ELC Improvement Programme

Quality Assurance Calendars

In this document we explore some of the areas to consider when planning your quality assurance calendar. This is not an exhaustive list, but a starting point for you to build your own effective quality assurance calendar, based on the needs of your service. We have considered nine areas, these are:

- ➤ Medication and allergies
- ➤ Accidents and incidents
- ➤ Personal plans and learning journeys
- ➤ Child protection and chronologies
- ➤ Monitoring and self-evaluation
- ➤ Support and supervision, annual appraisals and team meetings
- ➤ Scottish Social Services Council (SSSC) registration
- ➤ Safe recruitment
- ➤ Core training
- ➤ Other audits

Medication and allergies

Consider how you know:

➢ Recorded information is up to date, includes all the necessary information and reflects children's current needs. It is best practice to review consents at least every three months or at the start of a new term.
➢ Information reflects the dispensing label.
➢ Staff are knowledgeable about children's medication, medical conditions and allergies. This may include triggers, how children will present, what action to take and what action to take if the initial action is not effective.
➢ Medication is in date.
➢ Medication is stored correctly, and lifesaving medication is easily accessible, including when on outings.
➢ What medication in on the premises and where it is on the premises.

Scrutiny and improvement toolbox:

❖ Management of medication in daycare of children and childminding services: https://hub.careinspectorate.com/media/1549/management-of-medication-in-daycare-of-children-and-childminding.pdf

Accidents and incidents

Consider how you regularly audit accident and incident records to identify if any patterns are emerging and what action you will take. This should consider both the environment and needs of individual children.

Personal plans and learning journeys

Consider how you know:

➢ Recorded information is up to date and reflects children's current needs, interests and stages of development. Personal plans must be reviewed at least every six months or whenever a change has been identified.
➢ Information is reviewed to reflect significant changes and that staff have a shared understanding of these.
➢ Staff are knowledgeable about children's needs, routines, preferences, stage of development and how they are being supported to progress.
➢ Personal plans and learning journeys are a true reflection of the child's story. Anyone should be able to read the information and know how to meet that child's individual needs, including supporting their development. You may consider tracking children to help you know this.
➢ How you need to deploy staff, how many staff you need and what training and support staff may need based on the needs of individual children.
➢ The observations and assessments recorded in learning journeys are relevant and individualised to each child.
➢ Each child is being supported to progress and achieve their potential.

Scrutiny and improvement toolbox:

❖ Effective observation leading to effective assessment: https://education.gov.scot/improvement/learning-resources/effective-observation-leading-to-effective-assessment

Child protection and chronologies

Consider how you:

➢ Know all staff are confident and competent in their knowledge of safeguarding children. Accessing training does not guarantee staff have the right level of knowledge and understanding.
➢ Ensure everyone has a shared understanding of the information to be recorded in chronologies and the appropriate action to be taken.
➢ Know appropriate action is taken to effectively support children's wellbeing and safeguard children.

Scrutiny and improvement toolbox:

❖ Practice Guide to Chronologies:
https://hub.careinspectorate.com/media/1581/practice-guide-to-chronologies-2017.pdf

Monitoring and self-evaluation

Formal monitoring should be undertaken, this may include; staff practice, tracking of children, quality of learning experiences and quality of the learning environment. In addition, there may be specific areas you are focusing on that should also be planned for. This could include areas identified from inspection or focus areas from improvement plans.

Self-evaluation is an important tool to enable everyone in a setting to work together to reflect and evaluate their collective impact on improving outcomes for children. Consider how you plan time to undertake self-evaluation that involves the whole staff team. Consider how you use national resources such as the Health and Social Care Standards, Realising the Ambition and How Good is Our Early Leaning and Childcare to support you with this. The quality framework will also support you with this when it is published.

Consider how parents' and children's views are sought in a meaningful way and used to develop the service.

Scrutiny and improvement toolbox:

❖ Self-evaluation for improvement – your guide:
https://hub.careinspectorate.com/media/3783/self-evaluation-for-improvement-your-guide.pdf

❖ Health and Social Care Standards:
https://hub.careinspectorate.com/national-policy-and-legislation/health-and-social-care-standards/

❖ Realising the Ambition: https://education.gov.scot/improvement/learning-resources/realising-the-ambition/

❖ How Good is Our Early Learning and Childcare:
https://hub.careinspectorate.com/media/1533/how-good-is-our-early-learning-and-childcare.pdf

Support and supervision, annual appraisals and team meetings

These all allow opportunities to reflect, evaluate and consider how to ensure high quality early learning and childcare is delivered. Team meetings provide opportunities to develop a shared vision and understanding, particularly in relation to planned improvements and best practice documents.

Scrutiny and improvement toolbox:

❖ Step into Leadership: http://www.stepintoleadership.info/

❖ Mentoring for early education and childcare: https://lms.learn.sssc.uk.com/course/view.php?id=46

❖ Step into Leadership: Supervision: http://www.stepintoleadership.info/supervision.html

Scottish Social Services Council (SSSC) registration

Consider how you know:

➢ New staff are on course to register within six months of starting at the service
➢ Staff that have moved from another service have moved their registration to the new service
➢ Staff registration fees are paid on time. If fees are not paid this could result in staff being removed from the register
➢ Staff are on the correct part of the register

To access all the features of the MySSSC register you need to be registered as a counter signatory. You can do this, even if you are not registered with the SSSC.

Scrutiny and improvement toolbox:

❖ Scottish Social Services Council: https://www.sssc.uk.com/

Safe recruitment

Consider what systems you have in place to ensure all the required checks are satisfactorily completed before a new member of staff starts in employment. As well as a PVG and two appropriate reference this should include checking professional registers. For SSSC registered staff this should be undertaken using the MySSSC login.

Scrutiny and improvement toolbox:

❖ Safer Recruitment through Better Recruitment document: https://hub.careinspectorate.com/resources/national-safer-recruitment-guidance/

Core training

Consider how you ensure staff are booked on core training to be confident training is sourced in plenty of time. This includes refresher training for existing staff as well as initial training for new staff.

Scrutiny and improvement toolbox:

❖ Scottish Social Services Council: Continuous Professional Learning: https://www.sssc.uk.com/supporting-the-workforce/continuous-professional-learning/

Other audits

There are other audits that are helpful to undertake. These could include first aid boxes, maintenance of resources, cleanliness, safety of the premises and menus, including allergens and nutritional value.

Scrutiny and improvement toolbox:

❖ Setting the Table: Nutritional guidance and food standards for early years childcare providers in Scotland: https://hub.careinspectorate.com/media/1615/setting-the-table-nutritional-guidance-and-standards-for-childcare.pdf