

## **QUALITY ASSURANCE AND IMPROVEMENT PLANNING POLICY**

### **Rationale**

Quality Assurance and improvement planning is required to ensure that Early Learning and Childcare settings provide high quality provision which meets the needs of young children and their families.

Self-evaluation is a key aspect of improvement and is best when it is a continuous process with all staff in the setting involved. When the perceptions and views of all participants are given status and acknowledgement this leads to better reflection and honest and open debate about what needs to improve, how to improve and the benefits of actions taken. A skilled leader or manager is key to engaging not only staff but parents and children in the improvement agenda. It is helpful to look inwards, outwards and forward to make sustained improvement.

#### **This guidance will help providers and staff to take into account the relevant Health and Social Care Standards:**

- 2.17 I am fully involved in developing and reviewing my personal plan, which is always available to me.
- 4.6 I can be meaningfully involved in how the organisations that support and care for me work and develop.
- 4.7 I am actively encouraged to be involved in improving the service I use, in a spirit of genuine partnership.
- 4.8 I am supported to give regular feedback on how I experience my care and support and the organisation uses learning from this to improve.
- 4.19 I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes.

#### **This guidance will help providers and staff to take into account the relevant Quality Indicators from How Good is our Early Learning and Childcare: [https://education.gov.scot/nih/Documents/Frameworks\\_SelfEvaluation/FRWK1\\_NIHeditSelf-evaluationHGIELC/HGIOELC020316Revised.pdf](https://education.gov.scot/nih/Documents/Frameworks_SelfEvaluation/FRWK1_NIHeditSelf-evaluationHGIELC/HGIOELC020316Revised.pdf)**

- 1.2 Leadership of learning
- 1.3 Leadership of change
- 1.4 Leadership and management of practitioners
- 1.5 Management of resources to promote equity
- 2.7 Partnerships
- 3.1 Ensuring wellbeing, equality and inclusion

#### **This guidance will help providers and staff to take into account the relevant articles from the UN Convention on the Rights of the Child: [A Summary of the UN Convention on the Rights of the Child](#)**

- Article 3 – best interests of the child
- Article 29 – goals of education

**This policy will be monitored by / through:** Staff Team in consultation, children, parents, staff and other professionals using internally collated quality assurance information, Supported School Reviews, Quality Assurance visits, reports and feedback from central support team, external quality assurance and feedback from stakeholders.

This policy will be reviewed in:	12 months
Review Date:	August 2025
Reviewed By:	Management

AIMS	OUTCOMES	IMPLEMENTATION
<ul style="list-style-type: none"> <li>• To ensure leadership at all levels manage and review evidence in order to identify improvement priorities</li> <li>• To ensure robust and rigorous quality assurance procedures are in place.</li> <li>• To use self-evaluation and improvement planning approaches to inform the cycle for improvement.</li> <li>• To ensure that we adopt meaningful self-evaluation to engage and encourage all stakeholders to participate in the process</li> <li>• To ensure children's rights are upheld in accordance with the UNCRC</li> </ul>	<ul style="list-style-type: none"> <li>• Quality assurance approaches are embedded in practice and used to inform change and improvement</li> <li>• Leaders and managers use quality assurance approaches to engage all stakeholders in the self-evaluation process and manage the process of change effectively</li> <li>• Self-evaluation is robust and is validated by evidence.</li> <li>• Staff will look inward, outward and forward to make sustained improvement</li> <li>• All staff are fully aware of their role within the Quality Assurance process and have an understanding of how they can support improvements</li> <li>• Within and beyond our setting there is a shared understanding of wellbeing and children's rights</li> </ul>	<ul style="list-style-type: none"> <li>• Leaders/managers fully involve all staff in Quality Assurance and improvement planning</li> <li>• Ensure all staff attend training appropriate to their roles and responsibilities</li> <li>• Use appropriate self-evaluation strategies to encourage all stakeholders to provide meaningful feedback about the quality of the provision.</li> <li>• Review the needs of the children both within and out with the setting and plan appropriately for these needs.</li> <li>• Use national guidance:</li> <li>• <a href="#">How Good Is Our Early Learning and Childcare</a> and <a href="#">Realising the Ambition</a> as well as <a href="#">plan for the use of challenge questions</a> to reflect on the quality of provision including evidence of children's learning experiences</li> <li>• How Good is Our Early Learning and Childcare Quality Indicators –1.2, 1.3, 1.4, 1.5, 2.7, and 3.1</li> <li>• Use the current 'Model for Improvement' framework to record and drive continuous improvement and structuring the improvement project.</li> <li>• Use the quality assurance calendar to plan and inform when to evaluate against identified Quality Indicators</li> <li>• All staff will review the actions within the improvement plan, identify progress and evaluate whether or not these are still appropriate.</li> <li>• Follow guidance in Health and Social Care Standards 2017 (Standards 2.17, 4.6-4.8,4.19 – <a href="#">Health &amp; Social Care Standards</a></li> </ul>

		<ul style="list-style-type: none"><li>• Full account is taken of children's rights and is considered in respect of their stage of development including when implementing quality assurance procedures</li><li>• All staff understand their responsibilities as duty bearers to respect, promote and realise children's rights</li></ul>
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