

Issue 1

The inspector is likely to look for discrepancies between the curriculum and the implementation of the curriculum. Our SASS clearly states that we follow the curriculum for funded non maintained nursery settings in Wales and are in a play-based setting. Therefore it is significant for the inspector to be able to recognise the curriculum in our day to day and essential that we all feel confident in doing so. Welsh Government (2022) states the curriculum for funded non maintained nursery settings is put in place to contribute to the overall quality of care of the child and to meet their individual needs. It helps us ensure we are meeting the standards and regulations.

In the CIW (2016) SASS report it states that inspectors will be looking at the children's records ensuring they are up to date and that there is evidence of development. As you are all aware we track the children's development through high quality observations using our 'learning journeys'. Focusing on meaningful observations with a small number of children at a time is enabling us to look for teachable moments that tailor to the unique child without interrupting their play (Ephgrave, 2018). Not only does this help us understand the child and their individual needs better but also highlights any additional needs early on to begin a referral. Barber and Paul-Smith (2010) support this by describing the flexible and spontaneous observations as meaningful observations also known as "snapshot observations". The learning journey provides evidence of the child learning and developing in the moment but also notes where the child might need support (Ephgrave, 2020). It is essential that we ensure we are checking the targets and providing an enabling environment to meet their individual needs to meet the target and set new ones providing the highest quality of care. Can we ensure that the completed copies of their learning journeys from this week have been sent out to parents. These have been popular with the parents as they are able to keep up to date with the child's developments and can contribute to their learning using the sheets (Ephgrave, 2020). Pound (2017) suggests that including their parents supports Froebel's theory that children are more likely to benefit holistically with their parents included in their education. If parents want to discuss their learning journeys with us ensure they are always welcomed in order to maintain our positive relationships (Ephgrave, 2020). CIW (2016) SASS report states that they look at feedback from parents so it is significant that they are included. Although the Flying start annex (Welsh government, 2014) recognised that parents might be expecting more evidence through tests and assessments like they would have had, through our regular contact with the parents and including them in the learning journeys this has not been an issue and hopefully we can prevent this from taking place. Both Ephgrave (2020) and Dweck (2017) state that using this style of development record has been much more natural and reduced the child's anxiety of being tested like our previous tick box developmental records. [Although standardised testing provides](#)

equality it doesn't consider equity. Welsh Government (2022b) state that the standardised skill ladders do not meet the ethos of valuing the individual child. Testing should be more flexible and individual not generalised. It is vital that we continue to keep the records up to date ready to show to the inspectors when they arrive to evidence the curriculum in the setting as well as highlighting the children's development. It is important that the inspectors can see the quality of their individual learning journeys to demonstrate how much more the children benefit from observing their play that interrupting and interfering enables self-directed play (Ephgrave, 2018). With all of us participating in their learning journeys we are preventing a biased opinion providing an accurate high quality individualised journey for each child (Barber and Paul-Smith, 2010). Through feedback from staff using the 'snapshot' observations have limited paperwork and allowed more interaction time with the children resulting in less stress (Sancisi and Edgington, 2015). Barber and Paul-Smith (2010) argue that staff can lack confidence to write their observations or can not find the time too. Staff are always welcome to write short and snappy observations on scrap paper to ensure they are on the right track.

Learning journeys met the criteria of the curriculum for funded non maintained nursery settings as they look at the unique child. This will prevent children from feeling pressured to be at the same level as their development record will be personal to them protecting their emotional well-being. It has been deemed successful as the 'invisible child' is no longer as each child as the 'focus child' gets the quality interactions with the adult (Ephgrave, 2020). Nijland, Van der Meer and Onderwater (no date) and Allingham (2023) both state that every child is unique. Department of Education (DfE) (2014) emphasises that every child should be supported and celebrated. Dalton (2018) expands on this stating that children with additional learning needs (ALN) are not the only unique children. Although each ALN is different, children without ALN also have their individual ways. Learning journeys are inclusive as each child will have one but also unique therefore encouraging each child to be different and celebrating themselves. This supports Welsh government (2022) curriculum for funded non maintained nursery settings and supports UNCRC (no date) that all children have the right to be respected, included and listened to.

Our additional evidence of implementing the curriculum to provide high quality care is our daily diary and evaluation. This is almost a backwards planning sheet reflecting on the day and seeing how the children naturally achieve 7 areas of learning from the curriculum for funded non maintained curriculum throughout their child-led play (2022). It is important that we remember to fill this sheet in every day to evidence their holistic development and evaluate the day to continue high quality care and ensure the environment and adults were enabling and encouraging their learning.

According to the ministry of education (2017) Te Whariki considers the unique child and teaches the individualism of each child . Te whariki creates competent and confident learners that feel safe and have a sense of belonging which is covered under the 4 purposes in a curriculum for funded non maintained nursery settings (Welsh Government, 2022a).

Issue 2 - critique

The inspection framework by CIW (no date) states that in order to achieve excellent care and development practitioners should be promoting play, learning and development whilst meeting the needs of the individual child. Following on from the feedback from questions I do believe the majority of the staff are onboard and are implementing the curriculum in the setting however this could highlight a barrier of the questionnaire. Both Cohen, Manion and Morrison, K. (2017) and Shean and Baldwin (2008) demonstrate that due to time or inconvenience not everyone is likely to participate therefore it is only showing a reflection of the staff who are not on board. However on the other hand Dalati and Gómez (2018) and Dewaele (2018) reveal that the responses you do collect are likely to be honest due to the anonymity of the questionnaires.

WHICH WAY ARE THESE |

The Welsh Government (2022) curriculum for funded non maintained settings is a play based curriculum which encourages authentic learning through indoors and out. A curriculum for funded non maintained settings includes explanations on the significance of the adult in facilitating their play, encouraging natural curiosity whilst supporting individual needs. Play based curriculum supports Vygotsky (1978) theory that play is not just for pleasure, it meets the children's needs leading them to develop. CIW (2016) sass report clearly states that inspectors will be observing staff and child interactions therefore implementing the curriculum will ensure these interactions are meaningful. Therefore if staff are not feeling confident with the curriculum potential training is necessary.

Considering this, it is essential to highlight the importance of staff being on board with the curriculum for a funded non maintained nursery setting. Rudd (2015) highlights the significance of early years professionals understanding that in order to provide high quality care, change is necessary. Urik *et al.* (2017) suggests intergenerational differences between staff can begin to cause conflict and Stacey (2019) furthers this stating that adults become resistant and reluctant to change with lack of training. Urik *et al.* (2017) and Stacey (2019) both imply that staff training is vital for practitioners to provide high quality care by implementing the curriculum successfully. In addition to this according to Reed and Canning (2012) and Stacey (2019) the staff having a clear vision will be able to implement change positively therefore if all of us ensure we are familiar with the curriculum itself as well as look for further training opportunities with Rachael. Similarly Klavins (2019), Rudd (2015) and Goleman (2017) reveal that in order to successfully implement the curriculum practitioners need to communicate with each other. Furthermore Welsh Government (2022) implies that teamwork is crucial for implementing the curriculum to create a positive environment providing high quality care for the child and their individual needs.

If staff are understanding the curriculum, children will be receiving the high quality care they deserve. Welsh government (2020) highlights the importance of development in the early years. This is a crucial time so if practitioners implement the curriculum correctly then children are likely to have rapid development. Van Oers and Duijkers (2012) argue that play-based curriculums are likely to take a long period of time for practitioners to learn and carry out, however when they understand it the quality of care is unbeatable. In previous inspections Estyn (2011) found a lack of balance between child-led and adult-led activities showing lack of understanding. This highlights it really is key for the practitioners to understand their job role. According to Donaldson (2015) and Welsh Government (2022) the 4 purposes are embedded throughout the whole of the curriculum for funded non maintained nursery settings therefore it is important we embed into our setting. An idea for this is to use the new stickers for each purpose to reward the children with when they are using them throughout their play. This will encourage staff to implement the curriculum throughout the day and praise the children at the same time.

Something to Rachael about training.