

THE EYC

The Early Years Compliance
'Be the better you'



This is a bespoke UNIQUE service tailored to each individual setting. The EYC offers a range of packages that supports the process of registration, ensures compliance prior to inspections and ongoing service that promotes good practice and helps keep on top of your administrative duties.

Contents

Page 3. Background

Page 4. What the EYC has to offer

Page 5. Why will this benefit you

Page 6. Links with the Early Years – stakeholders, children and practice

Page 7. Challenges and Barriers

Page 7. Marketing and Advertising

Page 7. Cost Analysis and Demand

Page 8. Company Vision and Success

My Experience and Expertise...



Background:

I am due to graduate in July 2019 with a BA Hons degree in Early Years Education and Care, my anticipated grade is a 1st. I have a level 5 diploma in leadership and management in Children's Care, learning and development. All my education and work experience has been through the medium of Welsh. I hold a full UK license and have a clear DBS. I have 5 years' experience working in a childcare setting and have a proven track record of successfully leading 3 Care Inspectorate Wales (CIW) (2019) inspections and have also worked closely with Estyn (2019) link teachers and led one of the first joint CIW and Estyn inspection in Carmarthenshire and received good in all 6 areas.

Alongside this; I also have a safeguarding and first aid qualification and certificates in risk assessing, planning in the foundation phase and ICT. I have also attended emotional resilience training which has helped me to deal with challenges in a positive manner. Within my role as a manager I am also the compliance officer, ensuring all admin and practice is in line with Care Inspectorate Wales (CIW) (2019) regulations, ratios governed by National Minimum Standards (NMS) (2016) and the General Data Protection Regulation (GDPR) (2018). As a result of my qualifications and experience, I feel I can successfully implement and deliver change by supporting and working closely with my team.

Within my time as a manager I also had the opportunity to register a newly established local authority setting with CIW and have personally gone through the process of writing all policies and procedures tailored to the setting as part of the operational plan.

In my opinion I believe I effectively lead and drive improvement in the setting as I value the strengths of my staff and encourage them to think creatively and take managed risks so that they feel valued within the team. By adopting this approach and working collaboratively to improve ways of working it means that I can find more efficient methods of working within the best interest of the children. I am proud to say that I have worked closely with Mudiad Meithrin and have completed a portfolio to become and now manage a recognised silver awarded setting as part of the 'Safonau Serennog'. I continually striving for excellent and support the whole child by going above and beyond minimum standards.

What the EYC has to offer?

Following research gathered along with my passion, experience and competencies I soon recognised that there was a gap in the market, which fueled my desire to establish the EYC as a service that is not currently being offered by anyone else. The aim of the EYC is to ensure compliance, improve quality, release pressure and change the outlook of inspections as a means of showcasing the settings practice.

There are three packages of compliance the ECC offers:

❖ **Gold- £650**

This package is aimed at new nurseries starting up and going through the registration process, I will ensure the operational plan is of a high standard and a true reflection of your nursery, provide all relevant policies and procedures, outline of a staff structure, health and safety documents, help with your statement of purpose and suggestions on daily routines and displays ready for when you open. You will have support thorough all the registration process.

❖ **Silver - £350 1-10 staff/ £425 for 1-20 staff**

This will involve a full gap analysis of all paperwork, to identify areas of compliance and weakness. My attention will be to ensure your policies and procedure meet with the CIW regulations. All your staff, children's files and ancillary documentation will be analyzed.

From this information I will produce a detailed report with actions for completion. Recommendations will also be made with reference to display boards. This task can be carried out at a time to suit your business. This will involve looking in depth at the settings: Rotas, health and safety file, DBS checks, statement of purpose, quality of care, staff training matrix, accident and incident logs, planning and observations (FFP), along with daily routines and share ideas on promoting the voice of the child.

(An unannounced mock inspection can also be offered)

❖ **Bronze- £150**

With this package I will audit all the actions raised from my Gold or Silver detailed report once a term and check any new members of staff and children's files to ensure compliance. The health and safety file along with risk assessment and accidents files, check staff training matrix will also be analysed. This package also offers an unannounced mock inspection conducted by myself if requested.
(Only available for those settings who have undergone a gold or silver package)

❖ **Policy Package- all paper work and individual policies can be provided at an additional cost.**

Benefits the ECC can offer

- Over 5 years' experience and knowledge of how a nursery operates on a day to day basis,
- Full package of paperwork and 1 to 1 support whilst completing the registration process and creating an operational plan
- Relieves pressure from managers and the setting, allowing more focused time with the children,
- Shared good practice,
- All paperwork thoroughly checked to ensure compliance,
- GAP Analysis report highlighting company's strength and weaknesses and suggestions of improvement in order to increase the standards of a high quality,
- All policies and procedures can be provided and tailored to your setting, whether it be sessional/ full time or Estyn registered,
- Feedback shows, 100% inspection pass rate of a good level from the first 5 service users.

How the benefits link to Early Years development

- **Benefits for the children:**

The EYC ensures standards of care go above and beyond National Minimum standards and all children have access to a range of resources and quality experiences that enhance their development.

Siraj-Blatchford (2015) and Maslow believe higher quality experiences leads to increased confidence and state there is a positive correlation to high quality experiences and future success.

Encourages the UNCRC (2016) aims and promotes the voice of the child ensuring they are listened too which as a result improves their wellbeing.

Children are school ready

- **Benefits to the setting:**

The EYC ensures you are compliant with rules and regulations as well as going above and beyond national minimum standards (2016).

High Standards better reputation which lead to maintaining children and potentially gaining new ones.

Quality provides a USP to your setting

Keeping up to date on current initiatives and legislation ensures you maintain competitive.

Support whilst working toward 'safonau serennog' and be recognised as a silver or gold awarded setting.

- **Benefits of the staff:**

The whole setting promotes quality- all staff able to answer inspections questions.

Increased knowledge

Increased confidence

Better morale

Good practice- better role models

Better job satisfaction

Relieve a stressful

Challenges and Barriers

Busy Nursery Life- As I am aware of ratios and recognise how busy nurseries can be, I am able to arrange all appointments to suit your needs. Weekends available.

Price- The initial price is dear as a thorough observation and analysis of all paperwork will need to be carried out. Following that only a £150 fee will be required every year. Higher packages will only need to be bought once.

Welsh Language- As I am a fluent Welsh speaker, all meetings and policies and paperwork given can be in the language of your choice.

Marketing and Advertising

The marketing and advertising will be vital during the start-up of the business as a means of gaining customers. The main methods of advertising and marketing will be using business cards, a website and telephone calls to local nursery settings in order to get word and mouth around and build a reputation. I have also aimed to hold a conference meeting twice a year inviting nursery owners and managers to a presentation advertising what the EYC is and how it can benefit their setting.

Cost analysis and demand

Prior to the EYC starting, feedback from other nurseries was gained to measure the demand of the service which resulted in over 90% of 11 settings stating they would benefit from the service. Following this, a discounted trial of the service was carried out on 5 local settings which results in very positive complementary feedback.

As the company is tailored around me, there are currently no overheads such as rent or staff wages meaning there are very little outgoing costs such as travel expenditure and administrative costs which are kept at a minimum.

The success of business is not yet known; research has estimated that on average 10 settings are due an inspection each term, alongside the opening of new nurseries. During the first year of trading no dividends will be taken in order to make a profit of £16,000.

This has been estimated as follows:

4 new settings per term starting on the gold package £5,200 a year
6 settings per term taking up the silver package £9,600 a year
2 settings each term continuation with the termly subscription £4,800

Totaling an estimation of £19,600 minus £4,500 expenses on travel, administration costs such as paper and ink, advertising and the designing of the website = **£16,000 profit is over a 45% profit margin within the first year just based in Carmarthenshire alone.**

Company Vision

Currently the company is only known and working within Carmarthenshire; the overall company vision is to expand nationally and be able to provide this service to a wider range of nurseries within Wales. Therefore, expansion and recruitment and training of staff will be needed. The EYC long-term goal is to be a recognised quality assurance service which adds value to settings and change the outlook of the inspection process.

Critical analysis of the potential impact of your business plan on the development of young children, including a critical reflection of your concept compared to what is currently available to children in the early years.

The Early Years Compliance (EYC) offers a bespoke tailored service to individual settings in Carmarthenshire and advocates quality within the early years by ensuring compliance with Care Inspectorate Wales (2019). By adhering to rules and regulations and promoting opportunities and experiences for children and practitioners it allows settings to go above and beyond National Minimum Standards (2016). The EYC promotes innovative thinking by observing and providing settings a GAP analysis of their setting which Whalley (2008) believes allows settings to consider improved methods of working and raise standards. Ratcliffe (2018) and Davies (2012) emphasis the importance of following regulations and advocate quality assurance in order to build a reputation and become successful; Schon (1983) and Stuart et al (2015) also support the benefit of the EYC service as it encourages settings to join quality initiative such as design to smile (NHS, 2019) and healthy pre-school wales and supports the completion of the 'Safonau Serennog' and become a silver or gold awarded setting which holds a recognised status of high standards. Hallet (2013) also agree and expresses that reflection on practice supports success of a business as it involves considering new initiatives in order to remain competitive with other provisions within the catchment areas; quality provides the early years setting with a unique selling point which attracts stakeholders and adds to the success of the business. (Dahlberg, Moss and Pence, 2013).By the EYC enhancing quality, Burchinal et al (2009) agrees with Dahlberg et al (2013) by adding that quality is a universal formula that highlights standardised results that influence parents decision of whether they want to send their children to that particular setting and the reasoning behind why settings should use the EYC. (Cottle, 2012).

To succeed and become a successful entrepreneur, Cardona et al (2017) states that passion, dedication and commitment is needed. Despite the service being innovative and unique, as the service is new the market it is difficult to predict the outcome of success as there is nothing on the market to compare it with (Ricardo et al, 2016). However, extensive research and assessment of demand has suggested that 90% of settings would benefit from the service. Martin and Wilson (2014) state the recognition of the gap in the market has allowed for opportunity paradox to take place as a new idea has been discovered, fueled from interest and knowledge. Mohajan, H. (2017) highlights that the BCG Matrix (1968) states a lack of competition also means that the service will be become a 'star' service and penetrate the unexplored market which in hand should generate high growth and high returns. Even though the service requires little start-up costs, Ansoff Matrix concludes that a new product in a new market does come with risk of failure (Gurcaylilar-yenidogan and Aksoy, 2018). However, Burns (2016) suggests market research is key to determine whether a business idea is viable, which has been carried out by the EYC. The characteristic and attributes along with the

experience and expertise the EYCO offers does supports Obschonka et al (2016) and Obschonka et al (2017) article that personality and the delivery of the service can be the drive force to success. However, Ricardo et al (2016) states the downfall of the EYC service being tailored around the expertise of a sole trader is that the company will not succeed or generate any income if that individual is unable to deliver the service, i.e. if they fall unwell.

As stated by Burke (2018) it is important to remember that the success of the any business can also be influenced by unforeseeable external factors within PESTLE. However, the risk can be minimised, Godfred-Adjapong (2016) states the benefits of not taking dividends out of a new business within the first year allows a capital to build up which acts as safety net. The main challenges and potential barriers facing the EYC is that the concept could be copied by other and therefore influence the number of settings using the service and potentially impact profit margins. However, this can be overcome by lowering costs or offering more services in order to remain competitive (Nandonde, 2019). Other factors that could potentially influence the success of the business is change to legislation and practice, such as the new successful futures framework. (Evans, 2015).

The Children's Act 2004 and the United Nations Convention for the Rights of the Child (UNCRC) (Save the Children, 2019) highlights that everyone has a responsibility to safeguard young children. The Care Standards Act (2000) established the need for inspections in early years settings as a means of ensuring and maintaining quality. Care Inspectors (2019) evaluate an early year setting based on 5 areas of focus; the wellbeing, care and development, environment and leadership and management. The Regulation and Inspection of Social Care (Wales) (2016) places quality and improvement at the core of the regulation and ensures services deliver high-quality care and support to children and practitioners, which is upheld by the policies and procedures, health and safety documents, ratios and shared good practice the EYC offers. The EYC supports CIW (2019) and the aims of the Social Services and Well-being Act (2014) and the Well-being and future generations Act (2015) aims that supports children's development by encouraging a Sustainable Shared Thinking (SST) approach and implementing practice supporting the Early Years Foundation Phase (EYFP) (Government, 2015). Siraj-Blatchford (2009) and Brodie (2014) state that by encouraging SST it promotes quality experiences and effective interactions between practitioner and children, evidence suggests that by adopting this approach, Burrell and Riley (2007) believe the wellbeing of the children will be increased as they are encourages to work collaborate to problem solve, clarify concept through connecting schemas and as a result become independent learners (Davies, 2006).

The Foundation Phase (Welsh Government (2015b) also encourages creativity and imaginative exploration through encouraging children to have active involvement in their learning by giving them quality first-hand play experiences (Estyn 2019). The EYC analysis of paperwork looking in depth at the setting planning, observations and daily

routines. Wright (2009) believes that by planning in advance positive and rich experiences occur which allows continuous development progression. As the EYCO has good knowledge of Estyn (2019) and activities supporting the Early Years Framework, suggestions can be made on each area within the curriculum that supports children development, which supports Piaget and Inhelder (1969) who believe it increases children competence, wellbeing and resilience (Donaldson, 2015). Ultimately, as stated by Purdon (2014), quality promoted by the EYC does lead to better outcomes for children and is therefore beneficial for service users (Bilton, 2010).

As the EYC aim is to relieve pressure off practitioners and nursery managers through extensive preparation prior to inspections it in hand promotes good practice, allows the practitioners an insight of what is expected of them through the mock inspection within the silver package. As stated by Siraj-Blatchford (2009) and Sylva et al (2004), the EYC effectively upholds the REPPE study which encourages the importance of empowering and bettering practitioners. Palaiologou (2012) and Pugh and Duffy (2014) believe supporting practitioners and praising them on good practice as well as enhancing areas of improvement creates a more confident and competent practitioner as the EYC increases practitioners knowledge and puts them in the right mindset for inspection which the EYC hopes will change the outlook of inspections as a means of showcasing the provisions practice and not something to fear as they more than prepared (Cable, Drury and Miller, 2012).

Through the EYC carrying out extensive audits of all paperwork for the setting, it in hand allows managers and leaders to focus their time with the children and allows them to be on the shop floor role modelling good practice to their practitioners. Bandura and Rodd (2019) emphasis that a leader that adopts a democratic style and works alongside their employees are more likely to recognise areas of weakness at the earliest opportunity and ensure the quality of the care the children receive is of a high standard (DfEs, 2002). This is done by ensuring the daily routines, focus task and observations are being carried out correctly (Drummond and Pollard, 1993). As the manager is more available, it also allows them to do more handovers and see parents daily. Campbell-Bar and Leeson (2016) states that qualified and experience practitioners promoting quality will also be more enthusiastic which will result in children being more engaged in their learning and enhance their development (Siraj-Blatchford, 2009).

To conclude, The EYC long term vision is to become a recognised quality assurance service throughout the whole of Wales. The success of the business will unfold during the first year which could lead to new opportunities such as expanding the team and recruiting and training others to deliver the service of the EYC. The benefit of this is that there will be shared workloads and will allow the EYC opportunity to increase the number of setting under consultation effectively increase the standards of service of more setting throughout Wales and in hand increase the incoming revenue of the business. However, as the EYC has been established based on the passion and

experience of the EYCO, it is important to recruit someone with the same expertise and drive in order to maintain success (Bacigalupo et al., 2016).

Reference List

Brodie, K. (2014) Developing Sustained Shared Thinking to enhance the areas of Learning and development – Prime areas. *Articles*. Available at: <https://eyfs.info/articles.html/teaching-and-learning/developing-sustained-shared-thinking-to-enhance-the-areas-of-learning-and-development-%E2%80%93-prime-areas-r179/> [Accessed 18th April 2019].

Bilton, H. (2010) *Outdoor Learning in the Early Years*. London: Routledge.

Burchinala, M. and Vandergriftb, N. and Piantac, R. and Mashburnc, A. (2010) 'Threshold analysis of association between child care quality and child outcomes for low-income children in pre-kindergarten programs'. *Early Childhood Research Quarterly*. Volume 25, Issue 2, Pages 166-176. [Accessed 18th April 2019].

Burns, P. (2016) *'Entrepreneurship and small business: start up, growth and maturity'*. London: Palgrave.

Burrell, A. and Riley, J. (2007) *Promoting children's well-being in the primary years*. Stafford: Network Education Press Ltd.

Burke, J. (2018) *Building your Early Years Business: Planning and Strategies for Growth and Success*. London: Jessica Kingsley Publications.

Cable, C., Drury, R., & Miller, L. (2012). *Extending Professional Practice in the Early Years*. London: Sage Publications.

Cardona, M., Glauserb, M., Murniek, Y.C. (2017) 'Passion for what? Expanding the domains of entrepreneurial passion'. *Journal of Business Venturing Insights* Accessible: www.elsevier.com/locate/jbvi. [Accessed 23 April 2019].

Care Inspectorate Wales (CIW) (2019) 'Regulation and Inspection of Social Care (Wales) Act 2016' <https://careinspectorate.wales/regulation-and-inspection-social-care-wales-act-2016> [Accessed 19th April 2019].

Campbell-Bar, V., Leeson, C. (2016) *Quality and Leadership in the Early Years: Research, Theory and Practice*. London: SAGE.

Cottle, M. (2012). Quality in early years settings: Government, research and practitioners' perspectives. *British Educational Research Journal*, 38(4), 635-655.

Dalhber, G., Moss, P., and Pence, A. (2013) *Beyond Quality in Early Childhood and Education and Care*. London: Routledge.

Davies, A. (2006) *Best Practice in corporate Governance: Building reputation and sustainable success*. London: Routledge.

Davies, S. (2012) 'Embracing reflective practice' *Education for Primary Care*, 23:9-12. [Accessed 4 May 2019].

Drummond, M. J. and Pollard, A. (1993) *Assessing Children's Learning*. London: David Fulton.

DfES (Department for Education and Skills) (2003) *Every Child Matters*. (Green Paper), London: HMSO.

Estyn (2016) Pupil voice' benefits pupils and helps schools to improve. Available at: <https://www.estyn.gov.wales/news/'pupil-voice'-benefits-pupils-and-helps-schools-improve> [Accessed: 10th April 2019].

Estyn (2019) 'Children learn best through first hand experiences' <https://www.estyn.gov.wales/effective-practice/putting-wellbeing-first> [Accessed 20th April 2019].

Evan, G. (2015) 'The Donaldson Report: An at a glance guide'. <https://www.walesonline.co.uk/news/wales-news/the-donaldson-report-an-at-a-glance-guide8713671>. [Accessed 10th April 2019].

General Data Protection Regulation (GDPR) (2019) <https://ico.org.uk/for-organisations/guide-to-data-protection/guide-to-the-general-data-protection-regulation-gdpr/> [Accessed 3rd Mary 2019].

Godfred Adjapong, A. (2016) 'Net working capital, cash flow and performance of UK SMEs'. *Review of Accounting and Finance*, Vol. 15 Issue: 1, pp.21-44, <https://doi.org/10.1108/RAF-02-2015-0031>

Gurcaylilar-yenidogan, T and Aksoy, S. (2018) 'Applying Ansoff's Growth Strategy Matrix to Innovation Classification'. *International Journal of Innovation Management* Vol. 22, No. 04, 1850039

Gov (2015) 'Foundation Phase Profile Handbook' <http://learning.gov.wales> [Accessed: 11th of May 2019].

Hallet, E. (2013) *The Reflective Early Years Practitioner*. London: SAGE.

Male, T., and Palaiologou, I. (2017) Pedagogical Leadership in action: Two case studies, in *International Journal of Leadership in Education Theory and Practice*, vol 20 (6), pp. 733-748.

Martin, L. and Wilson, (2014) 'Opportunity, discovery and creativity: A critical realist perspective'. *International Small Business Journal: Researching Entrepreneurship*. [Accessed 23rd April 2019].

Milheim,K. (2012) 'Towards a better experience: Examining student needs in the online classroom through Maslow's hierarchy of needs model'. *Journal of online Learning and Teaching*. [Accessed 13th April 2019].

Mohajan, H. (2017) 'An Analysis on BCG Growth Sharing Matrix'. *Noble International Journal of Business and Management Research* , Vol. 2, No. 1, 20: pp. 1-6

Nandonde, F (2019) 'A PESTLE analysis of international retailing in the East African Community' *Global Business and Organisational Excellence* Volume38, Issue4. [Accessed 23rd April 2019].

NHS Wales. (2019) 'Designed to smile' <http://www.designedtosmile.org/info-pro/> [Accessed: 12th April 2019].

Obschonka, M., Hakkarainen, K., Lonka, K., Salmela-Aro, K. (2016) 'Entrepreneurship as a twenty first century skill: entrepreneurial alertness and intention in the transition to adulthood', *Springer Science and Business Media*, 10th of September, pp487-499.

Piaget, J., Inhelder, B. (1969) *The Psychology of the child*; translate by Weaver, H. London: Routledge.

Pugh, G. and Duffy, B. (2014) 'Contemporary Issues in the Early Years' (6ed) London:SAGE. Jones, P. (2014) Chapter 15, training and workforces' issues in the early years. 255-258.

Purdon, A. (2014) 'Sustained shared thinking in an early childhood setting: an exploration of practitioners' perspectives.' *International Journal of Primary, Elementary and Early Years Education*, Volume 44, 2016, Issue 3. [Accessed 18th April 2019].

Ratcliffe, J. (2018) 'Building your reputation and becoming known; top tips for success'. *Journal of Nursing Vol (2)* [Accessed 13th of April 2019].

Ricardo, D., Álvarez- Rodríguez, J., Wise, A. (2016) '*Innovation in Entrepreneurship Education: Developing Competitive Advantages for MBA Students*'. London: Springer.

Rodd, J. (2006) *Leadership in Early Childhood: The Pathway to Professionalism*. Maidenhead: Open University Press.

Canning, M., Reed, N., Reed, Michael, Canning, Natalie, & Reed, Mike. (2010). *Reflective practice in the early years*. London: SAGE.

Save the Children (2019) 'UN convention on the Rights of the Child (UNCRC) <https://www.savethechildren.org.uk/what-we-do/childrens-rights/united-nations-convention-of-the-rights-of-the-child> [Accessed 12th April 2019].

Sheila, S. (2018) 'Doing Business in Finland as a Sole Proprietor in the Philippines : The implications involved in exporting coconut oil' *Julkaisun pysyvä osoite on* <http://urn.fi/URN:NBN:fi:amk-201805178800>. [Accessed 15th May 2019].

Siraj, I., Kingston, D., & Melhuish, E. (2015). *Assessing quality in early childhood education and care: Sustained Shared Thinking and Emotional Well-being (SSTEW) Scale for 2-5-Year-olds provision*. London: IOE Press.

Siraj-Blatchford, I. (2009) 'The British Psychological Society', *Conceptualising progression in the pedagogy of play and sustained shared thinking in early childhood education: A Vygotskian perspective*, Volume 26, No. 277, pp.1-14. Available at: <https://webebscohostcom.ezproxy.uwtsd.ac.uk/ehost/pdfviewer/pdfviewer?vid=1&sid=a7147e85-fe72-4ed6-9492-a2f217bfebcd%40sessionmgr104> [Accessed: 15th April 2019].

Sylva KE, Melhuish P, Sammons P, et al. (2004) *The Effective Provision of Pre-School Education (EPPE) project. Technical paper 12, the final report*. London: DfES/Institute of Education, University of London.

Whalley (2008) *Leading Practice in Early Years Settings*. Exeter: Learning Matters

Welsh Government (2015b) *Curriculum for Wales Foundation Phase Outcomes (revised 2015)*. Cardiff: Welsh Government. [Available at: http://gov.wales/docs/dcells/publications/150803-fp-framework-en.pdf](http://gov.wales/docs/dcells/publications/150803-fp-framework-en.pdf) [Accessed: 19th April 2019].

Welsh Government (2016) *'National Minimum Standards for Regulated Childcare for children up to the age of 12 years'*. Cardiff: Welsh Government.

https://dera.ioe.ac.uk/14202/7/120309regchildcareen_Redacted.pdf [Accessed: 19th April 2019].

Welsh Government (2016) National Minimum Standards for regulated childcare for children up to the age of 12 years.

https://moodle.uwtsd.ac.uk/pluginfile.php/161397/mod_resource/content/1/NMS.pdf

[Accessed: 11th April 2019].