

Intro I'm Rachael Parry, 2219708 I am setting manager

The annual SASS and quality of care reports have been compiled and sent to the CIW. Providing this information is a legal requirement; (CIW 2016) it benefits the setting as it offers the opportunity for self evaluation which helps to maintain and improve standards of care.

The information is used by CIW to plan their inspection (CIW no date). I would like to take the opportunity to reassure our whole workforce that we need not worry about the impending inspection, the reason for inspection is to check that early years settings are providing safe care, that everybodys rights are being respected and positive outcomes are being promoted.

During inspection, the confidence, enthusiasm and sense of well being presented by our children will reflect the qualities of our sensitive, nurturing, responsive practitioners and will indicate excellent practice provided by an excellent workforce.

Training

All staff at our setting have attained a Childrens Care, Play, Learning and Development (CCPLD) qualification of at least level three. This exceeds the national minimum standards. According to Perlman et al (2017) Child-staff ratios are a key quality indicator in early childhood education and care. Better ratios are believed to increase opportunities for interaction and instruction from staff which improves outcomes.

There is more to childcare than supervising children. Practitioners need to be trained with a high level of skills and knowledge In order to successfully work with children and their families promoting childrens learning, development and wellbeing. (Welsh Government 2017) and (Meluish and Gardiner, 2019).

Additionally, the Welsh Government (2022) insists that high quality early learning oppurtunities are essential to childrens development and A high quality workforce is key to this provision.

A high-quality workforce includes educators who create nurturing and stimulating environments for young children. Their interactions with children significantly impact their learning, development, and holistic well-being, CIW inspectors will observe these interactions between children and staff (CIW 2016).

Early years Wales (no date) supports this, stating the importance of positive interactions between staff, the children and parents. emphasising that successful communication and collaboration makes for good working relationships and high staff morale which benefits the children in our care. This is further supported by Flying start guidance (2017) who state that well trained staff offer improved quality childcare, continuity and stability.

ConTINuity is important. Childrens emotions and behaviour can be negatively impacted when caregivers are not consistent in the setting. I'm happy to say our staff turnover is low. High staff turnover rates can be concerning as this may indicate underlying issues within the setting, such as a lack of collaboration within the team or poor leadership and management practices. Inspectors may enquire about staff turnover rates and assess their impact on the continuity of care for the children at setting (Welsh government 2014).

According to McGuirk and O'Neill (2016) Information gathered from staff, children and families allows us to measure the quality of care that we provide. Feedback from staff questionnaires indicate that some members of staff. Both Sedgewick (2013) and Notelaers and Einarsen (2013) suggest that questionnaires may not be a true representaion, however it provides useful information, as it has raised awareness to the fact that there is a lack of understanding in regard to the implementation of the Curriculum for funded non-maintained nursery settings.

Ellie

Managers will discuss this during a 1:1 meeting with staff, these meetings are carried out at least quarterly and provides the opportunity for any concerns like this to be discussed. The opportunity for further training can be offered which will help build on understanding and confidence in this area. Regular 1:1 supervision will support and monitor progress and will encourage reflection and evaluation of the quality of practice.

All staff must receive regular supervision and at least one appraisal per year. These are statutory requirements of the CIW.

The opportunity for staff to attend training courses is part of continued professional development. The cost implications of training courses is a potential barrier for early years settings. Murray (2013) suggested that online training could reduce financial issues. Learning opportunities online allow participants to choose an appropriate time and location, meaning additional staff do not need to be paid to cover the staff who are training. Many online training opportunities are also free of charge. Furthermore, Cooper (2017) explains how knowledge and information gained from training can be shared with other practitioners and implemented into practice. This informal learning can alleviate the pressure of training and also save money. However, information can be interpreted differently or miscommunicated as information is shared (Kushchner 2008) potentially leading to confusion and inconsistency in the workforce.

According to Hayes (2024) and Burnham (2022) Continued professional development supports informed practice benefitting individual practitioners as well as the early years setting as a whole. Daily practice can be challenged and evaluated through critical reflection. Additionally Social care Wales (2017) states that Continued professional development keeps practitioners motivated and up to date with best practice, promoting high quality childcare.

Does anybody have anything they would like to add in regards to training?

I would like to take this opportunity to discuss a staffing issue in regard to one of our children with Additional Learning Needs. The Additional Learning Needs code for Wales 2021 informs of the vital role the Additional Learning Needs Co-ordinator (ALNCo) has in facilitating early identification of childrens needs. Infomatoin has been provided by parents, observation, and assessment. A Wellcom screening supports concerns in regard to communication and interaction. With parents consent, Our ALNCo has shared all relevent information with the Additional Learning Needs support and inclusion team and the Early Years Additional Learning Needs Lead Officer has arranged to visit and observe the child at our setting next week. They will offer advice, support and intervention strategies. We feel the child would benefit from

specialist intervention and/or funded 1:1 support. Statutory regulations state that for safety and quality of care the minimum staffing ratio for two year olds is one to four. However in compliance with the settings policy that states that an environment should be created to meet the individual needs of each child, I would like to provide immediate 1:1 support during his time at our setting. This support will ensure a high quality of care that exceeds the minimum standard. This additional support will enable the individual to partake in all activities and opportunities available whilst ensuring his safety, supporting his wellbeing and enabling him to reach his full potential.