

Leadership and Management for Systems of Quality
Module Code: ECEY6011/C
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Discussion Layout:

- **Charleigh** - Lead of Parent Partnerships - Questionnaire Method
- **Leah** - Lead of ALN - Online Feedback System
- **Molly** - Lead of Health and Safety - Appraisals and Staff Interviews
- **Cerys** - Lead of Outdoor Environments
- **Lily-Mai** - Lead of Staff - Appraisals and Supervisions Method

Charleigh - Lead of Parenting Partnerships

Good afternoon my name is Charleigh, thank you all for attending today's leadership meeting, where we will be discussing the upcoming inspection. Are there any questions before we begin?

To begin with, regarding our previous inspection which took place in 2022, it was indicated that we as a setting could improve our communication with parents. Moving forward with implementing changes regarding our communication, as the lead in parenting partnerships, it is significant to consider the importance of such relationships. According to Kambouri *et al.* (2021) parent partnerships highlight's Frobelian principles, which explores the importance of communication and collaboration. As said, such concepts encourage high quality early childhood development and education. This view is supported by the Flying Start Annex (Welsh Government, 2017) describing that parenting partnerships are key in nurturing all areas of children's development. Working with parents, can enhance positive parenting skills and confidence. As well as provide practitioners with an in depth understanding of the child, their needs and interests.

First Question: After "Needs & Interests"

Molly: Can I just ask, is there any legislation in place in regards to communication with parents that you feel is best situated to our setting?

Thank you for your questions Molly, well such collaboration's emphasis the quality of provision provided, with consideration to the United Conventions on the Rights of the Child (UNICEF, 2019). In regard to, Article five which states that parents and careers

should be respected and guided by professionals, so that children are able to fully benefit from all their rights. Through the use of parental feedback collected via play and stay questionnaires, we were able to gain the parental perspective on the quality of service, we are providing. The questionnaires we provided, referenced the Quality-of-Care Report (Care Inspectorate Wales, 2019) with the use of questions like what we do well and what areas do we need to improve on or develop further. This method provided a simple technique of communicating between parents and practitioners.

Hurst and Bird (2018) discuss that questionnaires are used extensively in research and are designed to address the research aims effectively. Questionnaires can offer objective means of collecting information, gathering the participants knowledge, beliefs and attitudes efficiently. This concept is supported by, Kuphanga (2024) suggesting that questionnaires as a method of data collection can be versatile and influential across various research domains. Its structured format facilitates standardised content and provides quantitative information. Due to this, questionnaires are cost-effective, accessible and able to reach a broad and diverse audience. Einola and Alvesson (2020) criticise this idea, as indicated questionnaires often can be biased due to the researchers influence in both the development and filling out process. Further, questionnaires as a method to measure feedback, often does not take into account the participants interpretation. With consideration to the language used as well as, the questions themselves. As said, rather than offer an insight into what the participants actually think or feel, this method can frequently be completed out of boredom or a desire to be seen in a good light, suggesting further in accurate data.

Second question:

Lily: How do you plan on implementing this policy?

Thank you for your question, Lily, well to answer...

According to the National Minimum Standards for Regulated Childcare (2023) within Standard 4 meeting the needs of the individual, it is stated that we have to adhere provision within our setting to meet such needs listed. This suggests, demonstrating that all staff have the appropriate skills and experience to plan as well as meet the

needs of all children placed within setting. With regard to this standard, a child-centred approach is flourished, with the views of the child and family actively sought and incorporated into practice. However, through the Self Assessment of Service Statement SASS (Care Inspectorate Wales, 2025) as the lead, I was able to reflect that the Early Childhood Play, Learning and Care Plan in Wales (Welsh Government, 2024) provides a policy that meets, as well as exceeds the National Minimum Standards. As described, the core aim is to develop and deliver a consistent approach to nurturing, learning, and development, through the provision of high-quality play-based childcare and education opportunities, for children aged 0-5. Considering parenting partnerships, as described children's needs will be impacted the most by their parents and careers, the adults around them, their environment and experiences. This policy overall promotes partnerships between settings and families, for the benefit of both child and family. Planning Policy Wales supports this concept, that all children's individual needs are met, through high-quality provision in respect to inclusive practices.

As the lead of parenting partnerships, to improve our communication with parents as well as implement the policy discussed, we have decided that at the end of our play and stay sessions. we are going to hold a short 5–10-minute feedback discussion. Instead of supplying questionnaires, we are also going to be executing an alternative option of feedback which Leah will be later discussing. Such feedback sessions being held will provide parents with the opportunity to express any concerns that they may have. This method encourages a personal approach where parents may benefit from feeling heard or reassured from professionals. This idea is supported by, Fenech *et al.* (2019) highlighting the value of parental engagement in children's learning, development, and wellbeing. As stated, parent engagement should build upon the practice and understanding of quality early years provision. Further detailed, enabling professionals should undertake time with parents and later demonstrate this communication within their daily practice. Lloyd *et al.* (2019) discuss' that positive partnerships between parents and partitioners, through programmes like play and stay encourages confidence for all participants. As described, communication is fundamental to promoting children's learning at home, as well as in early years provision. Including practitioners and parents' abilities to deliver such enabling experiences and environments.

End ask Leah: Referring to our use of questionnaires, we also found such difficulties. Does anyone have any further thoughts on this method of feedback or Leah would you like to discuss your idea for an alternative method?

Over time limit- Thank you for your contribution, however we are stretched for time today. If anyone has any other issues, they would like to raise you are welcome to contact me privately, to schedule a meeting.

Conclusion- Thank you all for contributing to today's leadership meeting, in preparation for the upcoming inspection. It is important that we schedule in a follow up, taking note of everyone's availability. Any questions before we finish today?

Leah - Lead of ALN

Introduction

Good morning everyone, my name is **Leah Waters**, and I am this **Flying Start Setting's Additional Learning Needs Support leader**.

Thank you Charleigh for your question, I will be answering that a little bit later on.

As **Charleigh** mentioned earlier, we noticed recurring problems with our questionnaire method of obtaining feedback following our previous inspection. Specifically in the additional learning needs department of the setting, many parents expressed that they wanted an alternative way to offer in-depth constructive feedback, instead of filling out structured questionnaires.

As supported by Irons and Elkington (2021), acquiring and acting upon feedback is an essential process for an early years setting. Attaining constructive feedback from parents, regulatory bodies, and staff allows practitioners to identify areas for improvement, resulting in enhanced learning environments and outcomes for children (Boller, et al., 2015).

So answering Charleigh's question,

For my feedback method, I would like to discuss implementing an online feedback system. This system allows parents, families, and relevant external authorities to express their opinions, concerns, and ideas discretely and anonymously (Plan International, 2018).

According to the Welsh Government's Flying Start Product Discovery Report (2022) implementing an online feedback system can be beneficial for data collection and analysis purposes, therefore making it easier for staff to identify and monitor potential trends.

However, Nayak and Narayan (2019) argue that although online data collection is more efficient, storing sensitive information online is considered to be dangerous due to the risk of potential data breaches. As a result, it is crucial that as a setting we adhere to the General Data Protection Regulation (GDPR) (2016), which is further implemented in Wales through the Data Protection Act 2018. Thus, in line with the GDPR (2016), our data will be stored on a secure UK-based server, where access will be authorised to the relevant staff through a multi-factor and password authentication method.

As supported by Care Inspectorate Wales (2023), The Quality of Care Report (2023) emphasises the necessity of continual, progressive improvements and transparency within childcare settings. Therefore, by pursuing this change, our team is able to access and review feedback on a continual basis, ensuring that we can make informed decisions and implement improvements to our setting and practice promptly and effectively.

However, due to their comprehensive and mandatory nature, both the Quality of Care Report (2019) and Self Assessment of Service Statement (SASS) (2025) require a substantial amount of effort and time from staff. This can often prove to be a challenge, particularly for flying start settings that, according to the Welsh Government (2022) are facing a staff shortage crisis. Therefore, Care Inspectorate Wales' Regulation and Inspection of Social Care (Wales) Act 2016 suggests that by conducting regular reviews of documentation setting leaders can prevent staff from feeling the burden of time restraints.

Main body

Implementing this new feedback system has allowed us to detect a flaw within our setting's IDP system. As supported by the Welsh Government (2022) an individual development plan (IDP) is a statutory document which provides details of children's additional learning needs.

Although the Additional Learning Needs Code for Wales (2021) includes a standard form of IDP template, the Welsh Government's (2022) guidance suggests that adaptations can be made to suit the preferences of families and children. Therefore, as the leader of additional learning needs within this flying start, one key element I would like to change to our current IDP system is the introduction of informative, family-friendly, and jargon and acronym-free individual development plans. Understanding and navigating through important documents such as IDPS can leave many families and professionals feeling overwhelmed and confused (Chillmon, 2019). This can be due to numerous reasons such as the complex jargon included within the document, or as Charleigh previously mentioned, a lack of communication between staff and families (Birmingham Early Years Networks, 2023).

Having a poor understanding of the IDP system can lead to a detrimental effect on the quality of early years settings. Particularly, a lack of knowledge from staff for these systems can have a large impact on the quality of provision within the setting, potentially leading to a lack of staff confidence, ineffective support for children and families, and non-compliance with statutory requirements included within the Additional Learning Needs and Education Tribunal (Wales) Act 2018. This may result in potential inquiry from inspectorate bodies such as Estyn (2025).

Standard 4 of the National Minimum Standards for Regulated Childcare in Wales (2023) focuses on the promotion of inclusion, diversity, and meeting the needs of each individual child. The standard further emphasises the importance of cultivating a well-structured, collaborative, and child-centered IDP system. Through multi-agency collaboration, practitioners, speech and language therapists, paediatricians, and additional early years professionals are able to contribute to creating cohesive support plans, further enhancing our setting's quality of care and learning.

Additionally, By creating an inclusive and accessible IDP system, we can ensure that families and staff are able to fully understand and participate in their children's journey

throughout childcare and education. This enables us as a setting to adhere to the Additional Learning Needs and Education Tribunal Act (2018), which highlights the importance of a child-centred approach. Additionally, in alignment with the NMS (2023), The Additional Learning Needs Code for Wales (2021), and Flying Start Guidance (2025), by altering the IDP system that we currently use, our setting is prioritising and advocating for the importance of parent and family collaboration and communication, further enhancing upon the quality within our setting.

Does anyone have any questions?

Question from Cerys: How would you inform parents of this change?

Thank you for your question Cerys

Further utilising our online feedback mechanism, our setting is able to send our own feedback out to children's parents, families, and relevant multi-agencies, informing them of any upcoming changes, events, or additional requirements we have observed or implemented within the setting. Therefore, to conclude, I plan on informing parents and families of any changes made to our IDP System both formally and informally via in-person discussion and **through our feedback mechanism.**

Thank you.

Ask Molly the lead of Health and Safety: Do you think additional changes could be made to the outdoor or indoor environment to support wheelchair accessibility?

Ask Lily – Is there anything you would like us to improve to work towards before our next inspection?

Molly - Lead of Health and Safety

Question to Charleigh - Is there any legislation in place regarding communication with parents that you feel is best situated to our setting?

Section 1

Good morning, my name is Molly Evans, and I am the lead of Health and Safety within the flying start setting. My topic of discussion is the provision of effective health and safety, and how our flying start adheres to policies and procedures to provide maximum quality of care. As noted by UNICEF (no date) article 24 of the UNCRC states that every child has the right to the best possible health. In addition to this, UNICEF (no date) highlights the government's responsibility to ensure children are provided with quality healthcare, clean water, nutritious food and a safe, clean environment. Throughout this discussion there will be methods and considerations of how our setting can adapt and continually improve to meet standards. In relation to this, significant improvements have been made to our setting regarding health and safety practices since our last inspection. According to the Health and Safety Executive (no date) the Health and Safety at Work Act (1974) notes the employer's duty to ensure the health, safety and welfare of employees and other individuals within the premises.

To ensure the utmost importance of health and safety within our flying start setting, we introduced methods of collecting feedback from those involved internally. These enhancements were identified through a process of thorough reviews, utilising staff appraisals and structured interviews, enabling opportunities to gather valuable feedback on factors such as workplace safety, risk management and operational procedures. As stated by Russo et al. (2016) performance appraisals are one of the most common practices used within organizations as the overall goal is to fulfil both administrative and development roles, resulting in the enhancement of productivity and efficiency. However, Russo et al. (2016) notes that despite their importance, many practitioners' express disappointment in their effectiveness due to the failure of significant impact on how to improve their practice.

The National Minimum Standards for Regulated Childcare (Welsh Government, 2023) state that high quality provision of early childhood care goes beyond basic expectations as there is a standard of continuous reflection and improvement to provide the best opportunities and experiences for children in Wales. Regarding health and safety, Welsh Government (2023) states that hazards must be minimised within settings through preventative measures such as staff training and risk management -

both indoors and outdoors, along with regular risk assessments and action plans to ensure and maintain safety standards.

Leah - Do you think additional changes could be made to the indoor environment to support wheelchair accessibility?

Section 2

Thank you for your question Leah. Within our flying start setting, both the outdoor and indoor play a crucial role in fostering a safe yet stimulating environment for children to develop. Coleman et al. (2015) claim individuals who have limited mobility often face environmental and social barriers that can affect their educational performance. In addition to this, Coleman et al. (2015) highlight the importance of educators recognising and understanding the barriers individuals may face to provide equitable solutions. Similarly, as noted by Ouvry and Furtado (2019) the role of the adult within the setting is to ensure equal opportunities of exploration, whilst also assessing the risks and monitoring safety.

To answer your question, I am certain that there is potential to implement change and create a fully inclusive environment within our Flying Start. Noting back to the feedback we received from our staff appraisals and interviews, there was a concern that the space in our flying start felt restricted. One specific improvement that could easily be implemented is the creation of more open plan areas to ensure better supervision and accessibility for those utilising the space.

Charleigh – How do you ensure that health and safety practices within the flying start align with relevant policies and legislation?

Thank you for your question Charleigh. In alignment with best practices outlined by the Welsh Government (2018) All Wales induction Framework for Early Years and Childcare, health and safety responsibilities must be cohesive with relevant legislation to ensure children and staff are being provided with a safe and secure environment. To support this, Welsh Government (2025) note that all flying start settings must be registered with Care Inspectorate Wales (CIW) and meet the

National Minimum Standards for Regulated Childcare as flying start settings are expected to be of a higher quality than most childcare providers, which should ultimately reflect within their practice. CIW (2023) Self-Assessment of Service Statement (SASS) is a legal requirement for all childcare providers to complete as it provides vital information to plan inspections and advise the Welsh Government about the current state of the childcare and play sector in Wales.

To enhance the provision of quality within our flying start, Welsh Government (2025) claim that all staff appointed to work in flying start settings must require appropriate training and qualifications to be responsive, affectionate and readily available to enhance high quality provision. Similarly, adhering to the Welsh Government (2016) Regulation of Child Minding and Day Care Wales (2016) requirements allows practitioners to establish the legal framework for the standards and functioning of flying start settings, ensuring to safeguard children's well-being, safety and development within the setting.

Question to Cerys – How do you create an engaging and inclusive environment that supports children's learning and development?

Cerys - Leader of outdoor play and learning

Good morning I'm Cerys Floyd and I am lead in outdoor play, learning and development. Are there any questions before i begin?

Question from Molly - How do you create an engaging and inclusive environment that supports children's learning and development?

Introduction

The new curriculum for Wales focuses and supports children with outdoor learning. As stated by Hwb.Gov.Wales (2023) outdoor learning and play, had an impact on children and young people's health and wellbeing during and after the covid-19 pandemic, from this schools and local councils are working together to provide more outdoor opportunities for children to develop and learn. Hwb.Gov.Wales (2023) further stated that outdoor play is not only beneficial to health and wellbeing of children it also has benefits to children's academic learning. there is more emphasis

on outdoor learning and play, as seen throughout Montessori's theory the importance for children to create a deeper understanding and knowledge of nature and gain respect for the environment around them as stated by creative world of Montessori (2024). As suggested by wood and Hearts.com (2025) the Montessori approach to the outdoors should allow children to be independent, develop practical life skills and have the opportunity for child led learning. As a flying start setting, we ensure to follow the education act 2011 to ensure that the education of children attending the setting is a priority as it is important for children to learn and develop while attending our setting, as stated by Legislation.Gov. Uk (N/D)

Here at our flying start we have created a small nature corner on our yard, as stated by Estyn.Gov.Wales (2024) children within flying start have a voice, children within the setting are independent regarding depiction making with their play.

Estyn.Gov.Wales (2024) further state that it is important that settings have a warm and natural feel to the environment to welcome and relax children as they are at the setting. Here at flying start we ensure children have as much time as we can to play and learn outside. According to Play Wales (2023) children should have at least three hours a day outside, it is important for the setting to ensure to follow the Well being future generations wales act 2015, as stated by Future Generations. Wales (2025). Within our foyer I have created a suggestion box to allow parents to provide feedback in regard to our nature corner. The reason for the suggestion box is that it allows parents to give feed back in an anonymous way, this is beneficial to parents who may be shy or might have anxiety regarding an issue, as suggested by care for kids. Com (2015) it allows shy parents to have a way of communicating with staff, it allows parents an opportunity to provide feedback which will have a positive impact on the childs development and learning.

Impacts to quality

As a setting it is important for us to have high standards of quality, here at flying start we follow the quality assurance to ensure standards are kept high and that the settings are following policies, it is important for settings to explore what help and support is available as stated by Gov.Wales (2025) . As seen by the UNCRC 1989 article 28, children have a right to an education and all primary education should be free for families to help with rising living costs, as stated by Gov.Wales (2021). The

national minimum standards ensure settings are following and meeting their quality of care. Settings have specific standards to follow, settings must meet regulatory requirements. Settings have responsibilities to ensure the compliance with regulations. Suggested by Gov.Wales (2023).

Feedback

Resulting from using the suggestion box, parents have been able to provide feedback for us to improve the outdoor space, our main points of concern from parents is the cost of wellies and coats to go to the outdoor space when the weather is wet, parents concern is that they are spending money on a coat to go to the outdoor area and they are getting dirty which is then raising costs at home with having to wash the coat and dry it by the time the child next comes in, some parents have raised to our attention the cost of wellies and that children's feet grow fast and that parents would be spending a lot of money on new wellies. Another concern brought to our attention is the rising number of colds and illnesses throughout the setting from being outdoors, this is due to children playing outside in all weather due to experiences and opportunities. Lastly parents would like for us to expand the space to create more opportunities. According to Gov.Wales (2023) childrens experiences can be restricted by poor environments which can have an effect on childrens development. Flying start settings have freely accessible quality outdoor playing areas available for daily use.

Question From Lily – how are you going to improve these issues?

Improve issue

As a setting it is important for us to improve the issues that's been raised by parents. To improve the issues raised as a setting we will provide wet weather suits for the children to wear during out door session when the weather is bad, by this it will keep costs down for parents at home, as for supplying wellies the setting will ask parents to donate any old wellies they no longer need to ensure there is enough for everyone Another solution to an issue raised is to expand the outdoor area. We intend to do this by extending the area onto the yard a bit more and to buy more resources for the area.

Impacts to quality

As stated by Gov.Wales (2025) it is important for staff to have training and support to best help the children to develop and learn, following on from this staff would have forest school training to help with their outdoor session. As a setting we must follow the self assessment of service statement (SASS), this self assessment is a legal requirement for all setting in wales following the child minding and day care (wales) regulations 2010 as stated by Care Inspectorate.Wales (2025). The SASS assessment collects data on settings to ensure they receive the right support and help through inspections, to allow the best outcomes for settings and children.

Lily-Mai - Lead of Staff

Good morning everybody, my name is Lily-Mai Dyer and as the lead of staff in this Flying Start setting, I believe it is paramount that I showcase the need for all our staff members to be appropriately qualified and supported both physically and mentally within the workplace.

After our last inspection in 2022, we carried out a Quality of Care Review using the Self-Assessment of Service Statement (SASS) to evaluate our inspection and our setting. Care Inspectorate Wales (2019) shows in the Regulation and Inspection of Social Care (Wales) Act 2016 that it is important for us to undertake these reviews of the quality of our setting as it helps us to provide the children in our settings with the best opportunities and experience, creating their best outcomes. As well as this, the Welsh Government (2025) also shows the importance of quality within settings in the Flying Start childcare guidance. They do this by referring back to the impact that quality has on a setting throughout the entire guidance and also explaining that quality child care provides children with the opportunities to learn new skills and positively impact their holistic development like social, physical, emotional and so on.

As we recognise and practice quality in this setting, one major factor of ensuring children have access to a learning-rich and healthy environment is to have appropriately qualified staff members. Elwick *et al.* (2017) support this by showing that quality assurance has been recognised as a crucial aspect within early years childcare and this quality can only be achieved with the support and guidance from

professionally qualified practitioners. In preparation for our upcoming inspection, Care Inspectorate (2022) in their Quality Framework shows the importance of ensuring that all our staff members are adequately qualified to deliver quality care and safeguard the children whilst providing them with the opportunity to achieve the best start in life.

As well as staff being professionally qualified, Bertram and Pascal (2006) show in the Baby Effective Early Learning (BEEL) Programme, that staff are strongly advised to undertake further training and to promote continuous quality improvement. Welsh Government (2016) recognise the importance of staff being both qualified and also participating in training alongside their work in the setting. This is shown within the National Minimum Standards (NMS) as they highlight that staff must hold a child-care related qualification whilst also participating in continuing training. Peleman *et al.* (2018) also agree with this as they present findings that show that Continuous Professional Development (CPD) has a positive impact on not only the practitioner's knowledge and abilities but also the quality of the pedagogical practices that the practitioner can offer the children. Due to this, I must reinforce the importance that all of our staff are up to date with their continual training not only for the upcoming inspection but for the children's benefit also.

As Welsh Government (2025), again in the Flying Start guidance, shows all staff members should be aware and follow the standards for practitioner to child ratios presented in the NMS guidelines. Welsh Government (2016) state in the NMS guidelines that only one adult is needed to accompany up to 4 children aged 2 years, and up to 8 children aged 3 years. Our feedback from the last inspection showed we had good knowledge and followed the guidance of ratios well, so it is very important that we keep ourselves familiar with and continue to implement child to staff ratios at all times. Speight *et al.* (2020) show that it is crucial to follow child to staff ratios as it ensures that each child's needs are being met and there are enough staff members to effectively safeguard the children. UNICEF (2011) show that the United Nations Convention on the Rights of the Child reinforce the importance of having an appropriate number of staff members to be able to support and safeguard the children as Article 3 states that every child has the right to be cared for by an appropriate amount of practitioners that are suitably qualified for this role. All these

sources effectively demonstrate the importance of ratios in keeping children safe and well however, Dalgaard *et al.* (2022) also shows that by following the ratio guidelines, we are not only maintaining our quality of care to the children, we are also ensuring the safety and wellbeing of the staff members.

Another important aspect of ensuring that all staff members are supported is by participating in staff appraisals and supervisions. Woerkom and Kroon (2020) state that completing these appraisals and supervisions strongly benefit the performance and quality of an individual's work. This is due to the fact that these give the staff members an opportunity to voice their opinions and create a stronger bond between other practitioners. This will also help with the staff feeling supported and further motivated to provide the workplace with high quality care for the children.

Leah: So is there anything you would like us to improve or work towards before the next inspection?

So, thank you Leah, I am glad you asked. Actually, you are all fully qualified and actively involved in your continual training so in that aspect, just keep up the good work. However, after reading some of the supervisions and appraisals, I feel that this setting could benefit from the implementation of a well-being strategy for staff. I am open to suggestions as it is important everyone feels supported however, my thoughts were to make our staff room more cozy and calm for staff to be able to wind down with positive quotes and calming techniques on the walls when needed. Oehlert *et al.* (2022) shows that it is proven that having a quiet space where team members can relax and take a moment to breathe can positively impact their wellbeing. As Welsh Government (2024) shows in the curriculum for funded non-maintained nursery settings, children rely on enabling adults to help guide them with their emotions and well-being. This enforces the importance of us looking after our well-being to provide the children with the best quality of care.

Cerys: This idea sounds great! Are we able to contribute ideas towards these changes?

Of course, it needs to be an environment that is suitable and beneficial to everyone and therefore, all suggestions are welcome and I look forward to your ideas. As well as this, I propose to arrange activities outside the workplace every 3 months to

enhance staff well-being. The activities will be chosen by yourselves by way of vote to ensure fairness. Peterson (2022) shows that employees bonding outside the workplace can have a positive outcome as the staff are more likely to demonstrate good team-work and remain more positive whilst at work together. In effect, this will contribute towards better quality of care for the children. In regards to the cost of these projects, this will be very minimal and will therefore come from our settings funds.

Leah, Molly, Charleigh, Cerys, Lily-Mai - Group Presentation Reference List – ECEY6011/C

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