

Childcare, Play and Open Access Inspection and Ratings Provider Guidance



Mae'r ddogfen yma hefyd ar gael yn Gymraeg.
This document is also available in Welsh.

Contents

- 1. Our Role..... 3
- 2. The legal basis for inspection..... 3
- 3. The inspection framework 5
- 4. Inspection types and frequency 7
- 5. Checking the setting is correctly registered 8
- 6. Self-Assessment of Service Statement..... 8
- 7. The principles of inspection..... 9
- 8. Infection Prevention Control..... 10
- 9. Inspection process 10
- 10. Observations 10
- 11. Organisational Culture 11
- 12. Active offer of the Welsh language 11
- 13. Food Hygiene Ratings..... 12
- 14. Health and Safety Executive 12
- 15. Ensuring our evidence is robust..... 12
- 16. Principles of securing improvement and enforcement 13
- 17. Feedback at and reporting on inspection 14
- 18. The inspection report 14
- 19. Safeguarding..... 15
- 20. Provider responsibilities for safeguarding 15
- 21. List of documentation likely to be required for inspection purposes..... 16
- 22. Ratings..... 17

This document should be read in conjunction with the Code of Practice for Inspection of Child Minding, Day Care and Open Access Play Services.

1. **Our Role**

1.1. We inspect and regulate childcare settings to make sure that they are both safe and promote children's well-being. Through our inspections we:

- provide efficient, effective regulation and inspection of regulated childcare settings and report our findings
- provide independent assurance for people who use settings about the safety and quality of childcare in Wales
- help to safeguard children and ensure their rights are protected and they are cared for by people who are suitable to do so
- improve the care and well-being outcomes for children
- make sure registered providers continue to meet requirements of registration
- provide information and advice to Welsh Government Ministers and the Senedd about childcare.

2. **The legal basis for inspection**

2.1. We carry out our functions on behalf of Welsh Ministers whilst retaining our independence from Welsh Government.

2.2. We regulate and inspect child minders, day care and open access play provisions for children up to 12 years of age under the:

- Children and Families (Wales) Measure 2010
- Child Minding and Day Care (Wales) Regulations 2010
- Child Minding and Day Care (Inspection and Information for Local Authorities) (Wales) Regulations 2010
- Child Minding and Day Care Exceptions (Wales) Order 2010
- Child Minding and Day Care (Disqualification) (Wales) Regulations 2010
- National Minimum Standards for Regulated Childcare for children up to the age of 12 years

NB. There have been some amendments to above regulations since their publication. We also take into account guidance for specified authorities in England and Wales on the duty of schools and other providers, under the Counter-Terrorism and Security Act 2015.

2.3. Scheduling of inspections

When we register a provider, we ensure the registration is monitored through a rolling programme of scheduled inspections. Information received between scheduled inspections is also monitored. The information gathered through this monitoring process informs us how the service is performing and when a subsequent inspection should be scheduled.

Our approach to deciding when an inspection should be scheduled is based on:

- our consideration of the risks associated with that type of service and
- knowledge of how that specific service is operating.

We use an evidence-based approach to prioritise risks and make decisions about how we regulate services. There are a range of factors that will be considered to inform our scheduling of inspections, which include but are not limited to:

- incoming concerns and safeguarding referrals – these can be predictive of risk to children using the service;
- if the service is a newly registered service – some newly established services can be of greater risk during the initial set up period;
- if the service has been issued with a priority action notice or where there is a history of non-compliance with legal requirements;
- if the person in charge, registered person, or responsible individual is absent for more than three months – this may impact on the safe operation of the service; and
- if the provider is part of our securing improvement and enforcement pathway.

In order to determine the frequency of inspection we have developed a scheduling model that captures and weighs the factors listed above. Our scheduling model will use the available information to identify whether a service requires a **routine**, **early** or **priority** inspection. However, the scheduling model is only a tool used for the specific purpose of scheduling an inspection. The quality of the service is determined at inspection.

We have reviewed our data about routine inspections and based on our findings changed the maximum interval between these inspections to five years. For services which need to do more to improve, we will carry out an earlier inspection, with a maximum interval between these inspections of two years. We will carry out a quality meeting around midway between the scheduled inspections to support providers to make improvements before we next inspect.

We will prioritise services which need to do most to improve and schedule their inspection within six months. These services will not be eligible for quality meeting until we are confident they have made the required improvements.

3. The inspection framework

- 3.1. The inspection framework sets out the key areas or lines of enquiry that we focus on during the inspection. The framework provides four themes, which are divided into key areas: well-being; care and development; environment, and leadership and management.
- 3.2. We will make a judgement on the rating for each theme. We do not give an overall rating. At larger settings, we take into account the range of settings operating at different times of the day and in different places in the settings.
- 3.3. The table below sets out the childcare and play inspection framework.

| | Theme | Key area |
|--------------------------------------|-----------------------------|--|
| C H I L D R E N | 1 Well-being | 1.1 To what extent do children have a voice? |
| | | 1.2 To what extent do children feel safe, happy and valued? |
| | | 1.3 How well do children interact? |
| | | 1.4 To what extent do children enjoy their play and learning? |
| | | 1.5 How well do children develop, learn and become independent? |
| S T A F F | 2 Care and development | 2.1 How well do practitioners keep children safe and healthy? |
| | | 2.2 How well do practitioners manage interactions? |
| | | 2.3 How well do practitioners promote children's play, learning and development and meet their individual needs? |
| L E A D E R S | 3 Environment | 3.1 How well do leaders ensure the safety of the environment? |
| | | 3.2 How well do leaders ensure the suitability of the environment? |
| | | 3.3 How well do leaders ensure the quality of resources and equipment? |
| | 4 Leadership and management | 4.1 How effective is leadership? |
| | | 4.2 How effective is self-evaluation and planning for improvement? |
| | | 4.3 How effective is the management of practitioners, staff and other resources? |
| | | 4.4 How effective are partnerships? |

4. **Inspection types and frequency**

- 4.1. Our inspections are central to our regulatory model. They focus on the things that matter to children's development and well-being.
- 4.2. CIW also undertake inspections jointly with Estyn. We inspect care and education in regulated non-maintained settings eligible for funding for part-time education. Joint inspections evaluate the care provided for all children up to the age of twelve and the education of three and four year old children that do not receive education in a maintained setting. See <https://careinspectorate.wales/early-years-and-childcare-ensuring-quality-care-and-learning>
- 4.3. Full inspections are normally routine inspections, planned according to our inspection schedule. They consider all four themes in the inspection framework and enable us to:
 - provide assurance that the setting is safe and compliant with core regulations and has appropriate systems and governance in place
 - review the registration of the setting: testing whether the setting still meets the requirements to remain registered and that its registration and statement of purpose together provide an accurate reflection of the setting being provided
 - provide inspectors with an opportunity to make judgements about the quality of the setting.
- 4.4. A full inspection takes place after a newly registered setting becomes operational.
- 4.5. Focused inspections may be undertaken in response to a concern or to follow up on non-compliance (i.e. not meeting the requirements of the law) with the regulations. These inspections may only look at certain themes. We always use the opportunity during a focused inspection to consider and comment on the well-being of children, although this may not be in the depth or cover the age ranges/ times of operation/different rooms and areas as we would in a full inspection.
- 4.6. We follow up on information that we receive for example by examining records - this could include children's care documentation, policies, staff training and supervision. We will observe practice and any other means of supporting children to achieve the outcomes, for example as set out in a development plan.
- 4.7. Ratings during focused inspections are only awarded for a theme where a rating has previously been assessed as 'poor' at the last inspection.

- 4.8. Our inspections are unannounced. For child minders and open access play however, we will normally make contact by telephone or email with the setting, the week before we intend to inspect to check the operating times and the child minder's availability. This is in order to avoid failed visits. The purpose of the call or email is to check which days and times the setting is operating and establish the age range of children attending during the inspection week. More rarely, we may need to undertake an inspection of other settings, at short notice. This may be because of a failed visit(s).
- 4.9. Inspectors will always consider whether there are any concerns about infectious outbreaks, before entering the setting.
- 4.10. Where we have needed to make contact with a setting but have not been able to speak to anyone, we will consider if the setting is operational.
- 4.11. All settings should be aware of their responsibility to inform us of any changes in their days and/or hours of operating.
- 4.12. Where concerns have been expressed about a setting, CIW may choose to inspect any setting at any time, irrespective of their scheduled inspection date.

5. **Checking the setting is correctly registered**

- 5.1. We will check the setting is registered correctly as part of the pre-inspection preparation. This includes reviewing the most recent statement of purpose we hold and comparing it with our recorded registration details on our database and where applicable, checking Companies House to see if the information reflects our information.
- 5.2. We will follow-up any discrepancies with the provider before or during the site-visit. Discrepancies can mean for example change of legal entity (**from sole trader to a limited company**), ownership or changes to the premises, which have occurred without our knowledge. The absence of a lawfully registered provider may affect the registration. Discrepancies in registration will be shared with the registration and enforcement team for follow up.

6. **Self-Assessment of Service Statement**

- 6.1. Each year the provider will be expected to undertake the Self-Assessment of Service Statement (SASS), including the annual quality review of care. These are required under Regulations 16 and 17 of the Child Minding and Day Care (Wales) Regulations 2010.
- 6.2. These documents enable CIW to assess how providers view themselves in terms of quality against the four key themes of the inspection framework ahead of an inspection.

- 6.3. We expect providers to be open and honest with us, sharing all appropriate information. We ask providers to confirm that the information they submit is complete and accurate.
- 6.4. Failure to complete the SASS and the review of quality of care for a setting may result in enforcement action being taken by us and will influence the subsequent rating of the Leadership and Management of the setting.

7. The principles of inspection

7.1. The inspection is guided by the following principles.

| | Definition of the principles |
|--------------------------|---|
| Being child-focused | inspectors put children who use regulated settings at the centre of their work, and assess settings in terms of outcomes for children's safety, well-being and rights. |
| Supporting improvement | inspectors make judgements about settings. We recommend good practice, identify poor practice and promote improvement in child care and play settings. |
| Being transparent | inspectors are open about the information they have used to inform their inspections, reports are clear and inform people about what we can expect from settings. |
| Being fair and impartial | inspectors base their inspections on evidence; this includes observations, speaking to people and information we read. We provide prompt feedback to the provider about what we have found including areas of strength and where improvements are required. We give them the opportunity to address any concerns, provide further information and question any matters that are not correct |
| Being robust | inspectors take firm and timely action when settings provide poor care or place children at risk. |
| Being proportionate | inspectors focus on matters that directly affect children's safety, well-being and rights. We apply our enforcement powers when we see that childcare and play settings are failing in these areas. |
| Being consistent | inspectors apply the same principles and undertake the same approach to all providers that we inspect. |

8. Infection Prevention Control

8.1. Inspectors will consider CIW's guidance on the Principles of Infection Control, before commencing the inspection. CIW may contact the provider for more information on the arrangements at the setting for the prevention of infection and evidence of adherence to Welsh Government and Public Health Wales guidance on infection control.

9. Inspection process

9.1. At the beginning of an inspection, inspectors will:

- explain the purpose of the inspection and discuss an outline programme and plan for the inspection taking into account the impact on the setting
- ask that relevant documents be made available from the start of the inspection
- ask if there are any issues or risks we should be aware of and ask for a general health and safety briefing
- ensure there are agreed procedures for addressing any concerns or complaints that might arise during the course of the inspection
- set up the arrangements for feeding back the inspection findings, including ratings

9.2. Inspection is a process of ongoing inquiry, gathering, recording and analysing evidence, following emerging themes and looking for links.

9.3. Children using settings are at the centre of our inspections. To understand the impact of settings on their well-being we will focus on gathering evidence about what matters to them. We will speak to them and their parents / carers about their experience of care, observing the care they receive and review what the records tell us about their care.

9.4. Where appropriate we will use virtual technology to enhance our physical inspection of a setting. CIW has developed guidance for use of virtual technology during inspections.

10. Observations

10.1. SOFI2 (Short Observational Framework for Inspection) is an inspection tool inspectors use to make a judgment as to what life is like for children using settings. As part of our inspection work we look at the well-being for children using settings as well as checking that settings meet the national minimum standards. We also use a specialist observation tool (SOFI2) when people

using the service may be unable to say what their care and treatment is like, for example with young children.

11. Organisational Culture

11.1. It is important that all settings have a positive organisational culture. The values, behaviours and attitudes of the people within the childcare setting make up the organisational culture. A positive culture can influence behaviours and impact on the quality of care. The bullet points below set out some lines of enquiry inspectors may follow at inspection:

- leadership – we will speak to staff and stakeholders about how they regard leaders. Are leaders open, visible and do they empower others? We will consider questionnaires completed for quality of care reviews if available
- staff well-being – we will speak to staff to see if they feel supported. Do colleagues and management support each other in their roles? For example, is there a high staff turnover?
- environment – we will consider if staff have facilities for their belongings, a place to relax, take a break and eat etc.
- communication – we will consider how people speak to each other. Are there opportunities for group and two-way communications? Is the provider open to constructive feedback?
- agility - does the provider take prompt action to make changes/improvements? Do they address concerns raised by staff and complaints?
- vision - is there a clear vision that creates a sense of purpose? Are stakeholders aware of the vision/goals of the setting? How do people implement the organisational values?

12. Active offer of the Welsh language

12.1. Many people receiving health and social care services do not feel confident to ask for services in Welsh. Providing the 'Active Offer' (that is actively asking people's language preference) and offering services in Welsh as set out in *More than just words (Welsh Government's strategic framework for Welsh Language)*, promotes a change of culture. Providing the 'Active Offer' should be at the heart of care and is the responsibility of the provider.

- Definition of a setting that provides the 'Active Offer'
'The setting provides an 'Active Offer' of the Welsh language. It anticipates, identifies and meets the Welsh language and cultural needs of people who use, or may use, the setting'

- Definition of 'a setting that is 'working towards providing an 'Active Offer'
'The setting is working towards providing an 'Active Offer' of the Welsh language and intends to become a bilingual setting or demonstrates a significant effort to promoting the use of the Welsh language and culture.'
- Definition of where the setting does not provide an 'Active Offer'
'This is a setting that does not provide an 'Active Offer' of the Welsh language. It does not anticipate, identify or meet the Welsh language needs of people /children who use, or intend to use their setting.'

12.2. The inspector will record the findings in the most appropriate theme(s) of the inspection report, to show how they have arrived at their decision.

12.3. The inspector should signpost the provider to Welsh Government's 'More Than Just Words: Follow-on strategic framework for Welsh Language Settings in Health, Social Services and Social Care'.

12.4. Where there is evidence of poor outcomes or unnecessary risks for people because of no 'Active Offer' of the Welsh language, the inspector will record this in the report and consider if the setting is non-compliant with the regulations.

13. Food Hygiene Ratings

13.1. All our scheduled full inspections will consider, where relevant, the food hygiene rating awarded to the provider by the Food Standards Agency. In addition. The inspector will consider if a provider is following the Welsh Government Guidance on Food and Nutrition for child care settings standards and guidance. Any setting awarded 1 or less is likely to receive an inspection by CIW.

14. Health and Safety Executive

14.1. There may be times when CIW will need to advise a setting to make a referral to the Health and Safety Executive under RIDDOR. (Reporting of Injuries, Diseases and Dangerous Occurrences Regulations).

15. Ensuring our evidence is robust

15.1. CIW use 'triangulation' to ensure our evidence is robust. The inspector will consider various sources of evidence during the inspection. The evidence will help the inspector to understand more about the quality and safety of settings for children. An example of triangulation is looking at menus, speaking to staff and children about the quality of meals and observing a lunchtime. The

inspector is able to consider different types of evidence, to help them form a view about the quality of meals provided.

16. Principles of securing improvement and enforcement

16.1. We use our improvement and enforcement powers to promote our core objective; to improve the quality and safety of settings for the well-being of the people of Wales. The following principles guide our enforcement decision-making:

- **responsibility:** Providers of services are responsible for ensuring they meet regulatory requirements. We expect providers to rectify failings and to improve services
- **proportionality:** We take action that is proportionate to the circumstances, the outcomes and risks for individuals accessing the service, and the capacity and capability of the provider to respond. Providers who persistently fail to comply with regulations will face escalated enforcement action, including possible cancellation of their registration
- **efficient and effective:** We are open and transparent about our enforcement approach and about how we use our enforcement powers. Any action we take is clear, consistent, timely, fair and proportionate
- **sharing information:** We work with commissioners, regulators, and other relevant agencies and professional bodies to share intelligence about a service in order to make effective use of the information available. In processing and sharing information, we adhere to all relevant legislative requirements
- **taking co-ordinated action:** We work with our partners to ensure any enforcement action is co-ordinated. This is particularly important when there are safeguarding concerns or health and safety issues governed by other regulators
- **upholding rights of individuals:** We are committed to promoting and upholding the rights of people who use care and support services. Where care is poor, we will take enforcement action.

16.2. Securing improvement and enforcement is a core part of our work as a regulator. We target areas for improvement and take enforcement action that reduces the risk to people using settings and holds providers to account for any setting failures.

16.3. Where appropriate to do so, we operate a graduated approach to secure improvement in line with our enforcement procedures. Where we have concerns or have identified non-compliance we take action to secure improvement. However, where we identify serious, multiple or persistent non-

compliance, we may use our powers to restrict the provision a provider can deliver or ultimately, prevent the provider from operating altogether.

17. **Feedback at and reporting on inspection**

- 17.1. At the end of a site visit, we will provide **initial** feedback to those in charge of the setting on the day or arrange to communicate with the registered person/responsible individual at a mutually convenient time where necessary. We may need to explain that we need to complete a proper analysis of the information we have gathered and may be waiting on more information before reaching any conclusions.
- 17.2. We will make a note of the feedback, but we will not leave any written report nor ask anyone to sign our account of the feedback. Providing feedback is an important opportunity to check and test the evidence, we may be relying on in the report. There should be a principle of “no surprises”. We will discuss any concerns or potential areas of non-compliance at the end of the inspection.
- 17.3. We will ask for and record the person in charge/provider’s view on the fairness and conduct of the inspection at the end of the feedback, in addition to providing a feedback form for their comments on the inspection.
- 17.4. Where a setting has not met the requirements of the regulations and we intend to issue a priority action notice or take other enforcement action, we will inform the provider.
- 17.5. We strive to ensure our inspection reports are fair and that our findings are based on the triangulation of evidence we gather. Therefore, in the interest of fairness and transparency, we accept the right of providers to respond to our reports and comment on our findings. This gives us the opportunity to correct any errors and consider any additional information before an inspection report becomes publicly available.

18. **The inspection report**

- 18.1. Children’s experiences in settings are at the heart of our reports including the impact on their well-being. Whilst providers and professionals read our reports, **we write our reports for the public**. This enables those who use and choose settings to understand the quality of the childcare and play provided.
- 18.2. We base the inspection report on the evidence gathered prior to, during and following the inspection visit. We will consider a variety of evidence to support the findings in the report. This will be a consideration of what is said, what is seen and what is read to inform our findings, our overall judgements and the ratings awarded.

18.3 Information about how we publish the inspection report is available in our policy (add link). In the interests of fairness and transparency, we accept the right of Registered Persons, Responsible Individuals or relevant persons to question our reports where they believe them to be inaccurate or missing consideration of important evidence. This gives us the opportunity to correct any errors and consider additional information before an inspection report becomes publicly available. Further information about this process is available in our responding to inspection reports [policy](#).

19. **Safeguarding**

19.1. Safeguarding children and adults is everyone's responsibility. All people and organisations that come into contact with children or adults using social care and childcare services have a responsibility to help keep them safe from abuse and neglect. Effective safeguarding is based on good communication. If **any person** has knowledge, concerns or suspicions that a child or adult is suffering, has suffered or is likely to be at risk of abuse, it is their responsibility to ensure the concerns are reported to social services or the police.

19.2. It is part of our statutory duties to protect and promote the health, safety and welfare of children who use services. We will do this by making sure providers and people who work for them create, operate and maintain environments, systems and processes in which risks to children's health, safety and well-being are effectively prevented, or identified and acted on promptly.

19.3. We will consider how well people run services and whether managers have created a culture of vigilance where children's well-being is promoted and timely and appropriate safeguarding action is taken where children may be suffering, or likely to suffer significant harm.

19.4. Where safeguarding concerns arise during an inspection, we will take action to make a referral to the local authority or satisfy ourselves that appropriate referrals have been made. Particular concerns may include delay or negligence in passing on concerns about a child at risk of or suffering significant harm to the relevant agencies. It is not the role of an inspector to investigate a child protection concern or an allegation against a member of staff.

20. **Provider responsibilities for safeguarding**

20.1. Within the regulatory frameworks, the responsibilities of providers of services with regard to safeguarding are clear to;

- put in place and operate effectively systems, processes, policies, procedures and training to help ensure children who use services are safeguarded from the risk of or actual abuse and neglect

- comply with accepted national guidance on staff competencies in line with their role
- be aware of the Mental Capacity Act (2005) and the meaning of consent
- provide levels and a quality of service that meet all the requirements of the relevant safeguarding regulatory framework for the service they provide
- remedy any shortcomings found in safeguarding practice in their service to help reduce risks to people who use the service
- learn and apply learning from any safeguarding incident to help strengthen safeguarding in the future
- refer incidences of abuse or potential abuse to local authority safeguarding teams
- notify CIW of safeguarding incidents in accordance with regulations by completing a statutory notification at the time the abuse is identified
- co-operate with safeguarding enquiries

20.2. We will always consider:

- the setting's child protection policies and procedures
- circumstances where a member of staff is suspended and there is currently a safeguarding investigation taking place
- failure to follow statutory requirements or locally agreed procedures for dealing with allegations against staff
- failure to adhere to the legal duty to refer a member of staff who has harmed, or poses a risk of harm to, a child to the Disclosure and Barring Service (DBS).

20.3. The following statutory guidance will also be taken into account:

- **Prevent duty** guidance for England and Wales: guidance for specified authorities in England and Wales on the duty of schools and other providers in the Counter Terrorism and Security Act 2015 to have due regard to the need to prevent people from being drawn into terrorism.

21. List of documentation likely to be required for inspection purposes

21.1. Records we may consider:

- children's individual records

- statement of purpose
- staff (practitioner) list, including details of qualifications and information about the supervision, training and continuous professional development of staff and staff recruitment procedures and records.
- disclosure and barring service (DBS) records and any other documents summarising the checks on, and the vetting and employment arrangements of all staff and volunteers working at the setting (we would only expect you to review the documentation for staff or volunteers employed since the last inspection)
- in child minding setting, records of checks for people over 16 years old that live or work at the premises or for those have regular contact with looked after children
- risk assessments
- safety certificates
- policy and procedure documents
- samples of activity planning
- examples of children's work and evidence of individual progress
- assessment information, particularly assessments undertaken when children enter or leave the setting, in regard to their progress
- registers of attendance of children, staff and volunteers
- accident/incident/medication records
- a list of any safeguarding referrals made to the local authority
- records of any complaints
- information about how parents/carers are kept informed about their children's progress
- any information that shows how the setting makes good use of links with the community
- information about partnerships
- latest audited accounts, where there are concerns about finance for example
- any reports of external evaluation of the setting e.g. environmental health
- any other information that the setting wishes to be considered.

22. Ratings

- 22.1. We do not award an overall rating at full inspection for the setting. We award a rating against each of the four inspection themes. A four point rating scale will be applied for each theme.
- 22.2. Our regulatory duty and the need to offer public assurance is the first step in discharging our regulatory duty. We will consider for each theme if the setting is providing safe, reasonable care in line with the regulations and national minimum standards.
- 22.3. If this is the case, then the setting has passed the threshold and can be rated at least as **adequate**.
- 22.4. If this is not the case, and the setting is found to provide unsafe care, which places children at risk or has poor outcomes then the theme must be rated as **poor**. This will result in CIW issuing a priority action notice.
- 22.5. The second step is to recognise quality. There is clear indication in our ratings guidance of what “good” may look like across the themes and areas for inspection. Once a setting has passed the “adequate” threshold, we will consider whether the setting is performing at a level, which could be regarded as good. To achieve “good” a setting must have a high proportion of areas where there are strengths i.e. the setting is performing at a level, which matches our descriptors for what good may look like.
- 22.6. The table below sets out the ratings

| | |
|-------------------|---|
| Excellent: | These are settings that are committed to ongoing improvement with many strengths, including significant examples of sector leading practice and innovation. These settings deliver high quality care and support and are able to demonstrate that they make a strong contribution to improving children’s well-being. |
| Good: | These are settings with strengths and no important areas requiring significant improvement. They consistently exceed basic requirements, delivering positive outcomes for children and actively promote their well-being. |
| Adequate: | These are settings where strengths outweigh areas for improvement. They are safe and meet basic requirements, but improvements are required to promote well-being and improve outcomes for children. |
| Poor: | These are settings where important areas for improvement outweigh strengths and there are significant examples of non-compliance that |

impact negatively on children’s well-being. Where settings are poor we will take enforcement action and issue a priority action notice in line with our securing improvement and enforcement policy

22.7. The table below sets out the percentages required for positive outcomes. Inspectors may use the following grid to express the extent to which positive outcomes are achieved for children.

| | |
|-------------|--------------------------|
| Nearly all | with very few exceptions |
| Most | 90% or more |
| Many | 70% or more |
| A majority | over 60% |
| Half | 50% |
| Around half | close to 50% |
| A minority | below 40% |
| Few | below 20% |
| Very few | less than 10%. |

Ratings

Well-being

To what extent do children have a voice? Inspectors will evaluate whether children: make choices and decisions; are listened to and all attempts at communication are valued; are encouraged to speak and express themselves; express their views and know that their ideas will be listened to; contribute to ideas for themes and topics.

To what extent do children feel safe, happy and valued? Inspectors will evaluate whether children: are settled and cope with separation from their parents; form positive emotional attachments feel secure, happy and comfortable and relaxed; feel valued and their rights are respected; have bonds of affection with practitioners /carers who know them well and give them consistent care, which fosters confidence and positive self-esteem; are forming friendships; know who to talk to if they are unhappy or worried about something; are confident that their feelings, likes, dislikes and concerns will be taken into account. Children are at ease, self-assured and are not dependant on direction from adults.

How well do children interact? Inspectors will evaluate whether children; are resilient and can cope. Younger children are beginning to understand their feelings and are becoming sensitive to others. Children are learning to manage their behaviour, co-operate, take turns and share, while younger children are beginning to develop a sense of right and wrong. Older children are self-disciplined and set and comply with rules for socially acceptable behaviour

To what extent do children enjoy their play and learning? Inspectors will evaluate whether children: are active and curious learners; engage in play based activities, are interested and excited; persevere for an appropriate amount of time to complete an activity; sustain interest in activities; gain a sense of achievement from what they do; enjoy organised free play, leisure and recreational activities

Inspectors will conduct a SOFI2 observation to capture how children are experiencing life at the setting.

| Excellent | Good | Adequate | Poor |
|---|--|--|---|
| Children are very confident communicators as their wants, moods and needs are fully considered | Children are confident communicators as their wants, moods and needs are considered | Children are often confident communicators as their wants, moods and needs are generally considered | Children are not confident communicators as their wants, moods and needs are rarely considered |
| Children have exciting opportunities to make choices and decisions about what affects them | Children have good opportunities to make choices and decisions about what affects them | Children have some opportunities to make choices and decisions about what affects them | Children have few opportunities to make choices and decisions about what affects them |
| Children's opinions and interests are highly valued, acted upon and continually reviewed | Children's opinions and interests are valued and acted upon | Children's opinions and interests are taken into account | Children's opinions and interests are rarely taken into account |
| Children cope extremely well with separation because efficient daily transitions fully recognise and support individual needs and are effectively implemented | Children cope well with separation because consistent daily transitions recognise and support individual needs | Children cope with separation because appropriate daily transitions generally recognise and support individual needs | Children find separation difficult because daily transitions are disorganised and there is a lack of support for them |

| | | | |
|--|--|---|---|
| Children are delighted and express enthusiasm and enjoyment. They clearly have a strong sense of belonging, forming strong relationships and are very familiar with routines | Children are active and express enthusiasm and enjoyment. They have a sense of belonging, forming relationships and are familiar with routines | Children are content and express enjoyment. They have a sense of belonging, beginning to form friendships and are becoming familiar with routines | Children look unhappy and appear insecure. They lack a sense of belonging, few children form new relationships and are not familiar with routines |
| Children's feelings, likes, dislikes and needs are acknowledged and highly valued as they have very strong bonds of affection/attachment | Children's feelings, likes, dislikes and needs are acknowledged as they have good bonds of affection/attachment | Children's feelings, likes, dislikes and needs are generally acknowledged as they are beginning to form bonds of affection/attachment | Children's feelings, likes, dislikes and needs are not always identified or acknowledged |
| Interactions between children and adults are consistently stimulating and children co-operate enthusiastically and feel inspired and motivated | Interactions between children and adults are consistently good and children co-operate well and are actively interested and engaged | Interactions between children and adults are positive, some children co-operate and are generally interested and engaged | Interactions between children and adults are negative, children do not co-operate, and are disinterested and disruptive |
| Children express clear empathy and are very sensitive to the needs of others. | Children express empathy and are sensitive to the needs of others | Children are starting to show empathy and becoming sensitive to the needs of others | Children lack empathy and are not sensitive to the needs of others |

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| Children are fully engaged and consistently show respect for property and people. They are actively involved in deciding and following the rules which affect others | Children are engaged and show respect for property and people. They are involved in deciding and following the rules which affect others | Children are generally engaged and show respect for property and people. They follow the rules which affect others | Children are disengaged and show a lack of respect for property and people. They do not follow the rules which affect others |
| Children are highly motivated, animated and fully engaged in their play and learning. They eagerly enjoy interesting and stimulating opportunities indoors and outdoors, and can choose to relax and have quiet times | Children are enthusiastic and interested in their play and learning. They enjoy a good range of interesting opportunities indoors and outdoors and can choose to relax and have quiet times | Children are engaged in their play and learning. They enjoy a reasonable selection of appropriate opportunities indoors and outdoors and can also relax and have quiet times | Children are not interested or engaged in their play and learning. They are not offered appropriate and stimulating opportunities indoors or outdoors and cannot choose to relax or have quiet times |
| Children have considerable freedom to safely explore their indoor and outdoor environment | Children have freedom to safely explore their indoor and outdoor environment | Children sometimes have freedom to safely explore their indoor and outdoor environment | Children lack freedom to safely explore their indoor and outdoor environment |

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| Children are self-motivated to initiate their own play and to influence their tasks and activities because child led activities predominate | Children have many opportunities to initiate their own play and to influence their tasks and activities because there is a good balance of child and adult-led activities | Children are sometimes allowed to initiate their own play and to influence their tasks and activities because they take part in child and adult led activities | Children are very rarely allowed to initiate their own play and to influence their tasks and activities because adult-led activities predominate |
| Children consistently follow their own instincts, ideas and interests | Children have many opportunities to follow their own instincts, ideas and interests | Children are sometimes able to follow their own instincts, ideas and interests | Children are not supported to follow their own instincts, ideas and interests |
| Children take part in activities resulting in a great feeling of achievement and high self-esteem. They are enthusiastic to show or talk about what they have been doing | Children take part in activities resulting in a good feeling of achievement and high self-esteem. They are eager to show or talk about what they have been doing | Children take part in activities resulting in a reasonable feeling of achievement and self-esteem. They are happy to show or talk about what they have been doing | Children do not take part in activities resulting in a lack of achievement and self-esteem. Few children are eager to show or talk about what they have been doing |
| Children experience innovative age/developmentally appropriate opportunities that fully promote their all-round development and enable them to confidently and eagerly follow their own interests | Children experience interesting age/ developmentally appropriate opportunities that promote their all-round development and enable them to confidently follow their own interests | Children experience a variety of age/ developmentally appropriate opportunities that promote their all-round development and enable them to follow their own interests | Children do not experience sufficient age/ developmentally appropriate opportunities that promote their all-round development and enable them to follow their own interests |

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| Children have excellent opportunities to develop their independence skills enabling them to do things for themselves successfully and to problem solve effectively, develop creatively, to experiment and be imaginative | Children have good opportunities to develop their independence skills enabling them to do things for themselves successfully and to problem solve well, develop creatively, experiment and be imaginative | Children have some opportunities to develop their independence skills enabling them to do some things for themselves successfully and to problem solve, develop creatively, experiment and be imaginative | Children have limited opportunities to develop their independence skills and are not enabled to do things for themselves or to problem solve, develop creatively, experiment and be imaginative |
| Taken from SSTEWS | | | |
| Children are encouraged to plan their own learning | Children are supported in thinking through what they are doing | Children are supported to think critically, using resources set up and practitioner led sessions such as sequencing, comparing, contrasting and problem solving | Children do not receive support based on planning, to extend children's thinking and concept development |
| Children are encouraged to evaluate their activities and play | Children experience simple open and closed questions | Children are supported to find their own solutions to their queries, when they ask for help | Children are not supported to find their own solutions |

Children have opportunities, through planning, to develop concepts they have explored previously

Children are supported to extend thinking and problem solving through activities and questions based on planned learning outcomes

Children are supported to see how the concepts they are exploring link to real life and their existing experiences e.g. through visits, photos, discussion with parents / carers

Care and Development

How well do providers/practitioners keep children safe and healthy? Inspectors will make a judgement about how well the setting's policies and procedures for safeguarding and promoting children's well-being are implemented. These include: the safeguarding children policy, health and safety including food hygiene and provision for infection control, fire safety, promote healthy life styles, safe administration of medication, supporting children with medical conditions, administering first aid, safety on outings and visits, internet safety, bullying, the management of children's behaviour including physical intervention and restraint.

Safeguarding children: In considering how effective procedures for safeguarding child are, inspectors will evaluate whether risks to children are identified; the signs and symptoms of abuse are recognised and understood and whether the setting's safeguarding children policy is implemented correctly.

How well do providers/practitioners manage interactions? Inspectors will consider whether: practitioners work in line with the setting's behaviour management policy they are consistent in their approach, having regard to individual children, so that there is no confusion in the child's mind as to what is/is not acceptable, they set realistic boundaries and use appropriate sanctions having regards to the child's stage of development, they encourage older children to take responsibility for their own behaviour, they model good behaviour.

How well do providers/practitioners promote children's development and meet their individual needs? Inspectors will evaluate how well providers/practitioners: provide a nurturing and caring atmosphere/ environment and provide responsive care, know, understand and meet individual needs and abilities, promote equality and diversity and treat all children with dignity and respect, promote the development of all children by planning for a good variety of play, learning, recreational and leisure opportunities, implement the principles of the Curriculum for Wales, track children's progress and use information and observations to plan for the next steps in their play and learning. Can older children determine and control the contents of their play by following their own ideas and interests?

Inspectors will consider: the extent to which the setting offers children with additional needs access to all areas of learning, how consistently the setting conducts regular reviews of children's progress, whether practitioners consult parents/carers regularly, whether grouping and support systems meet the range of needs without adversely affecting the breadth, balance and continuity

of children’s play and learning, how well the setting integrates, supports and provides for children with additional needs, so that they can progress, the quality of support for children with emotional and behavioural difficulties the quality of support for children with speech and language difficulties, how consistently the setting conducts regular reviews of children’s progress whether practitioners consult parents/carers regularly, the use of and contribution from specialist settings such as the health, psychological and social settings.

Inspectors will conduct a SOFI2 observation to capture how children are experiencing life at the setting.

Sustained Shared Thinking Emotional Wellbeing scale for 2- 5 year olds - Assessing learning and language. Using assessment to support and extend learning and critical thinking. (Denise Kingston, Prof Iram Siraj and Prof Ted Melhuish)

| Excellent | Good | Adequate | Poor |
|---|--|---|--|
| Nearly all practitioners fully understand and consistently implement policies and promote healthy lifestyles, physical activities, personal safety and well-being | Most practitioners understand and implement policies and procedures to promote healthy lifestyles, physical activities, personal safety and well-being | Many practitioners are developing their understanding and are working towards implementing policies and procedures to promote healthy lifestyles, physical activities, personal safety and well-being | Few practitioners understand or implement policies and procedures to promote healthy lifestyles, physical activities, personal safety and well-being |
| Nearly all practitioners identify and proactively and effectively manage risks | Most practitioners identify and actively manage risks | Many practitioners are starting to understand how to identify and manage risks | Few practitioners identify and appropriately manage risks |

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| Nearly all practitioners support children to speak or express themselves exceptionally well as they receive an effective and meaningful response/interaction. Their home language is celebrated and promoted | Most practitioners support children to speak or express themselves well as they receive a consistent response/interaction. Their home language is promoted | Many practitioners support children to speak or express themselves as they receive an appropriate response/interaction. Their home language is recognised | Few practitioners support children to speak or express themselves as they receive an ineffective response/interaction. Their home language is not recognised |
| Safeguarding is prioritised and nearly all practitioners have a thorough understanding of their responsibilities to protect children | Safeguarding is prioritised and most practitioners have a very good understanding of their responsibilities to protect children | Safeguarding is prioritised and many practitioners understand their responsibilities to protect children | Safeguarding is not prioritised and practitioners do not understand their responsibilities to protect children |
| Nearly all practitioners consistently implement robust cleaning and excellent hygiene practices | Most practitioners implement robust cleaning and good hygiene practices | Many practitioners implement appropriate cleaning and hygiene practices | Practitioners do not implement effective cleaning and good hygiene practices |
| Nearly all practitioners understand and implement Welsh Government's best practice guidance, Food and Nutrition for childcare settings | Most practitioners understand and are actively working towards the implementation of Welsh Government's best practice guidance, Food and Nutrition for childcare settings | Many practitioners understand the main themes and partly work to Welsh Government's best practice guidance, Food and Nutrition for childcare settings | Practitioners do not understand, and have not implemented Welsh Government's best practice guidance, Food and Nutrition for childcare settings |
| Nearly all practitioners fully understand the behaviour management policy and | Most practitioners understand the behaviour management policy and consistently | Many practitioners understand the behaviour management policy and generally | Practitioners do not understand the behaviour management policy and do |

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| consistently implement positive behaviour management strategies | implement positive behaviour management strategies | implement positive behaviour management strategies | not implement positive behaviour management strategies |
| Nearly all practitioners have an excellent understanding and knowledge of child development and how this affects children's behaviour. They act as very good role models at all times. | Most practitioners have a good understanding and knowledge of child development and how this affects children's behaviour. They act as good role models at all times. | Many practitioners have a basic understanding and knowledge of child development and how this affects children's behaviour. They act as good role models most of the time. | Practitioners have insufficient knowledge of child development and how this affects children's behaviour. They do not always act as good role models |
| Nearly all practitioners implement the principles of the Curriculum for Wales, track children's progress and use information and observations to plan for the next steps in their play and learning | Most practitioners implement the principles of the Curriculum for Wales, track children's progress and use information and observations to plan for the next steps in their play and learning | Many practitioners implement the principles of the Curriculum for Wales, track children's progress and use information and observations to plan for the next steps in their play and learning | Practitioners do not implement the principles of the Curriculum for Wales, keep track of children's progress or use information and observations to plan for the next steps in their play and learning |
| Nearly all practitioners are consistently responsive; they genuinely listen and respect children's views. The interactions are very positive, demonstrating warmth and kindness. Nearly all practitioners are sensitive to | Most practitioners are consistently responsive; they listen and respect children's views. The interactions are positive demonstrating warmth and kindness. Nearly all practitioners are sensitive to the needs and experiences of individual children | Many of the practitioners are responsive; they listen and respect children's views. Overall interactions are positive, demonstrating warmth and kindness. Many of the practitioners are sensitive to the needs and experiences of children | Practitioners are not consistently responsive. Interactions are neutral or poor and practitioners show little respect, sensitivity and warmth towards children |

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| the needs and experiences of individual children | | | |
| Nearly all practitioners have a rich understanding of diversity issues and fully promote children's rights under the UNCRC | Most practitioners have a good understanding of diversity issues and promote children's rights under the UNCRC | Many practitioners have an appropriate understanding of diversity issues and generally promote children's rights under the UNCRC | Few practitioners have an understanding of diversity issues and they do not promote children's rights under the UNCRC |
| Nearly all practitioners are committed to providing an excellent range of play and learning activities | Most practitioners are committed to providing a broad range of play and learning activities | Many practitioners provide an appropriate range of play and learning activities | Few practitioners understand and promote age-appropriate play and learning activities |
| Nearly all practitioners are fully aware of children's individual development. They plan comprehensively for the next steps and consistently review progress. They keep parents fully informed | Most practitioners are aware of children's individual development. They plan well for the next steps and regularly review progress. They keep parents informed | Many practitioners are aware of children's individual development. They plan reasonably well for the next steps and review progress. They generally keep parents informed | Few practitioners are aware of children's individual development and they do not plan for the next steps. They do not keep parents informed |
| Nearly all practitioners actively contribute to planning that shows progression, which significantly supports the individual needs of all ages. All practitioners recognise when children may have additional needs. They take purposeful action in a timely | Most practitioners contribute to planning that shows progression, which effectively supports the individual needs of all ages. Nearly all practitioners recognise when children may have additional needs. They take appropriate action in a timely manner and | Many of the practitioners contribute to planning that shows progression, which sufficiently supports the individual needs of all ages. Many practitioners recognise when children may have additional needs. They take | Few practitioners plan and review effectively to support individual needs of all ages. Few practitioners recognise when children may have additional needs. |

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| manner and make effective use of the support services. | make good use of the support services. | appropriate action and make use of the support services | |
| Nearly all practitioners support and provide for children with additional needs, such as children with emotional and behavioural difficulties and children with speech and language difficulties, relevant to the children in their care | Most practitioners support and provide for children with additional needs, such as children with emotional and behavioural difficulties and children with speech and language difficulties, relevant to the children in their care | Many of the practitioners support and provide for children with additional needs, such as children with emotional and behavioural difficulties and children with speech and language difficulties, relevant to the children in their care | Practitioners do not provide support and provide for children with additional needs, such as children with emotional and behavioural difficulties and children with speech and language difficulties, relevant to the children in their care |
| Nearly all practitioners support children in the creation of a space in which they can play and implement the Playwork principles | Most practitioners support children in the creation of a space in which they can play and implement the Playwork principles | Many practitioners support children in the creation of a space in which they can play and implement the Playwork principles | Practitioners do not support children in the creation of a space in which they can play. They do not implement the Playwork principles. |
| Taken from SSTEWS | | | |
| Practitioners give children feedback, ask open-ended questions, and make suggestions | Practitioners use assessment to inform future practice, plan practitioner led activities and materials/resources within the environment | Practitioners assess children making links to their ongoing development | Practitioners only assess to show end of stage or activity progress |
| Practitioners highlight successes and difficulties, without being judgemental. Practitioners give feedback | Practitioners share simple learning objectives with the children during practitioner- | Practitioners use assessment to show progress to the parents / carers and to support smooth transitions | Practitioners only note milestones in development |

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| that encourages positive learning dispositions such as persistence, concentration and completion | supported activities and check whether these are achieved | | |
| Practitioners encourage children to give simple, positive, supportive feedback to one another | Practitioners assess children's engagement with activities and change activities / resources / areas depending on their use | Practitioners assess children so they are alerted to any learning and / or behaviours difficulties | |

Environment

How well do providers/leaders ensure the safety of the environment? Inspectors will evaluate whether providers /leaders: ensure children are cared for in a safe, clean and secure environment, ensure unnecessary risks to children have been identified and as far as possible eliminated, there is a balance between the need to promote children's safety and protect them from harm, and the need to support children to take risks. How well do providers/leaders ensure the suitability of the environment?

Inspectors will evaluate whether providers/leaders: ensure the premises and any outside play areas are secure, welcoming, friendly and provide a rich environment for play and learning there is sufficient space and facilities to meet the needs of children, the layout and design of the environment promotes children's independence and it is considered from the child's perspective, the

premises are well maintained and decorated, there are suitable facilities for practitioners and for confidential conversations, play/recreational spaces for older children offer suitable challenges, risks and opportunities to experiment. How well do providers/leaders ensure the quality of resources and equipment?

Inspectors will evaluate whether providers/leaders: ensure children have access to furniture, equipment, toys and materials that are appropriate and suitable for their needs resources, are of a suitable design and condition, well maintained and conform to relevant safety standards, resources are clean and their maintenance complies with infection control principles, toys and play materials promote cultural awareness and equal opportunities, the outside area provides appropriate play and I have learning opportunities, sufficient child sized furniture, toys, resources etc. are available for the size of the group, the use of a wide range of sustainable materials is promoted.

'Leaders' refer to people who run the setting, When drafting inspection reports we use 'people who run the setting'.

| Excellent | Good | Adequate | Poor |
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| Leaders have comprehensive and very effective measures /policies in place to ensure that everyone fully understands their responsibilities in relation to the safety and welfare of children | Leaders have effective measures/ policies in place to ensure that everyone understands their responsibilities in relation to the safety and welfare of children | Leaders have satisfactory measures/ policies in place to ensure that everyone is generally aware of their responsibilities in relation to the safety and welfare of children | Leaders do not have sufficient measures/ policies in place to ensure that everyone is aware of their responsibilities in relation to the safety and welfare of children |

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| Leaders ensure that the environment is safe, secure, and extremely well maintained indoors and outdoors | Leaders ensure that the environment is safe, secure, and well maintained indoors and outdoors | Leaders ensure that the environment is generally safe, secure, and reasonably well maintained indoors and outdoors | Leaders do not ensure that the environment is safe and secure and well maintained indoors and outdoors |
| Leaders effectively organise consistent cleaning routines that reflect excellent hygiene practices. Their highly effective infection control practices successfully minimise any risks to children's health and safety | Leaders organise regular cleaning routines that reflect good hygiene practices. Their good infection control practices minimise any risks to children's health and safety | Leaders organise basic cleaning routines that reflect satisfactory hygiene practices. Their adequate infection control practices generally minimise any risks to children's health and safety | Leaders do not arrange cleaning routines and the hygiene and infection control practices pose risks to children's health and safety |
| Leaders complete highly effective and comprehensive general and fire risk assessments, which are consistently reviewed and acted upon. These along with emergency procedures are clearly communicated to all relevant people accessing the environment | Leaders complete effective and accurate general and fire risk assessments, which are regularly reviewed and acted upon. These along with emergency procedures are communicated to all relevant people accessing the environment | Leaders complete satisfactory general and fire risk assessments, which are reviewed and acted upon. These along with emergency procedures are shared with relevant people accessing the environment | Leaders have not completed general and fire risk assessments nor have they identified all risks. They are unable to evidence that emergency procedures are shared with relevant people accessing the environment |

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| Leaders ensure that all practitioners supervise children well and understand and assess the difference between acceptable and unacceptable risk and the benefits for the age group of children they are working with | Leaders ensure practitioners supervise children and that nearly all understand and assess the difference between acceptable and unacceptable risk and the benefits for the age group of children they are working with | Leaders generally ensure practitioners supervise children adequately and that many understand and assess the difference between acceptable and unacceptable risk and the benefits for the age group of | Leaders do not ensure practitioners supervise children and that they understand and assess the difference between acceptable and unacceptable risk and the benefits for the age group of children they are working with |
| Leaders ensure the environment has extensive indoor play space for children to move freely and explore. They ensure the environment always meets nearly all the children's needs and enables them to reach their full potential | Leaders ensure the environment has good indoor play space for children to move freely. They ensure the environment meets most of the children's needs and enables most of them to reach their full potential | Leaders ensure the environment has sufficient indoor play space for children to move freely most of the time. They ensure the environment meets many of the children's needs and enables many of them to reach their full potential | Leaders have not ensured that the environment provides sufficient space for children to move freely. They do not ensure the environment meets the children's needs and that it enables them to reach their full potential |
| Leaders ensure that any outdoor play space is used as often as possible and is an extension to the learning environment. They extend children's knowledge and development in the outdoors by offering an extensive range of resources which challenges | Leaders ensure that any outdoor play space is used as often as possible. They extend children's knowledge and development in the outdoors by offering a good range of resources which | Leaders ensure that any outdoor play space is regularly used. They extend children's knowledge and development in the outdoors by offering a basic range of age appropriate resources | Leaders do not ensure that the outdoor play space is regularly used. The outdoor resources are limited |

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| and consistently stimulates their curiosity and interest | stimulates their curiosity and interest | | |
| Leaders effectively organise the environment so that it provides a comprehensive range of exciting play opportunities suitable for all the age ranges cared for | Leaders organise the environment well so that it provides a good range of play opportunities suitable for nearly all the age ranges cared for | Leaders organise the environment appropriately so that it provides a satisfactory range of play opportunities suitable for most of the age ranges cared for | Leaders organise the environment poorly and there is a limited range of play opportunities suitable for the age ranges cared for |
| The premises are very welcoming, warm and accessible to all. They are excellently maintained with consistent and effective heating and ventilation dependant on the temperature | The premises are welcoming, warm and accessible to all. They are well maintained with consistent and good heating and ventilation dependant on the temperature | The premises are in the main welcoming, warm and accessible to most. They are adequately maintained with satisfactory heating and ventilation dependant on the temperature | The premises are not welcoming and warm and are not easily accessible. They are poorly maintained with inappropriate heating and ventilation |
| Leaders ensure that all children can easily access excellent quality and an extensive variety of age-appropriate furniture, toys and equipment both indoors and outdoors to stimulate the children's interest and imagination | Leaders ensure that nearly all children can access good quality and a broad variety of age-appropriate furniture, toys and equipment both indoors and outdoors to stimulate the children's interest and imagination | Leaders ensure that many children can access good quality and a satisfactory variety of age-appropriate furniture, toys and equipment both indoors and outdoors There are sufficient resources to keep the children's interest | Leaders do not ensure that children have access to good quality and age-appropriate furniture, toys and equipment, indoors or outdoors and some resources are broken, dirty and present hazards and risks |

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| <p>Leaders are committed to providing stimulating resources to promote children's curiosity about the wider society, celebrating equality and cultural awareness</p> | <p>Leaders provide good resources to promote children's curiosity about the wider society, promoting equality, and learning about cultural awareness</p> | <p>Leaders provide some resources to promote children's curiosity about the wider society, promoting equality, and raising cultural awareness</p> | <p>Leaders provide limited or no resources that promote cultural awareness and equal opportunities</p> |
| <p>There is a large interesting and exciting outdoor play area which is very well maintained and presents excellent and challenging opportunities for the children /or there is no outdoor play area but leaders make excellent and innovative arrangements to provide children with outside experience</p> | <p>There is a good sized outdoor play area which is well maintained and presents interesting opportunities for the children/ there is no outdoor play area but leaders make innovative arrangements to provide children with outside experiences</p> | <p>There is an outdoor play area available which is maintained and offers some play opportunities for the children/there is no outdoor play area but leaders make alternative arrangements to take children outside</p> | <p>The outdoor play area is poorly maintained and presents risks and hazards to children</p> <p>There is no outdoor play area available, and alternative arrangements are either not offered or are insufficient/ unsafe</p> |

Leadership and Management

How effective is leadership? Inspectors should evaluate whether providers/leaders: comply with all relevant regulations and meet the National Minimum Standards, have a clear statement of purpose that provides an accurate picture of the setting, communicate their vision for the setting well, promote safe practices and a culture of safety, actively support and challenge everyone to do their best, set high expectations, develop a sense of purpose that promotes and sustains improvements, share their values and norms about learning, behaviour, relationships and continuous professional development, set clear aims and policies that are focused on children's needs and are understood and implemented by all practitioners and made available to parents, monitor and evaluate outcomes for children, keep the registered person(s)/ responsible individual well informed about the setting's progress, create a positive ethos whereby children and practitioner feel valued. How effective is self-evaluation and planning for improvement?

Inspectors will consider whether the setting's self-evaluation process: draws on first-hand evidence of the quality of care provided involves all practitioner in assessing outcomes and their own performance, such as reflecting on what they do on a daily basis, takes account of the views of practitioner, parents/carers, children, the management committee and other stakeholders applicable to the setting, and a report is produced and shared with contributors, draws upon advice and feedback by external agencies, where appropriate, prioritises the matters they wish to improve, implements sound strategies likely to bring about the desired improvements, takes account of whether concerns/complaints have been appropriately addressed, results in improvement in the quality of care, play and learning provided. How effective is the management of practitioners/practitioners and other resources?

Inspectors will evaluate how well providers/leaders: follow safe, robust and timely recruitment processes define roles and responsibilities have an effective system of practitioner supervision and appraisal that leads to agreed targets, ensure there are sufficient qualified and experienced practitioners for the range of children cared for and they are deployed effectively, develop contingency practitioner plans to cover practitioners absences away from the children, ensure that practitioners understand and fulfil their roles in relation to the setting's aims, manage their own time and prioritise their own activities responsively, communicate high expectations to those they manage, agree and achieve challenging and realistic targets for themselves and others secure appropriate outcomes for children overall.

How effective are partnerships? Inspectors will consider whether the setting is clear about its role and responsibilities to establish trust and clear communication between partners. Inspectors will evaluate how well providers/leaders: work with parents to consider the individual needs and preferences of their child before and during their time at the setting works with parents to improve their child’s well-being and learning on a day-to-day basis, keeps parents informed about their child’s well-being, care, development and progress, involves parents in making decisions about their child’s progress and well-being, provides information to parents about the setting’s policies and procedures, develops links with partners in the community.

| Excellent | Good | Adequate | Poor |
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| Leaders have an innovative vision for the setting that they share effectively with others | Leaders have a strong vision for the setting that they share with others | Leaders have a basic vision for the setting that they share with others | Leaders have no vision or are unclear about the vision for the setting |
| Leaders maintain and share an up-to-date comprehensive and professional statement of purpose that accurately reflects the service provided and exceeds the NMS | Leaders maintain and share an up-to-date effective statement of purpose that accurately reflects the service provided and meets the NMS | Leaders have an up-to-date satisfactory statement of purpose that reflects the service provided and meets most of the NMS | Leaders have a very basic statement of purpose and the information is out of date or missing |
| Leaders ensure they fully comply with all applicable regulations and consistently | Leaders ensure they comply with nearly all relevant regulations and meet the | Leaders ensure they comply with many relevant regulations and the NMS. They have an | Leaders do not comply with all relevant regulations and do not meet the NMS. They are |

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| exceed the NMS. They are very knowledgeable about their regulatory responsibilities | NMS. They are knowledgeable on their regulatory responsibilities | adequate knowledge of their regulatory responsibilities | not fully aware of their regulatory responsibilities |
| Leaders regularly review and update their individualised policies and ensure that these are fully implemented in practice | Leaders review their policies often and ensure that these are largely implemented in practice | Leaders sometimes review their policies and ensure that these are generally implemented in practice | Leaders do not review their policies and do not ensure that these are implemented in practice |
| Leaders set high expectations, they inspire and lead their teams effectively and robustly challenge any poor performance | Leaders set high expectations, they actively encourage their teams and effectively challenge any poor performance | Leaders set clear expectations, they manage their teams satisfactorily and adequately challenge any poor performance | Leaders do not set clear expectations; they are ineffective in managing their teams and do not always challenge poor performance |
| Leaders effectively promote current best practice relevant to the children in their care | Leaders implement current best practice relevant to the children in their care | Leaders have an understanding of current best practice relevant to the children in their care | Leaders do not keep up-to date with best practice relevant to the children in their care |
| Leaders have an exceptional understanding of their responsibilities to promote the Welsh language. They fully meet the obligations of the | Leaders have a good understanding of their responsibilities to promote the Welsh language. They meet the obligations of the Active Offer of the Welsh language/or | Leaders have a basic understanding of their responsibilities to promote the Welsh language. They are working towards many | Leaders have no understanding of their responsibilities to promote the Welsh language. They make |

| Active Offer of the Welsh language | are actively working towards meeting the Active Offer | elements of the Active Offer of the Welsh language | no effort to meet the Active Offer of the Welsh language |
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| Leaders consistently audit records to ensure that they are accurately kept and improvements made when identified | Leaders ensure that the required records are accurately kept | Leaders ensure that most of the required records are kept | Leaders do not ensure that all of the required records are kept |
| Leaders regularly engage with CIW /other regulators and take responsibility to notify CIW of all significant events in a timely manner | Leaders ensure that they engage with CIW / other regulators and notify CIW of significant events | Leaders engage with CIW /other regulators and notify CIW of most significant events | Leaders do not engage with CIW / other regulators and do not notify CIW of significant events |
| Leaders proactively implement, and review their comprehensive operational plan, which drives improvement. It is shared with all relevant persons | Leaders regularly review their operational plan. It is shared with all relevant persons | Leaders ensure that there is a basic operational plan in place which is shared with all relevant persons | Leaders do not have an operational plan |
| Leaders are able to demonstrate that they have fully implemented Welsh Government's best practice | Leaders can demonstrate that they are actively working towards the implementation of Welsh Government's best | Leaders can demonstrate that they have partly implemented Welsh Government's best | Leaders have failed to demonstrate the implementation of Welsh Government's best practice |

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| guidance, Food and Nutrition for childcare settings | practice guidance, Food and Nutrition for childcare settings | practice guidance, Food and Nutrition for childcare settings | guidance, Food and Nutrition for childcare settings |
| Leaders effectively implement continuous and meaningful self- evaluation. They regularly seek and actively implement the suggestions of children, their parents/carers, practitioners and other interested partners | Leaders actively implement self-evaluation. They seek and implement the suggestions of children, their parents/carers, practitioners and other interested partners | Leaders review the quality of care annually. They sometimes seek the suggestions of children, their parents/carers, practitioners and other interested partners | Leaders do not implement self- evaluation processes and do not seek the suggestions of children, their parents/carers, practitioners and other interested parties |
| Leaders have excellent processes when dealing with any concerns. They effectively reflect on their practice to make immediate improvements and acknowledge lessons learnt | Leaders have good processes when dealing with any concerns and implement improvements in a timely manner | Leaders have basic processes when dealing with any concerns and implement improvements | Leaders fail to address concerns brought to their attention and have no regard to lessons learnt resulting in the continuation of bad practice |
| Leaders ensure children are supported and listened to should they need to raise concerns/complaints | Leaders have effective processes in place to enable children to raise concerns/complaints | Leaders have adequate processes in place to enable children to raise concerns/complaints | Leaders have no process in place to support/enable children to raise concerns/complaints |
| Leaders consistently follow timely and robust recruitment | Leaders follow timely and robust recruitment processes | Leaders follow a safe recruitment process to | Leaders fail to implement safe recruitment processes to |

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| processes to safeguard children. They have excellent systems in place to ensure that suitability checks are updated in a timely manner | to safeguard children. They have good systems in place to update suitability checks as required | safeguard children. They have satisfactory systems in place to update suitability checks as required | safeguard children. They have ineffective systems in place to update suitability checks |
| Leaders consistently implement an effective induction procedure for all volunteers and practitioners | Leaders implement a good induction procedure for all volunteers and practitioners | Leaders implement an appropriate induction procedure for most volunteers and practitioners | Leaders do not have systems in place to ensure practitioners/ volunteers receive appropriate induction |
| The performance management process is very thorough and motivates all practitioners to excel by identifying individual training plans. Regular meaningful supervision and appraisals are viewed as integral to their practice and drives improvement | The performance management process is good and encourages practitioners to attend a range of training and to apply their learning. Regular good supervision and appraisals are carried out | The performance management process is satisfactory and encourages practitioners to attend mandatory training. Basic supervision and appraisals are sometimes carried out | The performance management process is unsatisfactory and mandatory training is not kept up to date. Minimal or no supervision and or appraisals are carried out |
| There is a strong culture of continuous professional development which is modelled by leaders | There is a culture of continuous professional development which is modelled by leaders | There is a culture of professional development | There is no culture of professional development |

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| Leaders consistently ensure that practitioners are deployed effectively to ensure staffing ratios are met and often exceeded and children's needs are fully met | Leaders ensure that practitioners are deployed well to ensure staffing ratios are met and children's needs are met | Leaders usually ensure that practitioners are deployed to ensure staffing ratios are generally met and most children's needs are met | Leaders do not ensure that sufficient practitioners are available or are deployed effectively, resulting in many children's needs not being met |
| Leaders ensure that there are effective arrangements in place for all practitioner absences. | Leaders ensure that there are good arrangements in place for practitioner absence | Leaders ensure there are basic arrangements in place for most practitioner absences | Leaders do not arrange arrangements in place for most practitioner absences additional practitioners/ negatively on children's well-being |
| Leaders ensure that all communication and engagement systems with parents are innovative and fully inclusive. They keep parents extremely well informed | Leaders ensure that all communication and engagement systems with parents are good. They keep parents well informed | Leaders ensure that communication and engagement systems with parents are adequate. They generally keep parents informed | Leaders do not have communication and engagement systems with parents in place and/or they are ineffective |
| Leaders have very strong links with a wide range of professionals, the community and other stakeholders | Leaders have good links with a range of professionals, the community and other stakeholders | Leaders are developing links with relevant professionals, the community and other stakeholders | Leaders have not established links with professionals, the community and other stakeholder |

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| <p>Leaders consistently respond positively to information and advice given to improve children's well-being and identified needs</p> | <p>Leaders respond positively to information and advice given to improve children's well-being and identified needs</p> | <p>Leaders mostly respond positively to information and advice given to improve children's well-being and identified needs</p> | <p>Leaders do not respond to information and advice given to improve children's well-being and identified needs</p> |
| <p>Leaders ensure that when there are concerns about children's progress or development, there are clear and effective procedures and protocols in place for sharing information. These are followed consistently and nearly all children have benefitted greatly from the action taken.</p> | <p>Leaders ensure that when there are concerns about children's progress or development there are procedures and protocols in place for sharing information. These are followed consistently and most children have benefitted from the action taken.</p> | <p>Leaders ensure that when there are concerns about children's progress or development, there are basic procedures and protocols in place for sharing information. Many children have benefitted from the action taken.</p> | <p>Leaders do not have procedures and protocols in place for sharing information when there are concerns about children's progress or development</p> |