

Part two

Quality can mean a range of things but for Juran (2008) quality is defined by how a product meets a customer satisfactory which translates in education as how the quality of care and education is delivered to ensure that children are having the best opportunities in education. In spite of this Crosby (2023) states quality to be a one-time participation which would mean doing it right the first time will avoid all future quality problems of a product or service. Similarly Pacey (2016) suggests that the Foundation stage in Wales firmly believe that children are the heart of learning and teaching, therefore care should be taken in consideration when planning to ensure that all areas of learning development are considered, Learning and Teaching Pedagogy (2008). According to the Foundation phase Children develop their thinking due to practitioners planning, developing, and reflecting this leads the children to acquire a deeper understanding and enables them to explore and makes sense of the world Welsh Government (2008). Studies have shown the best way to measure quality in a classroom is by observing how children interact positively and negatively with their peers and teachers Denny et al (2012). Quality is believed to be a choice not a necessity Moss (no date) when making a choice it is your role and responsibility to take charge of that choice and be prepared to face the consequences of that choice. Dahlberg et al (2013) agrees that quality is something we all want but can be taken for granted as it states quality childcare is in the eye of the practitioner or person that is delivering the quality care Pence and Moss (1994).

Quality is deemed important because if a service or a place offers a product that is successful then that product is going to succeed. Similarly in education when a school performs and exceeds their performance and education excels, the parents will then want to enrol their children in the school as reviews and feedback report that the school is succeeding. That service will only appear if every practitioner at the school is working together, planning, and reflecting their work to ensure that the children are getting the best opportunities. It is believed if children are receiving high quality of care and education that the children are going to aim higher and achieve higher goals in life that enables them to develop social, emotional, and cognitive abilities for lifelong learning as stated by the Foundation Years (no date). Firstly, for high quality provision all practitioners need to be able work together as when working with children practitioners need to be able to communicate respectfully with parents and agencies. Secondly, understanding the importance in children's pedagogy and development to be able to reflect, review and perform. Thirdly the need to ensure and deliver a high-quality practice and teaching to make a difference to a child's outcomes.

It is stated by law in the UN Convention of Rights of the child in particular Article 28 and 29 specifically state that a child has a right to education and for the quality and content of education in Wales UNICEF (2024). Regardless of race, gender, and disability all children and young people have a right to education. All children are entitled to a high-quality education that promotes high standards for the children to achieve their best possible GOV (no date). Furthermore the Committee on the rights of the child (2001) published a paper that explained and elaborated the rights to education which monitors children's education to be child centred and empowering, respectful of others and strict limits on discipline that promotes non-violence but most importantly that the curriculum is not only literacy and numeracy based but teaches the children life skills that develops a healthy lifestyle, social relationships and responsibility, critical thinking, creative talents, and other abilities that allow the children to pursue their options in life.

Nevertheless, though high-quality education is by law evidence show issues of availability, accessibility and affordability applies to level of education in modern society according to Eurofound (2015) report. Similarly, UNICEF (2023) agree that equity gaps prevent children from receiving quality education. The Sutton Trust (2011) argue that a low-quality teacher will impact a child's learning journey. Figures show children to be 40% more successful due to a high-quality teacher which is evidence to how much a teacher/ practitioner is influential to a child. Considering disadvantage children into the equation, those children are seen to gain significant development and learning due to a high-quality teacher which suggests how important high quality really is.

There are many rewards to quality education which involve informed citizenship, thoughtful behaviour, and a sense of responsibility to the local community as well as the environment. It is empowering for children to actively contribute to the world around them in a positive way, Now Education (no date).

Education is essential for the future of the world according to Action Education (no date) , yet Quality education is still yet to be achieved. There are lots of fundraising and franchises around that are fighting to get quality education for all children. The aim by 2030 according to Global Goals (no date) is to get equal access to quality pre-primary education to ensure that inclusive and equitable quality education is available to promote lifelong learning opportunities for everyone. The United Nations (2023) argue education is a human right as goal number four of quality education that if not addressed 84 million children are at risk of being out of school by 2030. Accordingly, Dewey's theory argues that all learning occurs during social interaction for instance knowledge is taught by experiences and has two sides

to which is psychological and sociological. By ensuring that children and young people's learning was centred by children's interests and developing socially responsible citizens. By creating real world, meaningful connections in education contribute to creating educational experiences that result in socially responsible adults. Dewey (2020) states that education is not something you prepare for in life but is life. Russell on the other hand argued a balance between content and process.

To improve and expand quality I will be using two additional methods that are used daily to explain quality assurance. Two methods that will be explained will be PACEY and ECERS. PACEY which is short for professional association for childcare and early years which delivers high standard of care and learning by promoting the best practice and support to childcare professionals in England and Wales. PACEY represents all childminders, nannies, and childcare professionals in nurseries. A quality learning experience requires a quality workforce as stated by PACEY (2016). Created to support members to provide the highest standards of care and learning for children. As a framework in Wales, CIW are a independent regulator of social care and childcare in Wales. Under the National Minimum Standards for regulated Childcare children up to the age of 12 are underpinned the Childminding and Day Care Wales (2010). All childcare facility is inspected against four themes which consist of well-being, care and development, environment and leadership and management. Surveys by PACEY (2017) explain that the most common respond of nursery care for their children is due to socialisation with others rather than educational reasons.

Similarly, ECERS which means Early Childhood Environment Rating Scale Harms et al (2015) is a evaluation instrument which is used to rate early years setting. ECERS is split into seven subscales that protects 37 items Cryer et al (2003). Although both methods are quality controlled rating scale used to ensure that all childcare settings are following guidelines by ensuring the children have the best quality care, ECERS serves as a foundation for quality measurement in America tout et al (2014). The difference between is that ECERS is for children over three years of age and Pacey is for under three. ECERS quality is administered over a three-hour period which consist of questions, answers are based upon the answers which are scored between one and seven. One being inadequate and seven being excellent quality. Research shows that ECERS quality assurance is a adequate method used to measure quality Pianta et al (2008). By extending ECERS- to R and E ratings were able to collect environmental data that were covering aspects of the setting that covered furnishing to individuality of care.

To improve the provision, it is believed every childcare setting or household that provide care for young children is based on the commitments to the principles of the United Nations Conventions of the Child's Rights (UNCRC) and stated by the Welsh Government for children's rights of the children and young people Wales Measures (2011). Children's rights are the rights for every child to the best start in life and are the force behind programmes and policies like Flying Start which are a funded programme that support children and young people in Wales at home and in schools to ensure that children's experiences are influenced over health and well-being. Three key measures to quality care in flying start is enabling adults, effective environments and engaging experiences. Additionally, to provide quality care it is vital that practitioners are well equipped and experienced to provide quality care by following guidelines and policies. Children's safety, health and happiness should be considered first before ensuring that partnerships are built with parents to support quality. Using observations and assessments to support every child's needs across developmental domains. Quality improvements needs be a continuous culture that is implemented every day to improve provision.

ECERS ratings are trained to collect qualitative data from assessments to ensure quality care is given. Research shows they are most used for assessments in early years childhood settings Harms et al (2015). They are given intensive training to conduct naturalistic observations of pedagogy on how to collect and analyse documents. Researcher spent three weeks in settings collecting qualitative data and carrying out child observations called 'target child observation' procedure. Many factors are considered to receive the Highest ECERS scores. Scores according to Gov (2023) are highest when there is a higher level of staff qualifications, higher overall staff to child ratio, having specialist SEN/D provision, minimum child age of two and having a larger number of places for the children to explore.

Practitioners that are a part of the professional association for childcare and early years use methods like PACEY and ECERS to ensure they are committed to thriving professionalism and high-quality care at their settings. Inspections from methods discussed above ensure that they are following guidelines and supporting children's wellbeing and development. Power (1997) state quality is linked with early years as part of a service of public management and for its growth in society. These methods are used to drive quality in settings every day to ensure that children are having the best start in life through education and care. We have learnt that both methods drive quality in the workplace as evidence shows that to provide the best quality care it is beneficial for settings to have strategies in place to ensure that quality care is delivered. Although not always quality is performed assessments and progression plans are in place in settings to ensure that the practitioners

are communicating and succeeding. Brief Research from SEED Gov (2017) states that for quality care to be given the practitioners need to be knowledgeable, respectful, and open minded. It is the practitioner's role to promote quality in early years settings. There is always changes to be made in future but with communication and good partnerships children will have the best chances Pacey (2017).

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