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Hello, Thank you all for joining online tonight.
We are meeting tonight as the senior leadership team to discuss our inspection of Trinity Saint David Day nursery.
In line with Care Inspectorate Wales guidelines (Care Inspectorate Wales, n.d.) nurseries are inspected every 2 years, this was updated in April 2016 (Care Inspectorate Wales, n.d). Currently we have 20 children registered and 10 staff members.
Can we first introduce ourselves and any apologies.
I am Gemma Williams, an early year's practitioner at Trinity Saint David Day Nursery, I am also the lead in the provision and progression of the curriculum.

Hello, I am Carolanne Kerr, I am the Early Years Additional Learning Needs Lead Officer, known as EYALNLO St Trinity David.

Hello, I am Michelle Jarret, I have been a registered Nursery Nurse with the Care inspectorate Wales for 6 years. My role is to oversee stakeholder engagement at Trinity Saint David Day Nursery.

Hello, I am Sarah James and I am a nursery nurse working predominantly with 2–3-year-olds, I am also the staff supervisor.

Good evening, my name is Tirion Brackenbury, and I am the Policy and Advocacy Lead Officer.

Thank you all, The CIW is an agency that is responsible for overseeing and regulating services of social care and childcare in Wales, they aim to improve the quality, safety and

well-being of the services in Wales (Care Inspectorate Wales, 2019). Inspections are carried out on behalf of the Welsh Government following legislations such as the *Children and Families Measure (Wales) 2010* and *The Childminding and Daycare Expectations (Wales) order 2010.*

Like our last inspection, inspectors will look at the 4 core themes – Well-being, Care and Development, Environment and Leadership and Management. I would like us to reflect on our last inspection and understand what work we have done to improve the quality of our service.

We are legally required by CIW to complete an annual Self-Assessment of Service Statement [hereafter SASS] and the Quality-of-Care report to evaluate our services (Care Inspectorate Wales, n.d.). The Quality-of-Care Report is a key requirement for registered childcare providers in Wales, including day nurseries. This report helps demonstrate that we are evaluating and improving our service in line with CIW's regulations.

Although the information included in these reports is used by CIW to plan inspections and offer support, they can also show inconsistencies due to settings assessing themselves and not showing a true reflection, which can lead to biased information. The process of the administration work can also be time-consuming, which is why I would like us all to have input into our ratings. Reggio Acadamy, (2021) believes that working collaboratively provides high-quality care to our practice.

Also a quick reminder that we are due to complete our SASS forms by the 14th March. We must ensure this is completed within the timeframe as it is a regulation as part of our registration (Care Inspectorate Wales n.d). Our Quality of Care report will also need to be updated when completing the SASS form as it's also an annual expectation of CIW and the National Minimum Standards for Regulated Childcare 2023 following the Childminding and Day Care (Wales) Regulation 2010 Section 16 – Review of the Quality of Care.

Standard 5 of the National Minimum Standards (Care Inspectorate Wales, 2016) states that our latest CIW report and the resultant action plans are made available to parents, we have provided this in the form of a hardcopy in the office and made it available via our website. By providing the information to a range of stakeholders we were able to receive feedback regarding our action plans and areas we can improve upon (Government Communication Service, 2021).

Engagement in Education (2023) defines stakeholders as all members of the school community, including children, parents, staff, and local organisations. Effective nursery management ensures stakeholders feel involved in daily operations and major decisions, such as budgets and policies. Regular evaluations and alignment with national early childhood education standards support continuous improvement (European Education and Culture Executive Agency, 2023).

Goodall (2016) highlights the long-term benefits of parental engagement in learning, noting its positive impact on academic success and well-being. The Education Endowment Foundation (2021) however emphasises the need to monitor and support parental involvement to ensure meaningful progress and purposeful support

As the lead EYALNLO it is my responsibility to identify these needs, under section 4 of The Additional Learning Needs and Tribunal (Wales) Act 2018 have an Additional Learning Provision (ADP) in place whilst coordinating Individual Development Plan (IDP), liaise with other professionals and parents (Care Inspectorate Wales and ESTYN 2022a p9).

On our last Care Inspectorate Wales (CIW) inspection, we scored ‘good’ in care, support and guidance, and the setting had a suitable ALN policy, however, the policy did not explain in detail how it would support and integrate children with additional learning needs well enough. The Maslow Hierarchy of needs frameworks suggests that it is important to meet the fundamental needs of a child with ALN before focusing on higher learning and development cited by McLeod (2024)

As a staff supervisor I help support the recruitment process. According to the National Minimum Standards 2023 as well as the Care Inspectorate Wales it is important to employ the right people to work with children and to ensure they meet the requirements of the employment process. This includes training that would be required to enhance their development as well as maintaining a high standard of care. They also need to ensure they are DBS checked, have suitable references from previous employment and all their education and previous work experience is documented in the correct way ensuring General Data Protection Regulation is being strictly adhered too at all times.

It is my role to ensure that all members of the team are not only employed correctly and in accordance with protocol but that all staff members are happy and their mental wellbeing is supported fully as outlined in the Employment Rights Act 1996.

Our last inspection highlighted the level of care we are providing within our setting, it shows that this could be improved by having more staff. This would allow us to have a better adult to child ratio which will decrease pressure on staff members individually and will enhance children's development and learning. This is supported by the National Day Nursery Association who says that lower ratios enhance the quality of care.

The Last inspection recognised that we actively gather feedback from parents and staff through questionnaires. However, it was noted that there are more effective ways to collect information from a wider range of sources and to better utilise the data obtained to better our practice and improve our quality of care and education to the children and their families. The report highlighted that while feedback from children was included, the approach was too structured, limiting the depth and variety of responses. It was recommended that more diverse opportunities be introduced to capture children's perspectives in a more meaningful and flexible manner (Ofsted, 2023).

The new Welsh curriculum is now established in our setting which is in line with the Welsh Government *Curriculum and Assessment (Wales) Act 2021*, where nurseries have the legal responsibility to create their own curriculum as long as it follows the requirements set out in the Act. We also follow the National Minimum Standards [hereafter NMS] (Welsh Government, 2023) and the Curriculum for funded non-

maintained nursery settings (Welsh Government, 2022). In our last inspection we were rated adequate for Care and Development with the inspectors commenting on the lack of pupil voice and the use of the Welsh language. I'm sure you can all agree that I feel we have significantly improved in this area.

It has been lovely hearing the fluency of the Welsh language coming through, I have heard every child greet me with a Welsh phrase over the past few weeks.

Sarah, can you confirm how many members of staff have completed level 3 Welsh training?

Yes, we have 5 members of staff that have completed their level 3 Welsh training and 3 that have shown an interest in starting the training.

Tirion, if I pass the staff names on to you could you look into booking them on this training please?

That would be brilliant, I am aware we have space available on an upcoming course with, which will allow our staff to have a further understanding of the Welsh language and how to implement it into their daily practice, improving our quality of provision as a result (Cardiff Workforce Development, 2025).

Fantastic, thank you.

That's brilliant, thank you all, I hope you found it enjoyable, and it gave you ideas to put into practice.

The Welsh Government, (2022) enforces that the Welsh language and sense of belonging are integral to the curriculum. The Welsh Government (2017) wants a million Welsh speakers by 2050, and our little ones are helping towards that goal. Standard 4.4 of the National Minimum Standards (Welsh Government, 2023) shows that practitioners must ensure experiences where children can have cultural awareness and language preferences. In order for us to achieve this we are now signed up to 'Active Offer' (Welsh Government 2015), enabling us to create an environment where the Welsh language is

prominent and gives us all a sense of Cynefin. The use of parental questionnaires has shown a rise in parents views of the Welsh language, Kuphanga (2024) believes that questionnaires are a good way of gaining information from parents, however there can be low responses in returns which gives inaccurate data,

The Welsh Government (2022) says that pupil voice needs to be a strong part of the new curriculum. Since our last inspection we now involve our children in the planning process, we plan around the children's interests alongside frameworks. Standard 7, NMS (Welsh Government, 2023) and the curriculum for funded non-maintained settings (Welsh Government, 2022) both state that children need to have opportunities for quality educational provision for play and learning.

Progression is made through practitioners providing learning opportunities that ensures children in our setting are developing and improving their skills and knowledge (Welsh Government, 2021). Brodie, (2017) says that through purposeful interventions and observations, practitioners can see development and plan for the next steps.

United Nations Convention on the Rights of a Child (UNICEF, 2022) Article 24 and Article 31 state that children have a right to an education and play opportunities, this includes the use of the outdoors being seen as an extension to a classroom. However, Stephens (2025) has reported that there has been a 50% decline in children playing outdoors. We have taken steps to ensure that the children's environment enables them to develop holistically with our pedagogical practice through play and enabling adults (Pascal et al., 1998).

Veraksa, Colliver, and Sukhikh, (2022) explain that theorists Piaget and Vygotsky both saw practitioners as more knowledgeable others, Singer and Wong (2021) agree adding that practitioners need to guide children through child-led play and learning. The Department for Education (2021) says that sharing information with parents furthers the children's development through parental engagement. The parents' meeting we held to discuss the new curriculum was a positive experience which was fed back to us in

discussions after the session. Michelle, you're going to talk to us about stakeholders later on, aren't you?

Yes I have some lovely developments to share with you.

Department for Education (2024) says that due to budget cuts we have struggled with financial issues, and this has had a big impact on staffing, training, and resources that we have available to us.

We have however improved our outdoor space to ensure quality learning both inside and outside. This was a concern in our last inspection report, and I feel our environment should now be graded as excellent. Do you all agree?

Yes I agree

Yes, I also agree, in our Recent Early childhood Environment rating Scale (ECERS) cited by Harms, Clifford and Cryer (2015) we scored good for space being accessible for children and adults with disabilities. Therefore, due to the medical requirements, such as walking aids and impaired vision, we need to look at the settings layout, for example coloured carpets to show areas of learning and outdoor steps painted (Department for education 2015).

According to Tanakallu (2023) having stakeholders within the nursery has many benefits to the quality and effectiveness of education policy and planning, there involvement ensures decisions are well-informed, inclusive, and tailored to children's needs. Ultimately, this results in a more enriched learning environment and better quality of care for children in the setting, particularly for our children with additional learning needs.

Michelle recently met with the Local Authorities ALN (Vale of Glamorgan 2025) stakeholders, who gave positive feedback stating the setting demonstrated positive interactions with the children and parents. They felt that the setting had an effective early identification process. However, it was advised that more ALN specific training was an area for improvement, Sarah could you arrange for staff to access the e-learning training program available on (Hwb 2025).

Yes of course, No problem.

Thank you.

Since the last inspection, we have significantly improved how we collect and respond to stakeholder feedback, ensuring a broader range of quality data. One major enhancement has been expanding data collection methods, particularly regarding our learning environment. Stakeholder feedback directly influenced the redevelopment of our outdoor area. Research suggests that involving families and the wider community fosters belonging and engagement in early years settings. Maslow's Hierarchy of Needs highlights that a sense of belonging is integral to development (Pound, 2024), while Whalley (2017) stresses that responding to feedback visibly reinforces collaborative practice.

To enhance inclusivity, we now offer multiple feedback channels, including traditional paper questionnaires and QR codes for digital submissions. Bradbury and Roberts-Holmes (2016) highlight that multiple engagement methods increase participation, particularly among working parents.

Following inspection recommendations, we introduced a self-registration board where children indicate their emotions. We have started off with "Happy", "Good" and "Sad" This initiative has helped staff support children's well-being, aligning with best practices in social-emotional learning, as recognised by the Welsh Government (2024). To further promote use of the Welsh language, we have now added Welsh phrases to the board.

Additionally, we have strengthened community links by inviting local leaders to engage with the children. Exposure to diverse experiences supports quality education beyond the nursery. Education Secretary Nadhim Zahawi advocates for stronger community involvement to ensure education is fair and inclusive (Mediaofficer, 2022). Positive verbal feedback from visitors reinforces the value of these interactions. Building relationships with the wider community enhances children's social development, broadens their understanding of the world, and supports their sense of belonging (Alexander, 2020).

These initiatives reflect our commitment to continuous improvement, ensuring our nursery remains inclusive, responsive, and high-quality.

Regarding improving our quality of care for disability and inclusivity, we have a little girl starting nursery in September. She has a rare genetic disorder called charge syndrome, this affects her vision, her walking can be unstable and she is tube fed, Under the New Additional Learning Needs and Tribunal (Wales) Act 2018, the Act is also supported by the ALN code (Welsh Government 2021) which replaces the Special Educational Needs (SEN) system, it sets out our legal duty in identifying and supporting children with ALN, which also relates to Article 2 United Nations for the Right of the Child that no child should be discriminated against (Save The Children, n.d). The Welsh Government (2016) provides guidance on how we identify, access and meet the needs of all children, additionally, we also follow the National Minimum Standards for regulated childcare for children up to 12 (NMS) (Welsh Government 2016). However, While the Acts, clarity on the legal protection and responsibilities, challenges remain, with lack of resources, funding for staff training, (Efthymiou and Kington 2016) additionally, ESTYN (2024) states that although improvements have been made there is inconsistent interpretation of the ALN receiving an Individual Development Plan (IDP).

As Carolanne has mentioned, the young girl who will be joining us in September will require additional supports in place, such as improving our environment so that she is able to access and enjoy the same resources as our other children, in line with standard 16: equal opportunities, and standard 23: environment, of the NMS (Care Inspectorate Wales, 2016). Our recent ECERS assessment scored a 5 in our indoor space, and I hope to improve this by transforming our indoor space to be accessible to children and adults with disabilities (Harms *et al.,* 2015). In accordance with 16.2 of the NMS, I have updated our equal opportunities policy, ensuring its consistency with current legislation such as the Equality Act (2010), Equality in Wales Principles and Goals (Welsh Government, n.d.), and the Well-being of Future Generations Wales Act (Welsh Government, 2015), making certain that our standard of quality will remain high for all children within our care (Early Years Wales, 2020b). I would appreciate all staff having opportunities to leave their base rooms to read through the amendments, as it is important that all staff fully understand and implement

the updated equal opportunities policy (Employment Hero, 2021). It is clear from Waterman and Miller (2022) that staff are unable to fully take onboard the new information when distracted by other tasks. Therefore, in the best interests of staff and children, these five minutes out of the room will benefit everyone in the long term and ensure our quality of care continues to be of an excellent standard (Social Care Wales, n.d.).

Tirion, I believe you are going to update us on policies.

Thank you, Gemma. Firstly, I would like to say thank you to everyone who has completed their policy sheet and handed the signed copies back to me in line with our Staff Procedures policy (Early Years Wales, 2020a). This has ensured a swift transition of practice. From the research of Belsky *et al*. (2020) and Lewis (2016) it is clear that the early years are key to developing well-rounded ethically informed citizens in line with the 4 purposes of the new Welsh Curriculum (Welsh Government, 2022), therefore, our policies will have a lifelong impact and to ensure our policies are always in the best interests of the child we must regularly update them and implement the changes (Morgan and Miles, n.d.). The updates to our policies aim to create a more child-centred practice, these updates are required annually by law (Welsh Government, 2016) however, to improve our standard of care we are employing a 6-month process to go above and beyond in our quality (Moss, 2016). Child-centred practice is essential for the well-being and quality of care of young children (Carter *et al.*, 2024); therefore, it is essential that our policies reflect this. Section 4 of a Quality Framework for Early Childhood Play, Learning and Care in Wales (Welsh Government, 2024) states that when implementing quality, we must consider policies alongside elements of child-centred practice to support the holistic development of all children.

I would just like to add to Tirion's area of policies. I have reviewed all staffing requirements and updates given by CIW and the Welsh Government in relation to policies and have noticed there are a few we need to add to the policy file. A Menopause and Wellbeing Policy are the latest policies that we are required to have for staff within the setting. It is also good practice. These are in line with NDNA Wales

policies and procedures and the All Wales Menopause Policy NHS Wales. I will be working on these policies with Tirion and once completed Tirion will share them with all staff members, is this ok Tirion?

Of course. Using a co-operative approach as recommended by Early Years Alliance (2016) we will formulate a menopause policy and update our well-being policy. Copies will be provided to all staff and we will ensure they are available for parents and carers in line with standard 6.4 (Care Inspectorate Wales, 2016). Having policies in place that support staff directly increases their well-being and the quality of care we can provide as a result. As part of our policy updates, staff will now have access to wellbeing programmes in the local community centre (Vale of Glamorgan Council, 2018), Every Mind Matters online resources (NHS, 2021) and encourage staff to take mental health days as needed (Morris, 2023).

Thats excellent, guys if you could please keep a look out for these in your emails that would be great.

Following on from policies, I want to touch upon staff wellbeing. As some of you are aware I have been carrying out individual wellbeing checks with staff and as staff lead, I feel it would be beneficial to all if we try and carry out group wellbeing meetings for staff on a regular basis to ensure that all needs are being met. It will also allow everyone to have a good working in partnership ethic that will allow for further development not only as individuals but as a team. If there is any additional support required, I can discuss this further with Tirion and together we can seek to source this. These will be carried out regularly throughout the year as advised by the World Health Organization (WHO) Healthy Workplace Model who promote positive mental health strategies within the workplace. Is everyone happy to try group wellbeing meetings?

With regards to ratios this is the guidance given by the NMS, the ratios for a day care setting standard 15 states that we are allowed one adult to three children under 2 years of age, one adult to four children aged 2 years old. These ratios need to be carefully considered when dealing with new enquiries.

Please remember if you bring your own children in to work with you they will be included within the ratios as stated in standard 15.1(DC). Please speak to me if you are unsure and I will help clarify.

We will also need to ensure that there are always at least 2 members of staff on duty throughout the day and that we have specific staff for preparing meals and cleaning so it doesn't take nursery staff away from the children. This is set out in the NMS Standard 15.5(DC).

It is important that we have consistent staff working with the children to ensure continuity of care. This allows children to build a good connection with the practitioners. We will be looking to employ more staff to allow the ratios of adult to children to be greater which will enable us to provide a higher quality setting.

Now, moving on to training, we must all be aware of the expectations with regards to training and what is required as a minimum to ensure we are always meeting the Social Care Wales Qualification Framework. Currently all care providers must hold a level 3 qualification recognised by Social Care Wales or must be working towards their level 3, 20% of our current staff working towards their qualification are included within our ratios as stated in Standard 13 of the NMS.

Please can everyone ensure they have completed the Full Paediatric First Aid training and Safeguarding Group B or Group C to stay within the requirements of the CIW and NMS. Without this it will be classed as a non-compliance, following the Childmidning and Day Care (Wales) Regulations 2010 and we will be at risk of a forced closure.

Regarding the new safeguarding training provided by Social Care Wales (2023), I would like to reiterate that safeguarding is everyone's responsibility and the updates to our safeguarding policy reflect what you have learnt. Again, time will be provided to read through the changes in depth to ensure best practice, which is essential when dealing with safeguarding. If anyone has any queries regarding our updated or current policies, please don't hesitate to ask me.

Overall, I would like to remind everyone that as Childcare providers we are responsible for the work of all assistants that we have in our setting. It is our duty to ensure the

safety, welfare and development of all children that they care for is being met. It is also our duty as practitioners to ensure that all assistant staff remain competent in all areas of their work to meet the children's needs efficiently and effectively. If there are any concerns these must be raised at our next group supervision so that we can devise a plan to move forward.

With regards to the staff Supervision and Appraisals, these need to be carried out efficiently in accordance with Social Care Wales. Supervisions will be completed 3 times a year or sooner if needed. Appraisals will be annual. These will be done individually. Viewpoints and feedback from staff members and supervisors will be noted in the records of supervision and action points agreed. At each supervision session we will discuss the progress of the previous action points and will record these as either ongoing or completed. These will all contribute to our quality-of-care report.

We will also need to look at our risk assessment policy which follows the standards 3,4, and 5 of the NMS (Welsh Government 2016). Tirion, would you mind looking into this please.

Of course, we shall arrange a meeting.

Also, Sarah, this little girl is going to need a key person to work 1:1 and support her, the nurse will be coming in to do training on tube feeding before she starts.

No problem I will liaise with the nursing team and will feed back.

To further strengthen parental engagement and improve communication with stakeholders who are not regularly present in the nursery environment, we are in the process of updating the nursery website. This platform will serve as a central hub for information, updates, and resources, ensuring that all families and community members remain informed and involved. Farrell (2024) who writes for Crafting the Perfect Nursery, describes a nursery website as a virtual door into the Nursery where not only can we share information with current stakeholders but also use it as a tool for getting the word out in the community for families considering us and for further stakeholders to become involved

Indeed, as you have mentioned we are updating our website to be more inclusive, an element of which is ensuring that both the Welsh and English information is clear and accurate. In accordance with the research conducted by Hadley *et al*. (2024) and in line with our Stakeholder Engagement Policy, we have used a selection of our Welsh first-language parents to support in this endeavour, thus improving our relationship with our stakeholders. We hope for the website to be finalized within two months.

There has been a slight delay with this as we are keen to guarantee the inclusion of multi-language options, ensuring accessibility and inclusivity for families with diverse backgrounds. Research highlights that digital platforms with multilingual capabilities foster stronger parental involvement, particularly in diverse early years settings, where language barriers can hinder engagement (Mayo and Siraj 2015).

Recognising the digital divide within our community, we have requested additional digital equipment from the Local Authority to provide access points for families who may not have personal devices or reliable internet access at home. Studies indicate that providing accessible digital resources enhances parental participation in their children's learning and development, particularly for families from disadvantaged backgrounds (Kloza 2023). By ensuring that stakeholders have the necessary means to access our website and other digital communication channels, we are promoting equity and inclusivity in our engagement strategies.

Additionally, while verbal feedback remains an important part of stakeholder communication, we acknowledge the potential limitations of face-to-face discussions, such misinterpretation and language barriers. It is essential to complement verbal interactions with anonymous or written feedback mechanisms to gather more accurate insights (Roberts-Holmes and Bradbury, 2016). Going forward, we aim to integrate more structured digital and written feedback tools, allowing stakeholders to express their views openly and without potential hesitation.

By embedding digital inclusivity into our approach, we are aligning with best practices in early childhood education, ensuring that all parents and caregivers—regardless of language or socioeconomic status—can actively engage in their child’s learning journey and the quality of education and support that can be adapted from feedback.

Though we recognise the limitations of questionnaires in gathering comprehensive feedback, we have taken steps to improve their effectiveness. The forms have been adapted to include open-ended comment sections and opportunities for respondents to ask questions, ensuring that stakeholders can provide more detailed and meaningful input. Additionally, we have introduced the option for respondents to remain anonymous, as research suggests that anonymity can encourage more honest and constructive feedback (Ehlers and Pawlowski 2006). By refining our data collection methods, we aim to foster a culture of openness and transparency, ensuring that the voices of parents, staff, and children are central to our decision-making processes. These improvements align with best practices in early childhood education, emphasising collaborative engagement and continuous quality education and care (Cameron and Miller, 2013).

With regards to staff I feel it would be a good idea to ensure that we are all individually going above and beyond what is required as a minimum to allow us to provide the very best care for the children and families who we support and work with. This will enhance all practitioners knowledge of expertise and strengthen their understanding of working with children within the early years.

Although every staff member is aware of the minimum expectations there is always room for learning and development according to National Childrens Bureau 2025.

Olechowska (2020) states that the effectiveness of the learning environment in which it takes place is down to the knowledge the educator has of the individual child, that influences their learning outcomes, achievements and behaviour. Therefore, each team member supports an inclusive practice, implementing strategies and contributes to daily interventions, improving Quality of Care (Estyn and Care Inspectorate Wales 2022b p9). However, a challenge in the nursery setting is ensuring consistency in practice, particularly when training levels and experience may vary.

To ensure continuous improvements we regularly collect feedback from parents, children and other agencies, we gather these via questionnaires and verbal feedback. Although, the use of questionnaires and verbal feedback are a cost-effective method, it can cause discomfort for parents who may feel they have to say what you want them to

(Kuphanga 2024). Feedback that we have received from a previous parent with a child who has additional learning needs, said that they felt their child was supported in their development, but found the IDP process difficult to navigate. Tirion, could you look at how we can make the process easier?

Of course, several studies have proved that the IDP process can be daunting for many parents (Seirrah OT, 2024). Therefore, we have collected a range of data from varying sources to improve our relevant policies and provide a selection of easy-to-understand information to hand out to parents regarding the IDP process (Welsh Government, 2021). I hope this will be reflected in our SASS assessment scores in care and development (Care Inspectorate Wales, 2025).

Great this will strengthen the quality assurance of provision and processes when a child with additional learning needs starts at nursery (Welsh Government 2024) having an individual play plan with personal targets for each child and sharing with parents, with regular progress review. Therefore, improving the Quality of Care we provide.

Additionally, we gather feedback from the children, as stated in the UNCRC article 12 every child has the right to be listened to (Save the Children n.d) although the children are young and some are non-verbal, one of the recommendations was the use of visual board (National Autistic Organisation 2020), therefore we implemented this and found from the observations of using visual boards, the children became more confident, who enjoyed learning in smaller groups, this helped with focus and communication, improving quality of care.

There have been many improvements to the quality of care, offering inclusive and nurturing environment. Whilst ensuring well-being remains at the core of our provision, we have continuously evaluated our policies and procedures in line with the quality of care and enhancing learning experiences. The implementation of individual play plans, alongside regular reviews of progress, and communicating with parents and professionals will ensure the child is supported in a structured and meaningful way. Through a proactive and reflective approach and the continuing efforts of all leaders in improving ALN, we are not only meeting regulatory requirements, but also creating a

compassionate, well supported environment where all children can develop and succeed.

By holding these meeting raises our awareness of improvements that we can make in our setting to raise the quality of care, Gunning (2022) recognises that reflective practice is an important process to go through to self-improve and raise stands.

Thank you all for your insight and your views to help me complete the SASS. We have made huge improvements for us to maintain quality in our setting. To conclude on the ratings and looking at the 4 core themes.

I feel are now excellent in the area of wellbeing. The children's and staff's wellbeing are monitored is a high priority for us, through interventions and check ins.

For Care and Development, I feel that although we have made good progress in this area such as the children development and the new curriculum is fully implemented, however we are still improving this so I think we can grade ourselves at good.

For environment I have graded us as excellent - with the improvements made to our setting, there is a real sense of cynefin, the new resources and hard work has shown in this grading.

We are now good for Leadership and management. Our policies are up to date, all staff are aware of their responsibilities, and we have a great working relationship with our stakeholders.

We need to continue to provide quality care to our children and their families. Eadie, P. et al. (2022) says that quality is something that we want for our setting. Donoghue (2017) says that children who do not have access to quality environments fail to develop holistically are reported to be emotionally delayed and not ready for the transition into school. We need to consistently improve through interventions for our children with additional needs, continue professional development and the development of our areas inside and out and working together to ensure that we are the best we can be.

Thank you all for tonight.

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