

The Child at the Centre

Overview

Giving our children the best start in life

- Twin aims of early education and childcare:
 - Free part-time quality pre-school education place for all three and four year olds;
 - Affordable quality childcare in every locality.
- Expansion is important, but high quality must underpin everything we do.

Why The Child at the Centre?

- Many components of quality.
- Importantly: improvement in quality must come from within.
- Need a tool to allow centres to critically appraise own performance.

Who should use it?

- All centres providing care and education for 3–5 year olds
- Centres providing daycare for older and younger children may also find it useful
- Wide distribution

A word on next steps

- The Scottish Commission for the Regulation of Care – April 2001.
- Will use quality standards in this document as a starting point.
- Commission follow-up on recommendation of National Care Standards Committee.

Performance indicators – a holistic approach

- Performance indicators are lynchpin of document.
- Good quality care and education cannot be separated. PIs cover both.
- HMI will use these PIs for general inspection of pre-school centres from 2000/1

Aims of today

- For The Child at the Centre to be a success, it needs to be widely used.
- Today is only the first step in that process.
- Your involvement is vital: the next step is for you to disseminate in your areas.

The final word

- Thanks to many people, including:
- Cathy Downes and reference group
- HMI, SWSI and Anne Black
- To all of you, who will ensure that the document is a huge success.

The Child at the Centre

The Performance Indicators

Self-evaluation

“Only works where individuals are committed to ensuring high standards and will look objectively at practice.”

The document

- How it is set out and why.
- Linkages with other self-evaluation guides.

Key Questions

- How are we doing?
- How do we know?
- What are we going to do now?

Part 1

- Expands on key questions
- Explains the process

Part 2

- Performance Indicators
- Seven Key Areas
- 26 performance indicators
- Each performance indicator has themes and illustrations

Key Areas

- Curriculum
- Children's Development and Progress
- Development and Learning through Play
- Support for Children and Families
- Ethos
- Resources
- Management, Leadership and Quality Assurance

Performance Indicators

Curriculum

1.1 Structure of the curriculum

1.2 Quality of programmes

1.3 Quality of planning

Performance Indicator Themes

- Each performance indicator has a number of themes.

1.1 Structure of the curriculum

Theme:

- breadth and balance of the learning opportunities offered to the children

Levels

- Quality judged against 4 levels

4 very good - major strengths

3 good - more strengths than weaknesses

2 fair - some important weaknesses

1 unsatisfactory - major weaknesses

Illustration

- Each theme is illustrated at level 4

e.g.

1.1 Structure of the curriculum

- The curriculum has breadth and balance across the key aspects.

It provides individual children with a variety of quality experiences balanced according to their needs.

- It is fully in keeping with local and national advice.

Part 3

Using Performance Indicators

Today you will have the opportunity to use the performance indicators to:

- take a broad look
- take a closer look

Using Performance Indicators

- We will use the indicator grid in taking a broad look at a video clip
- Individual PIs and themes will be used to take a closer look at video extracts

Using Performance Indicators

- The second workshop provides the opportunity to reflect on your own self-evaluation procedures.
- Use materials similar to those in Part 4, asking questions and identifying features to look for in practice.

Further support

- All workshop materials and overheads from today are available in a pack.
- Further examples of workshop materials have also been included.
- We have done our best to ensure you have every support in helping others to use [The Child at the Centre](#).

The Child at the Centre

Workshop 1

Workshop I

Purpose

This session is designed to give you the opportunity to become familiar with the revised performance indicators and the themes within each; and to give you experience of using these to evaluate practice within the nursery.

Task 1

- We will start by taking a very broad look. You will need the PI grid attached. Watch the video extract. As you watch begin to highlight the possible PIs and themes which may be represented in the short extract. At this stage there is no need to allocate PI values.

- Which PIs and themes were represented in these extracts?
- Were some more significant than others?
- The video highlights the integrated nature of learning experiences for young children. How useful is it to focus on a morning in the nursery and to review it in this way? Are these advantages in this broad approach? Are there disadvantages?
- Do any PIs emerge as being more important or significant than others.
- Are there any PIs which you feel would always be significant as you observe playroom practice?

Task 2

We will now watch two short extracts and look closely at specific PIs.

- For the first short extract you will need the PI 5.3. Partnership with parents. As you watch, note your evidence under each theme. Award a PI value of 1-4 and be prepared to provide evidence to justify your evaluation.

For the second extract you should try to record evidence under two PIs.

3.1 Quality of Children's development and Learning through play.

3.2 Staff Child Interaction

Using the record sheet note your evidence under each theme and award PI values of 1-4.

For PI 3.1 Quality of Children's Development and Learning – identify one or two areas for improvement.

Key Area: Learning Through Play

Performance Indicator 3.1

Quality of Children's Learning Through Play

This **performance indicator** is concerned with the following **themes**:

- the learning environment
- opportunities for choice
- the motivation of the children and their engagement in learning activities.

Level 4 Illustration

- The learning environment is stimulating and challenging and opportunities for learning through play are provided in each of the key aspects of children's development and learning. Contexts reflect children's interests, previous experiences and stage of development.
- Opportunities are provided for children to exercise choice. There is a good balance between free play and activities directed by adults.
- Children are highly motivated by the varied and well-balanced play opportunities. They interact well during activities and share equipment and toys.

A performance broadly equivalent to that illustrated above would merit a Level 4 award.

Key Area: Ethos

Performance Indicator 5.3

Partnership with Parents

Themes:

- involvement of parents
- responsiveness of the centre
- communication with parents

Level 4 Illustration

- Effective partnerships with parents are established. Parents are encouraged to participate in the life of the centre and, wherever possible, to join with staff in furthering their children's development and learning. Parental involvement is well planned and purposeful and staff are skilful in working alongside parents.
- Staff value and take account of parents' knowledge and views of their child's development, interests and personality. Parental enquiries are given careful consideration, they are always dealt with promptly and effectively.
- Communication with parents is effective. There are frequent opportunities for the exchange of information relevant to children's development and learning. Information for parents about the aims and curriculum of the centre is clear and well presented. Parents periodically receive written reports about their children's progress.
- Where appropriate, staff visit the child's home to offer direct and practical assistance to parents.

A performance broadly equivalent to that above would merit a Level 4 award.

Key Area: Development and Learning Through Play

Performance Indicator 3.2

Staff/child Interaction

Themes:

- the quality of staff/child interaction
- staff understanding and reasons for timing of interaction

Level 4 Illustration

- Staff are knowledgeable and have a good understanding about the processes of children's development and learning. They interact effectively with the children. Staff discussions with children build confidence and encourage and value their contributions.
- Staff interaction is very well judged and increases the complexity of play. Questioning is skilled and children's responses are listened to and used effectively.

A performance broadly equivalent to that illustrated above would merit a Level 4 award.

Performance indicator grid to use as a checklist

No	Performance Indicator	Themes	Level			
			1	2	3	4
Key area 1.0	Curriculum					
1.1	Structure of the curriculum	<ul style="list-style-type: none"> • breadth and balance of the learning opportunities offered to the children 				
1.2	Quality of programmes	<ul style="list-style-type: none"> • links to national and local curriculum guidelines • balance and relevance of learning experiences • design and evaluation of programmes • support and guidance for staff 				
1.3	Quality of planning	<ul style="list-style-type: none"> • planning of programmes and day-to-day activities • effective use of assessment information • responsiveness of planning procedures 				
Key area 2.0	Children's Development and Progress					
2.1	Children's progress in their development and learning	<ul style="list-style-type: none"> • children's progress in the key aspects of their development and learning 				
Key area 3.0	Development and Learning through Play					
3.1	Quality of children's development and learning through play	<ul style="list-style-type: none"> • the learning environment • opportunities for choice • the motivation of the children and their engagement in learning activities 				
3.2	Staff/child interaction	<ul style="list-style-type: none"> • the quality of staff/child interaction • staff understanding and reasons for timing of interactions 				
3.3	Meeting children's needs	<ul style="list-style-type: none"> • choice of activities and resources • pace of learning • relevance of approaches to learning 				
3.4	Assessment, keeping records and reporting	<ul style="list-style-type: none"> • assessment methods and arrangements for keeping records and reporting • use of assessment information 				
Key area 4.0	Support for Children and Families					
4.1	Care routines	<ul style="list-style-type: none"> • continuity of care • responsiveness of care routines • child protection • health, nutrition and safety 				
4.2	Coherence of care and education	<ul style="list-style-type: none"> • pace and balance of the day • range of experiences and activities 				
4.3	Effectiveness of support for development and learning	<ul style="list-style-type: none"> • provision of support for children and families • quality of learning support programmes • children's progress • use of external guidance and support 				
4.4	Support for children with special needs	<ul style="list-style-type: none"> • appropriateness of placement • effectiveness of planning • procedures for implementing legislation 				

No	Performance Indicator	Themes	Level			
			1	2	3	4
Key area 5.0	Ethos					
5.1	Ethos	<ul style="list-style-type: none"> • sense of identity • the welcoming and inclusive environment • morale and relationships • expectations and use of praise • children's behaviour and discipline 				
5.2	Equality and fairness	<ul style="list-style-type: none"> • equality and fairness • social inclusion 				
5.3	Partnership with parents	<ul style="list-style-type: none"> • involvement of parents • responsiveness of the centre to parents' views and enquiries • communication with parents 				
5.4	Links with other centres, schools, agencies and the community	<ul style="list-style-type: none"> • range and effectiveness of contacts • links with the community 				
5.5	Staff teamwork	<ul style="list-style-type: none"> • the sense of community among staff • the quality of working relationships among staff • staff participation in the life of the centre 				
Key area 6.0	Resources					
6.1	Provision and use of accommodation and facilities	<ul style="list-style-type: none"> · the quality and safety of the accommodation · access · effective use of space · display 				
6.2	Provision of resources	<ul style="list-style-type: none"> · use of available finance · sufficiency and suitability of resources · organisation and access 				
6.3	Provision and deployment of staff	<ul style="list-style-type: none"> · selection and provision of staff · experience, qualifications and expertise of staff · deployment of staff 				
6.4	Staff development and review	<ul style="list-style-type: none"> · identification and prioritisation of needs · effectiveness of the centre's provision for staff development · effectiveness of the centre's provision for staff reviews or supervision meetings 				
Key area 7.0	Management, leadership and quality assurance					
7.1	Self-evaluation	<ul style="list-style-type: none"> · staff involvement in self-evaluation of the centre · monitoring and evaluation by managers and promoted staff · monitoring and evaluation of management 				
7.2	Aims and policy making	<ul style="list-style-type: none"> · appropriateness and range of aims and policies · effectiveness of policies for key aspects of development · effectiveness of the procedures for formulating policies 				
7.3	Planning for improved effectiveness	<ul style="list-style-type: none"> · development planning · implementing the programme 				
7.4	Effectiveness of leadership	<ul style="list-style-type: none"> · personal and professional competence and commitment · leadership qualities · relationships with people · the development of teamwork 				
7.5	Effectiveness of staff	<ul style="list-style-type: none"> · appropriateness of remits and deployment · individual effectiveness · effectiveness of promoted staff 				

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Workshop 2

Workshop II

The purposes of the workshop will be:

- 1 To give conference participants the opportunity to reflect on their own practice and that of others.
- 2 To begin to consider how **The Child at the Centre** might fit in with current arrangements.

Materials: Participants will have brought notes from their pre-conference exercise. A flip chart or paper should be available at group locations. Reference should be made to the pack given out at the end of the morning workshop.

Time allocation: 1.30 – 3.00

1.30-1.40

- 1 Remind participants of purposes of workshop.
 - 2 Draw attention to linked practical PI example in pack – PI 7.1 Self-evaluation. This is given in two formats – one for the authority (How good is self-evaluation in this authority?) and one for the centres (How good is self-evaluation in this centre?). It should be pointed out that these are **NOT definitive editions but prompts for them to work up for their own use.**
 - 3 Remind participants of timings of session.
 - 4 Match the partner groups (as per wall/distribution note already displayed).
 - 5 Give locations for the groups in the spaces available.
 - 6 Identify focus for plenary points.
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1.40-3.00

- 7 Participants should take ten minutes in their own authority groups to compile their pre-conference exercise notes. (10 mins : 1.50)
- 8 Participants should take ten minutes each to share the outcomes of their pre-conference exercise with the other group(s) (20 mins: 2.10)
- 9 Participants should identify shared strengths and points for action. A flip chart will be available to collate this. They should extend this discussion to include consideration of how **The Child at the Centre** will be incorporated within existing arrangements and used at authority and centre levels. (30 mins: 2.40)
- 10 Participants should take the remaining twenty minutes to begin to put together an action plan for their own authorities based on the action points identified. (20 mins: 3.00)

HOW GOOD IS SELF-EVALUATION IN THIS AUTHORITY/AGENCY?

Key area: Management, Leadership and Quality Assurance

Performance Indicator 7.1 Self-evaluation

Theme 1: Staff involvement in self-evaluation of the authority/agency	
How do you know?	Features to look for
How involved are all staff in the evaluation of the pre-school/ childcare work of the authority/agency?	<ul style="list-style-type: none">• Clear understanding by all staff of their role in the authority's pre-school/childcare work. This includes an understanding of the links with other staff across the authority and with linked umbrella organisations, and a shared understanding of overall policy.• Regular, planned meetings of all staff to discuss ongoing joint work. This includes the use of information available from observations and evaluations of daily work and visits to centres; responses to and from users, providers and clients.• Regular meetings of pre-school/ childcare teams and other relevant personnel to focus on longer term priorities and the evaluation of key aspects of provision and policy (curriculum structure, ethos, staff development, joint working, funding etc).• Team familiarity and ease with an appropriate range of methods for obtaining evidence eg. listening to, and talking with, children, parents, staff; use of questionnaires, surveys, grids ; review of existing written records such as previous plans, progress reports etc; use of external sources for measurement such as other authority, agency or national indicators, other authority, agency or national/international quality reports, etc.• Team skill and knowledge in prioritising and decision-making and in putting together suitable plans for improvement. Shared understanding and celebration of progress. This includes recording and reporting to key audiences as necessary.

HOW GOOD IS SELF-EVALUATION IN THIS CENTRE?

Key area: Management, Leadership and Quality Assurance

Performance Indicator 7.1 Self-evaluation

Theme 1: Staff involvement in self-evaluation of the centre	
How do you know?	Features to look for
How involved are all staff in the evaluation of the work of the centre?	<ul style="list-style-type: none">• Clear understanding by all staff of their role in the centre's work. This includes an understanding of the links with other staff not involved on a daily basis within the centre.• Regular, planned meetings of all staff to discuss ongoing work. This includes the use of information available from observations and evaluations of daily work; responses from children and information from parents.• Regular meetings of staff and other relevant personnel (management committees, parents, agency links) to focus on longer term priorities and the evaluation of key aspects of provision (curriculum structure, ethos, etc).• Staff familiarity and ease with an appropriate range of methods for obtaining evidence eg. listening to, and talking with, children, parents, staff; use of questionnaires, surveys, grids ; review of existing written records such as previous plans, progress reports etc; use of external sources for measurement such as authority or national indicators, quality reports, etc.• Staff skill and knowledge in prioritising and decision-making and in putting together suitable plans for improvement. Shared understanding and celebration of progress. This includes recording and reporting to key audiences as necessary.

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Starting Out in Your Area

Today you have:

- Seen the background to the document;
- Learned the detail of the document's contents;
- Looked in depth at the use of the performance indicators.

What now?

- Take the lessons of today back to your area
- Disseminate to your organisation - local authority, Childcare Partnership or umbrella group
- Plan staff development for those in early education and childcare centres 3-5

Planning an approach

- You are best placed to judge needs and priorities for your area.
- But, 'joined-up' approach to dissemination important
- Invitees included: social work, education, Childcare Partnership, umbrella groups.

The first steps

- Planning group to take forward dissemination?
All invitees have role.
- Role of Childcare Partnerships important – their remit covers education and care providers in all sectors

Dissemination events

- Today's event designed so that you can replicate.
- Copies of all materials for your use – and on web.
- Build in similar events for your staff as part of on-going staff development work.

Priorities

- All centres know of document
- All know of intended use: not a pass or fail guide, but tool for self-improvement.
- All familiar with approach to self-evaluation
- All can use performance indicators

And finally...

- Hope you have found today useful – and enjoyed it.
- Wish you luck in taking forward [The Child at the Centre](#).
- Comments always welcome.
- Together we can improve the quality of services for children.

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Pre-conference Exercise

Pre-conference Exercise

The outcomes of the following exercise will be the basis for the afternoon workshop.

The pre-conference exercise is to :

Identify and describe your authority/agency's current arrangements for quality assuring childcare/pre-school provision.

The purposes of the workshop will be:

- 1. To give conference participants the opportunity to reflect on their own practice and that of others.**
- 2. To begin to consider how The Child at the Centre might fit in with current arrangements.**

You will be asked to share the outcomes of this exercise with at least one other group of colleagues from another authority as part of the afternoon workshop.

If time permits it would be advantageous to undertake this exercise with your other authority colleagues before attending the conference. There will be some limited time at the start of the workshop to compile your notes.

You may choose to summarise your notes in a brief handout (2 xA4) for ease of sharing. A flip chart will be available for use at the workshop.

We have listed overleaf some prompts drawn from recent developments that may be useful in considering the exercise. This is not exhaustive and you may wish to add your own.

- *Scotland's Children: the Children(Scotland) Act 1995.*
- *A Curriculum Framework for Children 3 to 5.*
- *A Manual of Good Practice in Special Educational Needs.*
- *SCCC: Early Education series.*
- *National Childcare Strategy for Scotland*
- *Children Learning 3 to 5 : A Parent's Guide*
- *Children Act 1989*
- *Guidance to Local Authorities on Part X of the Children Act 1989*

- Links between agencies and departments.
- Links with umbrella organisations.
- Links between pre-school and care providers.
- Links with schools.
- Responses to local needs.
- Policies on parental involvement.
- Partnerships arrangements.
- Use of retained funds.
- Use of Profile of Educational Provision (PEPs).
- Use of Social Work Registration reports.
- Use of HMI Registration Reports.
- Use of Local Authority reports.
- Use of umbrella organisation reports.
- Staff development arrangements.
- Communication networks
- Range and use of policies.
- Strategic/ operational plans.
- Personnel and teamwork.
- Resource provision.

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Extra Materials I: Using Performance Indicators in Your Own Centre

Extra Materials I

Taking a Closer Look

Purpose

This series of activities is designed to help you become confident and effective in the use of the process of self evaluation within your own centre and familiar with the Child at the Centre performance indicators (PIs) and themes.

Remember, self evaluation is about:

- finding time as a staff to reflect on existing practice;
- asking questions How...? Why...?;
- gathering evidence;
- making judgements; and
- taking action to improve further.

Taking a Closer Look

The key areas included in this package are Ethos, Resources, and Management, Leadership and Quality Assurance.

The performance indicators selected for a **closer look** are

- 5.1 Ethos;
- 6.2 Provision of Resources;
- 7.1 Self Evaluation; and
- 7.5 Effectiveness of Staff.

Staff may wish to link these to their development plan and to consult with staff before deciding on the theme or themes to be addressed first in their centres.

Taking a Closer Look at...5.1 Ethos

Task 1 First – The Broad Look

As an **Individual**

How good is the ethos in your centre?

very good

good

fair

unsatisfactory

RESPOND with your initial reaction by circling one of the above.

In a **Small Group**

With colleagues who have given the same evaluation **JUSTIFY** your award by listing the factors you see as central to a very good ethos.

DISCUSS and **LIST** these on a flip chart.

Do you now want to revise your award up or down? Explain why to your group.

In the **Whole Group**

LOOK at the flip charts around the room.

NOTE where factors are the same/similar. Are any inappropriate?

Is anything missing?

DECIDE which are key factors in a quality ethos? Which would be better as supporting detail?

Next – Taking a Closer Look at...ETHOS

Task 2 In Pairs

READ the five themes which broadly describe the aspects to be included in evaluating ethos. Now read the illustrations..

LOOK at your own work. How close were you to identifying these key factors?

SELECT one theme

How will you find the necessary evidence? What factors contribute to important points, for example, the quality of relationships? Do you need to work out what is meant by relationships? Who should be consulted? How? When?

Taking a Closer Look at...5.1 Ethos

Tutor's Notes

Task 1 30 minutes

First – The Broad Look

Purpose – to help staff understand and work with the basic structure of PIs, levels, themes and illustrations.

Individual Activity

As individuals each member of staff should, without discussion, respond with their own 'gut' reaction. (Very quickly)

Whole Group Activity

Ask how many: very good; good; fair; unsatisfactory; there were.

There should be differences of opinion, there may not, either way the basis for the judgements needs to be explored.

Small Group Activity

Organise the very good, good, fair, unsatisfactory, together in small groups to list quickly on a flip chart what they would include as key factors in describing a quality ethos.

Ask – Do they want to revise their awards?

As staff work, go round and try to identify key factors/statements and group others under the given PI themes.

Whole Group Activity

Review.

There will be a range of factors, in no particular order.

Ask – Which do they feel are most important? Which are factors to be included under broader headings?

Discuss, highlight, cross out.

Explain to the group that the PI themes are about providing broad organisers and the related illustrations the greatest level of detail.

Taking a Closer Look at...5.1 Ethos

Tutor's Notes

Task 2 60 minutes

Next – Taking a Closer Look

Whole Group

Ask staff to read the ethos themes and illustrations carefully.

Are their own factors reflected in these themes?

Check You might want to number the themes 1 -5 and ask the staff to quickly give a number to the points listed on their own charts.

Are there gaps? Can they list some of their ideas under the theme headings?

Small Group Activity

Ask staff to look at the themes and illustrations again.

Allocate one theme to each group, work in groups of 3/4.

Identify the key words in each theme

Discuss how they find evidence by referring them to page 50 in the PI manual.

Ask groups to list ways of seeking and checking evidence

Whole Group Activity

Review the strategies used.

Suggest next steps are to create questionnaires, checklists, ...

QUESTION GRID

Performance Indicator

How do you know?	Features to look for
Theme 1	
Theme 2	
Theme 3	
Theme 4	
Theme 5	

Task 2 Ethos

Theme: Sense of identity

Illustration	Questions to ask?	How do we find out?
<p>Staff work to create a climate where mutual trust, respect, confidence and a caring ethos are evident throughout the centre. Children and staff identify strongly with the centre.</p>		

Task 2 Ethos

Theme: Welcoming and inclusive environment

Illustration	Questions to ask?	How do we find out?
<p>The reception of parents and visitors is well organised and welcoming. Parents are encouraged to share in the care of their children, particularly when the centre provides family support services. Staff pay due attention to safety and security. Managers and promoted staff consistently play a very significant part in fostering a positive atmosphere throughout the centre.</p>		

Task 2 Ethos

Theme: Morale and relationships

Illustration	Questions to ask?	How do we find out?
<p>The morale of staff and children is high. Relationships among staff, parents and children are very positive.</p>		

Task 2 Ethos

Theme: Expectations and use of praise

Illustration	Questions to ask?	How do we find out?
<p>Staff have high expectations of children's behaviour, and learning. Regular attendance is encouraged. They use praise effectively.</p>		

Task 2 Ethos

Theme: Promoting positive behaviour

Illustration	Questions to ask?	How do we find out?
<p>The centre has a clear code of behaviour which is consistently applied by staff and understood by children. Staff respond to difficult behaviour in a caring and sensitive manner and in partnership with parents.</p>		

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**Extra Materials II:
Using Performance Indicators
in Your Own Centre**

Extra Materials II

Practical Examples –

HOW GOOD IS THE CONTINUITY OF CARE AT THIS CENTRE?

Key area: 4.0 Support for Children and Families

Performance Indicator 4.1 Care Routines

Theme 1: Continuity of care

How do you know?	Features to look for
Is there a system in place to ensure continuity of care?	<ul style="list-style-type: none">• Initial planning processes are in place explaining how care will be delivered
Are there effective liaison arrangements between staff at changeover times or when new staff are caring for a child?	<ul style="list-style-type: none">• Records of care routines for all children are planned in advance• Effective communication takes place between staff as they care for children or take over from each other at breaks.
Are there effective liaison arrangements in place to have regular contact with other centres which the children attend?	<ul style="list-style-type: none">• Records are kept of contact with other providers of care for the children who are attending the centre.• Effective links exist to find out what has been happening since children last attended the centre

Theme 2: Responsiveness of care routine

How do you know?	Features to look for
<p>Are care routines flexible and responsive to children's emotional and physical needs?</p> <p>Is there a system in place to ensure the regular input of parents to the care routine for their child?</p> <p>Are care routines adaptable to changes in the child's needs?</p> <p>Is there effective liaison with parents and other providers to identify care routines in other settings?</p>	<ul style="list-style-type: none">• Records of care routines include information on both emotional and physical needs of children• Records of care routines regularly include the views of parents.• Effective links exist to identify the routines of the child at home and in other settings.• Records of care routines show changes to plans when new information is obtained

Theme 3: Child Protection

How do you know?	Features to look for
<p>Is there a readily available Child Protection Policy and Procedure in the centre?</p> <p>Are there effective arrangements for all staff to be informed and trained about child protection issues and action?</p> <p>Is there an effective Health and Safety procedure in the centre and is it used on a regular basis and known to all staff?</p> <p>Are the recruitment policies of the centre rigorous and comprehensive in covering the importance of safe care of children?</p> <p>Are there effective liaison arrangements in place to have contact with key agencies involved in the protection of children?</p> <p>Are there effective liaison arrangements in place with Health colleagues to identify any health problems of children attending the centre?</p> <p>Is there a system in place to ensure the presence of a trained first-aider while the centre is operational?</p>	<ul style="list-style-type: none"> • Child Protection Procedures are accessible to all staff • Records of staff training show attendance at Child Protection training. • Health and Safety procedures are available in the centre for staff and parents. • Recruitment procedures demonstrate attention to safe care issues when interviewing staff. • Effective links exist with key Child Protection Agencies. • Effective links exist with Health colleagues who know the children in the centre. • Training programmes in first aid are in place for staff as required.

Theme 4: Health, Nutrition and Safety

How do you know?	Features to look for
<p>Is there a system in place for discussion with parents about safety and health?</p> <p>Are there effective liaison arrangements with child health workers to discuss health issues and nutrition?</p> <p>Is there an effective security system to keep children safe in the centre from unauthorised visitors?</p> <p>Are there effective routines in place to promote good hygiene in the centre for staff and for children?</p> <p>Is there an effective planning system for providing nutritious meals for the children?</p> <p>Is there a system for ensuring that special diets and appropriate cultural diets are met?</p>	<ul style="list-style-type: none">• Effective communication takes place between staff and parents about safety and health• Effective links exist with child health workers to discuss general health issues.• Security systems are in place to prevent unauthorised entry to the centre.• Routines are followed to promote good hygiene for staff and children particularly in relation to toilets and to food preparation.• Planning processes are in place to ensure the provision of nutritious meals and snacks• Records of menus and meals provided are kept and show special dietary requirements.

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Extra Materials III: Performance Indicator Grid

Performance indicator grid to use as a checklist

No	Performance Indicator	Themes	Level			
			1	2	3	4
Key area 1.0	Curriculum					
1.1	Structure of the curriculum	<ul style="list-style-type: none"> • breadth and balance of the learning opportunities offered to the children 				
1.2	Quality of programmes	<ul style="list-style-type: none"> • links to national and local curriculum guidelines • balance and relevance of learning experiences • design and evaluation of programmes • support and guidance for staff 				
1.3	Quality of planning	<ul style="list-style-type: none"> • planning of programmes and day-to-day activities • effective use of assessment information • responsiveness of planning procedures 				
Key area 2.0	Children's Development and Progress					
2.1	Children's progress in their development and learning	<ul style="list-style-type: none"> • children's progress in the key aspects of their development and learning 				
Key area 3.0	Development and Learning through Play					
3.1	Quality of children's development and learning through play	<ul style="list-style-type: none"> • the learning environment • opportunities for choice • the motivation of the children and their engagement in learning activities 				
3.2	Staff/child interaction	<ul style="list-style-type: none"> • the quality of staff/child interaction • staff understanding and reasons for timing of interactions 				
3.3	Meeting children's needs	<ul style="list-style-type: none"> • choice of activities and resources • pace of learning • relevance of approaches to learning 				
3.4	Assessment, keeping records and reporting	<ul style="list-style-type: none"> • assessment methods and arrangements for keeping records and reporting • use of assessment information 				
Key area 4.0	Support for Children and Families					
4.1	Care routines	<ul style="list-style-type: none"> • continuity of care • responsiveness of care routines • child protection • health, nutrition and safety 				
4.2	Coherence of care and education	<ul style="list-style-type: none"> • pace and balance of the day • range of experiences and activities 				
4.3	Effectiveness of support for development and learning	<ul style="list-style-type: none"> • provision of support for children and families • quality of learning support programmes • children's progress • use of external guidance and support 				
4.4	Support for children with special needs	<ul style="list-style-type: none"> • appropriateness of placement • effectiveness of planning • procedures for implementing legislation 				

No	Performance Indicator	Themes	Level			
			1	2	3	4
Key area 5.0	Ethos					
5.1	Ethos	<ul style="list-style-type: none"> • sense of identity • the welcoming and inclusive environment • morale and relationships • expectations and use of praise • children's behaviour and discipline 				
5.2	Equality and fairness	<ul style="list-style-type: none"> • equality and fairness • social inclusion 				
5.3	Partnership with parents	<ul style="list-style-type: none"> • involvement of parents • responsiveness of the centre to parents' views and enquiries • communication with parents 				
5.4	Links with other centres, schools, agencies and the community	<ul style="list-style-type: none"> • range and effectiveness of contacts • links with the community 				
5.5	Staff teamwork	<ul style="list-style-type: none"> • the sense of community among staff • the quality of working relationships among staff • staff participation in the life of the centre 				
Key area 6.0	Resources					
6.1	Provision and use of accommodation and facilities	<ul style="list-style-type: none"> · the quality and safety of the accommodation · access · effective use of space · display 				
6.2	Provision of resources	<ul style="list-style-type: none"> · use of available finance · sufficiency and suitability of resources · organisation and access 				
6.3	Provision and deployment of staff	<ul style="list-style-type: none"> · selection and provision of staff · experience, qualifications and expertise of staff · deployment of staff 				
6.4	Staff development and review	<ul style="list-style-type: none"> · identification and prioritisation of needs · effectiveness of the centre's provision for staff development · effectiveness of the centre's provision for staff reviews or supervision meetings 				
Key area 7.0	Management, leadership and quality assurance					
7.1	Self-evaluation	<ul style="list-style-type: none"> · staff involvement in self-evaluation of the centre · monitoring and evaluation by managers and promoted staff · monitoring and evaluation of management 				
7.2	Aims and policy making	<ul style="list-style-type: none"> · appropriateness and range of aims and policies · effectiveness of policies for key aspects of development · effectiveness of the procedures for formulating policies 				
7.3	Planning for improved effectiveness	<ul style="list-style-type: none"> · development planning · implementing the programme 				
7.4	Effectiveness of leadership	<ul style="list-style-type: none"> · personal and professional competence and commitment · leadership qualities · relationships with people · the development of teamwork 				
7.5	Effectiveness of staff	<ul style="list-style-type: none"> · appropriateness of remits and deployment · individual effectiveness · effectiveness of promoted staff 				