

# Croeso Welcome

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## Cefnogaeth a Monitro Lleoliadau Setting Support and Monitoring



# Amcanion

# Objectives

- Introduce monitoring Heads
- Sharing information
- Explain link between SIP and SER
- Opportunity for discussion



# Cefndir

# Background

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# 2018 - 2019

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# HWB

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**Hwb**

- All documentation will be uploaded to Hwb

# Fframwaith Arolygu AGC/Estyn

## Joint CIW/Estyn inspection framework



### 3 Key Questions :

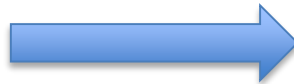
- KQ1 Standards
- KQ2 Provision
- KQ3 Leadership



### 6 Themes :

- 1 Wellbeing
- 2 Learning
- 3 Care & Development
- 4 Teaching & Assessment
- 5 Environment
- 6 Leadership & Management

- 4 weeks notice period
- 2 weeks to upload documents to VIR



- 10 working days notice period
- 5 working days to upload documents to VIR

- Paperwork

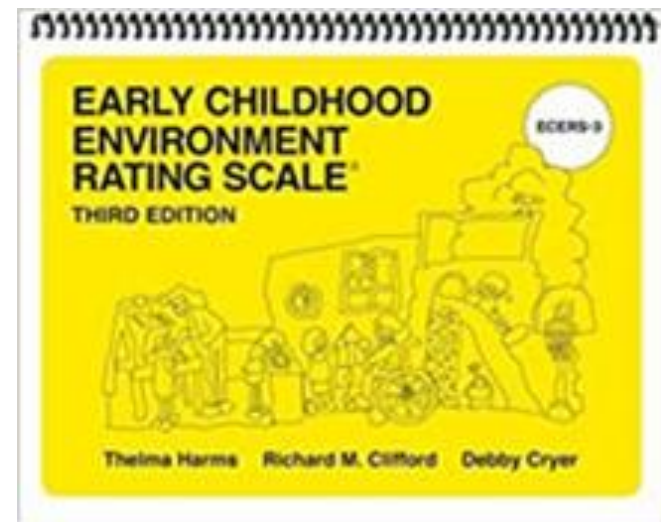


- Process

# ECERS

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- Updated version : ECERS 3
- Tendering
- Training



# Fframwaith Cyfnod Sylfaen Diwygiedig

## Adapted Foundation Phase Framework

Adapted for non-maintained settings

Foundation Phase  
Framework  
(Revised 2015)

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- Version 2
- Removed some aspects not relevant
- Support with planning
- Cross reference to Baseline and ECERS

# Hunan Arfarnu

## Self Evaluation

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- Settings have a responsibility to create a self evaluation document
- The purpose of the document is to assess what settings do well and what needs to be developed.
- The areas that are identified for improvement then feed into the setting improvement plan.
- The SER and SIP go hand in hand.
- All stakeholders should be part of the self evaluation, this includes staff, committee members, parents and where possible children.
- The SER is a working document and should be used regularly to monitor standards and outcomes.



Theme 1: Wellbeing	How do we know?	Areas to improve
<p>1.1 To what extent do children have a voice?</p> <ul style="list-style-type: none"> <li>• How good are children at making choices and decisions?</li> <li>• How well are children listened to?</li> <li>• Are all attempts at communication valued?</li> <li>• Are children encouraged to speak and express themselves?</li> <li>• Do children express their views and know that their ideas are listened to?</li> <li>• Are children given the opportunity to contribute their ideas to themes and topics?</li> </ul>	<p>Observation notes Photographs Baseline assessments Nuts helix Profiles Together time Family Groups Setting Planning</p>	
<p>1.2 To what extent do children feel safe, happy and valued?</p> <ul style="list-style-type: none"> <li>• How well do children settle and cope with separation from their parents?</li> <li>• How well do children form positive emotional attachments?</li> <li>• Do children feel secure, happy, comfortable and relaxed?</li> <li>• Do children feel valued and have their rights respected?</li> <li>• How well do children bond with practitioners within the setting?</li> <li>• How well are children given consistent and continuous care which fosters confidence and positive self esteem?</li> <li>• How well do children form friendships?</li> <li>• Do children know who to talk to if they are unhappy or worried about something?</li> <li>• Do children know that their likes, dislikes and concerns are acted on?</li> </ul>	<p>Observation notes Photographs Parent questionnaires Family Groups Together Time Key Worker information Setting Planning</p>	
<p>1.3 How well do children interact</p> <ul style="list-style-type: none"> <li>• Are children resilient?</li> <li>• Do children understand right from wrong?</li> <li>• Do children manage their behaviour well?</li> <li>• Do children understand their own feelings?</li> <li>• Are children sensitive to the emotions of others?</li> <li>• Do children cooperate well, take turns and share?</li> <li>• Do children respect others and take care of equipment and resources?</li> <li>• Are children self-disciplined and comply with rules?</li> <li>• Do children behave appropriately for their age and stage of development?</li> </ul>	<p>Observation Notes Behaviour and Discipline Policy Positive Behaviour Strategies Nuts helix Profiles Setting rules displayed (age appropriately) and followed</p>	

# Gweithgaredd Grŵp

## Group Activity

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# Cynllun Gwella Lleoliad

## Setting Improvement Plan

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- The areas for improvement from your SER should be the targets going forward in your SIP.
  - Again all stakeholders should be aware of the targets and the actions or steps to achieve these targets.
  - This is also a working document that should be discussed and monitored on a regular basis.
  - Targets should be manageable and focussed.
  - The children's outcomes should be central to the actions or steps included in the plan.
  - Always remember everything you do should impact positively on children's outcomes and wellbeing.
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# Cynllun Gwella Lleoliad

## Setting Improvement Plan

Theme 1 Children		Wellbeing						
<b>Key Area:</b> <ul style="list-style-type: none"> <li>To what extent do children have a voice?</li> <li>To what extent do children feel safe, happy and valued?</li> <li>How well do children interact?</li> <li>To what extent do children enjoy their play and learning?</li> <li>How well do children develop, learn and become independent?</li> </ul>								
What needs improving and why?	How will this be achieved? (How are you going to do this?)	Who?	Resources needed.	Training needed	Cost	Success criteria (What will it look like when it has been achieved)	Timescale (When will it be completed?)	Evaluation

# Gweithgaredd Grŵp

## Group Activity

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# Cwestiynau

# Questions

