government. Available at: <https://www.gov.wales> (Accessed: 23 March 2026).

Welsh Government (2022c) *Assessment Arrangements for Funded Non-Maintained Nursery Settings*. Cardiff: Welsh Government. Available at: <https://www.gov.wales> (Accessed: 23 March 2026).

Welsh Government (2022d) *National Minimum Standards for Regulated Childcare*. Cardiff: Welsh Government. Available at: <https://www.gov.wales/national-minimum-standards-regulated-childcare> (Accessed: 23 March 2026).

Welsh Government (2018) *Additional Learning Needs and Education Tribunal (Wales) Act 2018*. Available at: <https://law.gov.wales/additional-learning-needs-and-education-tribunal-wales-act-2018> (Accessed: 20 March 2026).

Welsh Government (2025) *National minimum standards for regulated childcare*. Available at: <https://www.gov.wales/sites/default/files/publications/2025-09/national-minimum-standards-for-regulated-childcare.pdf> (Accessed: 20 March 2026).