

2011069
1003350
2005667
2008399
2012048
2007715

ECEY6008

Reference List

Additional Learning Needs and Education Tribunal (Wales) Act 2018 (anaw 2). Available at: [Additional Learning Needs and Education Tribunal \(Wales\) Act 2018 \(legislation.gov.uk\)](https://legislation.gov.uk/ukpga/2018/2/contents) (Accessed: 5 February 2022).

Bakkaloğlu, H., Sucuoğlu, N. B. and Yılmaz, B. (2019) *Quality of Inclusive Preschool Classrooms: Predictive Variables*. Available at: [Quality of Inclusive Preschool Classrooms: Predictive Variables - ProQuest](#) (Accessed: 6 February 2022).

Bodin, U.L. and Lundqvist, J. (2018) *Inclusive Classroom Profile (ICP): a cultural validation and investigation of its perceived usefulness in the context of the Swedish preschool*. Available at: [Inclusive Classroom Profile ICP a cultural validat.pdf](#) (Accessed: 6 February 2022).

Brodie, K. and Savage, K. (2020) *Inclusion and Early Years Practice*. Available at: [Inclusion and Early Years Practice \(uwtsd.ac.uk\)](https://www.uwtsd.ac.uk/inclusion-and-early-years-practice) (Accessed: 1 February 2022).

Bryant, N. (2021) *Why creating inclusive learning environments matters*. [video]. Available at: [Why creating inclusive learning experiences matters \(linkedin.com\)](#) (Accessed: 1 February 2022).

Care Inspectorate Wales (2021a) *Childcare, Play and Open Access Inspection and Ratings Provider Guidance*. Available at: [211130-childcare-play-and-open-access-inspection-and-ratings-provider-guidance-en.pdf \(careinspectorate.wales\)](https://www.careinspectorate.wales.gov.uk/211130-childcare-play-and-open-access-inspection-and-ratings-provider-guidance-en.pdf) (Accessed on: 12 February 2022).

Care Inspectorate Wales (2021b) *Guidance handbook for inspecting care and education in regulated non-school settings eligible for funding for part-time education*. Available at: [Guidance handbook for inspecting care and education in regulated non school settings eligible for funding for part-time education \(gov.wales\)](https://www.gov.wales/guidance-handbook-for-inspecting-care-and-education-in-regulated-non-school-settings-eligible-for-funding-for-part-time-education) (Accessed: 8 February 2022).

Care and Social Services Inspectorate Wales (no date) *Quality of Care Review Template: Self evaluation to support Self Assessment of Service Statement (SASS) part two*. Available at: [SASS template.pdf](#) (Accessed: 9 February 2022).

2011069
1003350
2005667
2008399
2012048
2007715

ECEY6008

Care and Social Services Inspectorate Wales (2018) *Inspection framework for childcare*. Available at: [Inspection framework for childcare \(careinspectorate.wales\)](https://www.careinspectorate.wales.gov.uk/inspections/inspection-framework-for-childcare/) (Accessed: 9 February 2022).

Central South Consortium (2021) *Inclusion, additional learning needs and additional learning provision*. Available at: [ALN guidance FINAL SEP 21 EN.pdf \(cscjes.org.uk\)](https://www.cscjes.org.uk/aln-guidance-final-sep-21-en.pdf) (Accessed: 5 February 2022).

Charman, T. et al. (2016) *Meeting the educational and social needs of children with language impairment or autism spectrum disorder: the parents' perspectives*. Available at: [Meeting the educational and social needs of children with language impairment or autism spectrum disorder: the parents' perspectives - Lindsay - 2016 - International Journal of Language & Communication Disorders - Wiley Online Library \(uwtsd.ac.uk\)](https://onlinelibrary.wiley.com/doi/10.1111/1469-7610.12544): (Accessed: 2 February 2022).
Data Protection Act 2018, c. 2. Available at: [Data Protection Act 2018 \(legislation.gov.uk\)](https://www.legislation.gov.uk/ukpga/2018/12/section/1) (Accessed: 9 February 2018).

Department for Education (2020) *Protective measures for holiday or after-school clubs and other out-of-school settings for children during the coronavirus (COVID-19) outbreak*. Available at: <https://www.gov.uk/government/publications/protective-measures-for-holiday-or-after-school-clubs-and-other-out-of-school-settings-for-children-during-the-coronavirus-covid-19-outbreak>. (Accessed: 12th February 2022).

Department for Education (2021a) *Keeping children safe in education 2021; statutory guidance for schools and colleges*. Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1021914/KCSIE_2021_September_guidance.pdf (Accessed: 9 February 2022).

Department for Education (2021b) *Statutory framework for the early year's foundation stage. Setting the standards for learning, development, and care for children from birth to five*. Available at: [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework - March 2021.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf) (Accessed: 9 February 2022).

2011069
1003350
2005667
2008399
2012048
2007715

ECEY6008

Early Years Alliance. (no date) *Employing and managing early years staff*. Available at: <https://www.eyalliance.org.uk/employing-and-managing-early-years-staff> (Accessed 11 February 2022).

Early Years Matters (2022) *Effective Practice*. Available at: [Effective Practice - Early Years Matters](#) (Accessed: 17 February 2022).

Environmental Rating Scale Institution (2017) *Infant/Toddler Environment Rating Scale®*, Third Edition (ITERS-3). Available at: [ERS Institute](#) (Accessed: 9 February 2022).

Fitzgerald, A., Fitzgerald, N. and Ryan, P. (2015) *Team-Based Approaches in Early Intervention Services for Children with Disabilities: Irish Parents' Experiences*. Available at: [Team-Based Approaches in Early Intervention Services for Children With Disabilities: Irish Parents' Experiences \(wiley.com\)](#) (Accessed: 3 February 2022).

Gray, K. (2018) *The Importance of Reviewing Policies and Procedures*. Available at: <https://resourcinedge.com/hr-services/the-importance-of-reviewing-policies-and-procedures/> (Accessed: 9 February 2022).

International Bureau of Education (2016) *Reaching Out to All Learners: a Resource Pack for Supporting Inclusive Education*. Available at: [ibe-crp-inclusiveeducation-2016_eng.pdf \(unesco.org\)](#) (Accessed: 5 February 2022).

Kelty, N.E. and Wakabayashi, T. (2020) *Family Engagement in Schools: Parent, Educator, and Community Perspectives*. Available at: [Family Engagement in Schools: Parent, Educator, and Community Perspectives \(sagepub.com\)](#) (Accessed: 29 January 2022).

Kingston, D. et al. (2015) *Assessing Quality in early Childhood Education and Care: Sustained Shared Thinking and Emotional Well-Being (SSTEWS) Scale for 2-5-year-olds Provision*. Available at: [ProQuest Ebook Central - Reader](#) (Accessed: 9 February 2022).

Lightfoot, S., and Frost, D. (2015) *The professional identity of early years educators in England: implications for a transformative approach to continuing professional development*. Available at:

2011069
1003350
2005667
2008399
2012048
2007715

ECEY6008

<https://www.tandfonline.com/doi/abs/10.1080/19415257.2014.989256> (Accessed: 12 February 2022).

Lynch, M. (2021) *9 issues that negatively impact the teaching and learning process*. Available at: <https://www.theedadvocate.org/9-issues-that-negatively-impact-the-teaching-and-learning-process/> (Accessed: 12 February 2022).

Mentally Healthy Schools (no date) *Supporting staff wellbeing*. Available at: <https://www.mentallyhealthyschools.org.uk/whole-school-approach/supporting-staff-wellbeing/> (Accessed 12 February 2022)

Melhusih, E. et al. (2015) *Effective pre-school, primary and secondary education project (EPPSE 3-16+)*. Available at: [Effective pre-school, primary and secondary education project \(EPPSE 3-16+\) \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444444/eppse-3-16-plus-project-report.pdf) (Accessed: 13 February 2022).

National Deaf Childrens Society (2015) *Supporting the achievement of hearing-impaired children in early years settings*. Available at: [supporting-achievement-early-years deaf.pdf](https://www.ndcs.org.uk/wp-content/uploads/2015/06/supporting-achievement-early-years-deaf.pdf) (Accessed: 5 February 2022).

NHS Wales (no date) *Designed to Smile*. Available at: [Health in Wales | Designed to Smile](https://www.nhs.uk/health-in-wales/) (Accessed: 8 February 2022).

NSPCC (2021) *E-Safety for Schools*. Available at: <https://learning.nspcc.org.uk/research-resources/schools/e-safety-for-schools> (Accessed: 9 February 2022).

Office for Product Safety & Standards (2011) *Toys (Safety) Regulations 2011*. Available at: [Toys \(Safety\) Regulations 2011: Great Britain \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444444/toys-safety-regulations-2011.pdf) (Accessed: 11 February 2022).

PACEY (2022) *Why your training and development is important*. Available at: <https://www.pacey.org.uk/training-and-qualifications/the-importance-of-training-and-cpd/> (Accessed: 6 February 2022).

2011069
1003350
2005667
2008399
2012048
2007715

ECEY6008

Parliament UK (2006) *Select Committee on Education and Skills*. Available at: [House of Commons - Education and Skills - Third Report \(parliament.uk\)](https://www.parliament.uk/publications/5420/1/education-and-skills-third-report) (Accessed: 1 February 2022).

Royal National Institute for the Blind (2020) *Effective Practice Guide Learning through play in the early years*. Available at: [EPG Learning Through Play Early Years.docx \(live.com\)](https://www.rnib.org.uk/media/10000/EPG_Learning_Through_Play_Early_Years.docx) (Accessed: 5 February 2022).

Social Care Wales (2017) *List of Required Qualifications to work within Early Years and Childcare in Wales*. Available at: [List-of-Required-Qualifications-to-work-within-Early-Years-and-Childcare-in-Wales_171016_155641.pdf](https://www.gov.wales/media/10000/List-of-Required-Qualifications-to-work-within-Early-Years-and-Childcare-in-Wales_171016_155641.pdf) (Accessed: 11 February 2022).

Solly, K. (2015) *Risk, Challenge and Adventure in the Early Years*. London and New York: Routledge.

Squires, J. and Bricker, D. (2009) *Ages and Stages Questionnaire 24 months*. Available at: [Print \(wv.gov\)](https://www.wv.gov/child-development/assessments/ages-and-stages-questionnaire-24-months) (Accessed: 29 January 2022).

The Child Minding and Day Care (Wales) Regulations 2010 (SI 2010/2574 (W.214)). Available at: [The Child Minding and Day Care \(Wales\) Regulations 2010 \(legislation.gov.uk\)](https://www.legislation.gov.uk/uksi/2010/2574/contents/making) (Accessed: 5 February 2022).

UNESCO (2017) *Education for Sustainable Development Goals: learning objectives*. Available at: [Education for Sustainable Development Goals: learning objectives; 2017 - 247444eng.pdf \(unesco.org\)](https://unesco.org/en/files/websites/education-for-sustainable-development-goals-learning-objectives-2017-247444eng.pdf) (Accessed: 3 February 2022).

UNICEF (no date) *A summary of the un convention on the rights of the child*. Available at: <https://www.unicef.org.uk/rights-respecting-schools/wp-content/uploads/sites/4/2017/01/Summary-of-the-UNCRC.pdf> (Accessed: 9 February 2022).

UNICEF (no date) *Education. Every child has a right to learn*. Available at: [Education | UNICEF](https://www.unicef.org/education) (Accessed: 3 February 2022).

2011069
1003350
2005667
2008399
2012048
2007715

ECEY6008

Williams-Diehm, K.L. et al. (2014) 'Student and Parent IEP Collaboration: A Comparison across School Settings', *Rural special education quarterly*, 33(1), pp. 3–11. DOI:10.1177/875687051403300102.

Weinstein, N. (2021) 'High level of frustration among nursery staff during the pandemic, study reveals', *Nursery world*, Available at: [High level of frustration among nursery staff during the pandemic, study reveals \(2\) | Nursery World](#) (Accessed 10 February)

Well-being of Future Generations Act (Wales) 2017 (anaw 2). Available at: [Well-being of Future Generations \(Wales\) Act 2015 \(legislation.gov.uk\)](#) (Accessed: 11 February 2022).

Welsh Government (2015a) *A Curriculum for Wales – A Curriculum for Life*. Available at: [A curriculum for Wales – a curriculum for life \(ioe.ac.uk\)](#) (Accessed: 5 February 2022).

Welsh Government (2015b) *Foundation Phase Profile Handbook*. Available at: [foundation-phase-profile-handbook-revised-september-2017.pdf \(gov.wales\)](#) (Accessed: 30 January 2022).

Welsh Government (2015c) *Keeping Learners Safe*. Available at: <https://gov.wales/sites/default/files/publications/2018-11/keeping-learners-safe-the-role-of-local-authorities-governing-bodies-and-proprietors-of-independent-schools-under-the-education-act-2002.pdf> (Accessed: 9 February 2022).

Welsh Government (2015d) *Programme for children and Young People*. Available at: <https://gov.wales/sites/default/files/publications/2019-06/seven-core-aims-for-children-and-young-people.pdf> (Accessed: 9 February 2022).

Welsh Government (2016a) *Children and Young People's Participation in Wales; Good Practice 2016*. Available at: <https://gov.wales/sites/default/files/publications/2019-06/good-practice-guide.pdf> (Accessed: 9 February 2022).

Welsh Government (2016b) *Inclusion and Pupil Support*. Available at: https://gov.wales/sites/default/files/publications/2018-05/guidance-inclusion-and-pupil-support_0.pdf (Accessed: 9 February 2022).

2011069
1003350
2005667
2008399
2012048
2007715

ECEY6008

Welsh Government (2016c) *National Minimum Standards for Regulated Childcare for children up to the age of 12 years*. Available at: [National Minimum Standards for regulated childcare \(gov.wales\)](#) (Accessed: 9 February 2022).

Welsh Government (2017) *Parenting in Wales: Guidance on engagement and support*. Available at: <https://gov.wales/sites/default/files/publications/2019-10/parenting-engagement-and-support-guidance-for-providers.pdf> (Accessed: 9 February 2022).

Welsh Government (2018) *Schools in Wales as Learning Organisations*. Available at: [WG35678 \(gov.wales\)](#) (Accessed: 16 February 2022).

Welsh Government (2019a) *Assessment and the New Curriculum*. Available at: <https://curriculumforwales.gov.wales/2019/04/26/assessment-and-the-new-curriculum/> (Accessed: 29 January 2022).

Welsh Government (2019b) *Online safety action plan for children and young people in Wales 2019*. Available at: <https://gov.wales/sites/default/files/publications/2019-10/online-safety-action-plan-for-children-and-young-people.pdf> (Accessed: 9 February 2022).

Welsh Government (2021) *The Additional Learning Needs code for Wales 2021*. Available at: [the-additional-learning-needs-code-for-wales-2021.pdf \(gov.wales\)](#) (Accessed: 5 February 2022).

Welsh Government (2022a) *A curriculum for funded non-maintained nursery settings*. Available at: [A curriculum for funded non-maintained nursery settings \(gov.wales\)](#) (Accessed: 12 February 2022).

Welsh Government (2022b) *Curriculum for Wales: Implementation plan*. Available at: <https://hwb.gov.wales/curriculum-for-wales/curriculum-for-wales-implementation-plan>. (Accessed: 16 February 2022).

2011069
1003350
2005667
2008399
2012048
2007715

ECEY6008

Welsh Government (2022c) *The additional learning needs transformation programme: frequently asked questions*. Available at: <https://gov.wales/additional-learning-needs-transformation-programme-frequently-asked-questions-html>. (Accessed: 16 February 2022).

White, J. (2022) 'All aboard!' *Nursery World*. pp14-15. Available at: [Outdoors: Key 2 - All aboard! | Nursery World](#) (Accessed: 11 February 2022).