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Cath intro

Good afternoon, I am Cath and I am the ALN lead, thank you for meeting today in preparation of our upcoming inspection of the flying start setting 'stepping stones' our setting has capacity for 20 children under the age of four, 3 of which have additional learning needs requiring support of 1-1 staff and 8 members in total in the team.

We are tasked with demonstrating our best practice outcomes.

We will focus on ensuring that the Self-Assessment of Service Statement (SASS) is aligned with the expectations for quality. SASS is a critical part of preparation for the inspection.

This document reflects the setting's strengths, areas for improvement, and how it complies with national regulatory standards. We, as a setting are registered with SASS which is a legal requirement of CIW (2025) for anyone providing childcare.

This meeting will also address how we collect and use feedback from various stakeholders from Claire and how we implement improvements, and how current policies drive the changes we make.

As a Flying Start setting, we aim to deliver high-quality early childhood care and education, prioritizing well-being, care, development, the environment, and leadership and management meeting (Welsh Government, 2022). Our team is responsible for various areas, which we will address in this meeting (Welsh Government, 2022).

Cath

Flying Start settings are regulated by the Care Inspectorate Wales (CIW). It is vital that we comply with all statutory requirements such as staff qualifications, child-to-staff ratios, and health and safety standards (CIW, 2024). The study by Slot (2018) concludes that staff qualifications, group size, and child-staff ratios are important predictors of process quality. A thorough review of the previous CIW inspection reports will allow us to prepare the setting for specific areas that will be scrutinized. This Code of Practice describes our approach to inspecting those services regulated under the *Children and Families (Wales) Measure 2010*.

Claire, can we have your feedback on the collection of information and feedback from stakeholders please?

CLAIRE part

Cath

Yes Hannah, I know you are leading the outdoor provisions, and standard 7.4 of National minimum standards states that children need opportunities to play and learn outdoors but can you confirm that standard 4.5 and 4.8 of the national minimum standards (2023) are met by providing suitable outdoor environments and equipment that are appropriate to meet the needs of all children including our ALN children.?

Hannah part

Chloe part

Cath replies to Chloe

We conduct regular safety checks to ensure the environment is safe and suitable for young children. This includes checking equipment, facilities, and emergency procedures (CIW, 2023). We must Provide appropriate learning materials and resources that cater to the developmental needs of children under four, including those with additional learning needs (Welsh Government, 2020). Standard 18.2 of national minimum standards (2023) states that continuous monitoring of the quality of services we provide that meets the requirements of regulation quality and care by CIW (2022).

CATH

Yes, thank you Claire.

According to standard four of the national minimum standards we have a duty of care for each child's individual needs, including any ALN and disabilities. Standard 4.1 requirements are demonstrating this setting can meet the needs of every child placed with us.

Welsh Government (2020) states that the new system for assisting children in Wales with additional learning needs is called the ALN system. The previous system for

helping children with learning difficulties and/or disabilities and the special educational learning needs system are being replaced by the ALN system.

The Additional Learning Needs and Education Tribunal (Wales) Act 2018, the Additional Learning Needs Code for Wales (2021), and the regulations enacted under the Act form the ALN legislative framework.

The Welsh Government (2020) aims to guarantee that everyone with ALN is assisted in overcoming obstacles to learning and can reach their full potential through this statutory framework.

The aim of this curriculum by Welsh Government (2022) is to support children to become The Four Purposes, As GEORGIA Will go into depth about shortly.

The ALN Act creates a single legislative system for supporting children and young people aged between 0 to 25 years who have ALN. In 2024 4429 children in Wales were identified by Local authority in childcare with ALN shown in CIW (2022) data.

Staff need to be experienced and skilled to meet every child's needs as standard 4.2 and 4.7 of the national minimum standards (2023) states, arrangements are required with staff to support children with ALN. We need to regularly review and update IDPs and other documentation to reflect the progress and needs of children with ALN and in line with *The Data protection act* (2018) requirements.

We do this through working on their targets and through observations with the children.

According to Emotionally Healthy Schools (2019) and previously Lewis (2011) the Leuven scale is an observation-based pedagogical tool that focuses on a child's mental, social, and emotional wellbeing. It is effective in early years development teaching and requires practitioners to be adaptive and responsive to a child's needs. However, it is not well-suited for children with ALN as the scale may not accurately represent their behaviours, especially non-verbal children. The National Autism Resources (2021) states the picture exchange communication system or PECS, allows children with little or no communication to have the ability to communicate using pictures. Similarly, the AAC Community (2018) offers a very similar resource for communication through pictures to aid nonverbal children from having a voice. The voice of the child is so important for us as a setting as we need to ensure each and every child is happy and making progress, we need to know that we are meeting their needs therefore observations to maintain accurate and comprehensive records

for each child, including their developmental progress, individual needs, and any interventions or support provided in preparation for CIW (2023).

Regularly we will evaluate our setting against the National Minimum Standards (2023) and Flying Start (2024) requirements. Identify areas for improvement and implement changes as needed (CIW, 2023).

Cath

Thank you, Claire. I agree, collaborating with external agencies and professionals to support children's additional learning needs effectively is required according to Welsh Government (2022). This might be the health visitor, speech and language therapists, Occupational health and EYMAP the early years multi agency panel NPT (2025) working with the Local Authority. The CIW (2022) supplementary guidance aims to assist inspectors in assessing outcomes and provision for learners with additional learning needs in non-maintained settings. It emphasizes the importance of high-quality, child-centred care, considering the views and feelings of ALN-related individuals, and the need for collaboration among multi-agency partners. The study by Rudoe (2020) also emphasises the requirements for a child centred approach. The theory Developed by Urie Bronfenbrenner cited by Guy-Evans (2024) emphasizes the multiple environments that influence a child's development, including family, school, and community.

Theories, such as those proposed by Abraham Maslow cited by McLeod (2024) focus on the whole person and the importance of self-actualization. They emphasize the need for a supportive and nurturing learning environment. Creating a positive and inclusive environment where every Child feels valued and supported can enhancing their learning experience. This includes fostering strong relationships between staff and children and creating good attachment which McGarvie (2024) explains are so important as these emotional bonds formed impact on our children's development.

Cath

Staff have been provided with additional training to implement ALN, first aid at work and safeguarding to improve the quality of our service, promoting well-being and care.

Chloe, can we have an update on staff qualifications and any training they have received please?

Chloe part

Cath replies to Chloe

Thank you, Chloe.

Recent changes in legislation and policy have a significant impact on how early years settings operate. For example, *the Well-being of Future Generations (Wales) Act 2015* has driven changes in how settings focus on the long-term well-being of children, not just their immediate educational outcomes. These legislative changes ensure that settings take a holistic approach to child development, focusing not just on academic outcomes but also on emotional and social development. Cassie, can you elaborate on this please?

Cassie part

Cath

Thank you, Cassie. The UN Convention on the Rights of the Child also influences how settings approach children's rights within early education, ensuring that children's voices are heard, and their well-being is prioritized (UNICEF, 2020).

We have enhanced the curriculum based on feedback and current policies to ensure that it is more child-centered and aligns with the curriculum and UNCRC. Georgia, can we have your views on this please.

Georgia part

THE END section

Cath

Before bringing this to a close can I confirm that everyone has the necessary documentation and evidence that demonstrates compliance with the standards and requirements in preparation of the inspection? (CIW, 2023).

Anyone have anything else to add? Any questions?.....

Thank you everyone for attending this meeting today.

I'm sure you will all agree that it has been beneficial in understanding how important it is that we provide a high-quality of care in our setting and good leadership and management skills for the children and their families (Ferdman, 2021).

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