



# GUIDE FOR PROVIDERS ON PERSONAL PLANNING

## EARLY LEARNING AND CHILDCARE



**GUIDE 1:**  
Early learning  
and childcare

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## Introduction

There is a growing commitment to shift from input health and social care systems to a system that will focus on personal outcomes for people who experience care. This means services have to record and measure **‘what matters’** to a person in order to demonstrate how they are meeting their personal outcomes.

The aim of this guide is to support staff in services to develop personal plans for children. It has been developed collaboratively by colleagues within the early learning and childcare teams. National policy, legislation, evidence-based practice and real-life examples of people experiencing care have underpinned the development of the guides.

This guide is for managers and their staff to help improve how personal planning is undertaken. It will help inspectors to evaluate personal plans in a more consistent way during scrutiny and improvement work.

### What is a personal plan?

The [Health and Social Care Standards \(HSCS\)](#) set out what we should expect when using health, social care or social work services in Scotland. During the [development and consultation phase](#) of the Health and Social Care Standards, 87% of respondents agreed that the standards described what people should expect to experience.

The standards apply across all health and social care services. They describe what people, irrespective of age or ability, should experience when using a care service, as we are all entitled to the same high-quality care and support.

The standards define a personal plan as:

‘A plan of how care and support will be provided, as agreed in writing between an individual and the service provider. The plan will set out how an individual’s assessed needs will be met, as well as their wishes and choices’

You can find relevant standards about personal planning referred to throughout this guidance.

#### Health and Social Care Standard

1.15 My personal plan (sometimes referred to as a care plan) is right for me because it sets out how my needs will be met, as well as my wishes and choices.

The key message to consider is how effective personal planning enhances the quality of daily life for people experiencing care.

## What are the key principles?

The guide supports the development of personal plan approaches. These contribute to improving people's experiences by making sure the plan facilitates high quality, safe and compassionate care. Planned care and support should promote people's rights, choices and individual needs and wishes. It does this through key principles of being included, promoting positive outcomes and defining the personal planning approach through learning for improvement.

**Being included:** Personal planning involves listening carefully to people experiencing care and having good conversations, including others that may be important, for instance families and carers. This involvement helps to promote people's rights, needs and choices through a clear and accessible written and visual plan. The plan should demonstrate people's needs, preferences, strengths, wishes and what matters to them, if possible, with a shared understanding between the person and others who may be relevant. There are many benefits to having an effective personal plan, which include:

- valuable information sharing
- consistency of approach across staff teams
- an underpinning assessment of need and risk
- a resulting informed assessment about required staffing arrangements.

**Promoting positive outcomes:** Personal planning can support the development of personal outcomes over time. It is crucial that this is done within the context of relationships and good conversations with people experiencing care as these can be critical in promoting a sense of identity, establishing hope, and enabling people who experience care to actively shape their own support. Recording this and demonstrating when outcomes have been met can promote increased health, wellbeing, and self-esteem. The quality of these recordings, and the language used within them, can be measured through quality assurance.

**Learning for improvement:** Personal planning requires a high level of skill and total commitment from everyone involved, especially staff. It can be useful to consider this as part of individuals' ongoing learning and development needs.

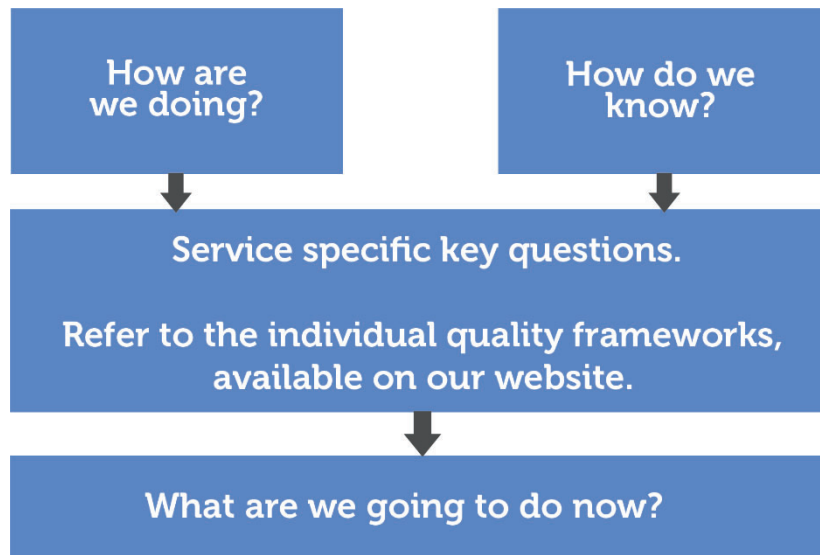
## Self-evaluation

It is important to remember that whilst we have a role to support improvement, the primary responsibility for improving services lies with the organisations that provide them. We recognise that external scrutiny can also be a catalyst for improvement where it influences behaviour and culture of providers, leading to improvements in the way that services are delivered.

The [quality frameworks](#) have a primary purpose to support staff in services to self-evaluate their performance. The same framework is used by inspectors to evaluate

outcomes for people. These evaluations provide independent assurance about the quality of care and support that people experience.

Self-evaluation is a core part of assuring quality and supporting improvement. The process of self-evaluation, as part of wider quality assurance approaches, requires a cycle of activity based round answering three questions:



**How are we doing?** This is the key to knowing whether you are doing the right things and that, as result, people are experiencing high quality, safe and compassionate care and support that meets their needs, rights and choices.

**How do we know?** Answering the question ‘how we are doing’ must be done based on robust evidence. The quality indicators, along with the views of people experiencing care and support and their carers can help you to evaluate how you are doing. You should also take into account performance data collected nationally or by your service.

**What are we going to do now?** Understanding how well your service is performing should help you see what is working well and what needs to be improved. From that, you should be able to develop plans for improvement based on effective practice, guidance, research, testing, and available improvement support.

### What about GDPR?

With regard to personal plans and the requirements under GDPR we cannot give specific guidance in relation to records management. Decisions about providers’ processing of personal data and document retention should be agreed at the highest level within your own organisation.

The [National Records of Scotland](#) have published a [helpful guide on record keeping](#), which includes useful links. The National Archives also publish records management guidance on their [website](#), which may assist when implementing internal records management processes.

If you are uncertain about setting up records management processes and implementing retention or destruction schedules, we advise that you seek legal advice, especially prior to the destruction of any records.

As a regulatory body we can advise what records will be scrutinised as part of our inspection process. We provide information about this on our [website](#).

The [Information Commissioner's Office](#) also publishes a range of helpful toolkits for organisations. These will assist with managing the processing of personal data. This is available on their [website](#).

### **What does the legislation say?**

In accordance with the [Social Care and Social Work Improvement Scotland \(Requirements for Care Services\) Regulations 2011, SSI 2011/210, Regulation 5: Personal Plans](#), every person attending a registered service must have a personal plan within 28 days of them starting to use the service.

This includes people who attend services on an infrequent or irregular basis. People experiencing care and their families or representatives cannot opt out of having a personal plan.

## Personal plans for early learning and childcare

The purpose of this guide is to support staff in services to develop personal plans, sometimes referred to as care plans, for children attending early learning and childcare services registered with the Care Inspectorate.

It will support you to ensure that meaningful planning for the needs of the child is at the heart of everything you do within your setting. This guide is for staff working in:

- childminding services
- daycare of children services including nurseries, playgroups and family centres
- school aged childcare.

We have used examples of positive personal planning processes throughout the guide to illustrate the impact for children and families.

We are committed to improving the health and wellbeing of all children receiving care in Scotland. We want to ensure they have the best start in life, are ready to succeed and live longer, healthier lives.

[Getting it Right for Every Child \(GIRFEC\)](#) aims for the consistent application of assessment of children across Scotland to support families, making sure children can receive the right help at the right time from the right people. The GIRFEC approach is based on values and principles that reflect the [United Nations Convention on the Rights of the Child \(UNCRC\)](#) which support the rights of the child and young person. It also respects parents' rights under the [European Convention on Human Rights \(ECHR\)](#).

There are eight wellbeing indicators at the heart of the GIRFEC approach, commonly known as the '[SHANARRI Wellbeing indicators](#)':

- safe
- healthy
- achieving
- nurtured
- active
- respected
- responsible
- included.

These wellbeing indicators help make it easier for children and families, and the people working with them, to discuss how a child is doing at a point in time and if there is need for support.

The GIRFEC approach and wellbeing indicators underpins the approach to personal planning for children. Each child is unique, and their wellbeing is influenced by children's individual experiences and changing needs as they develop.



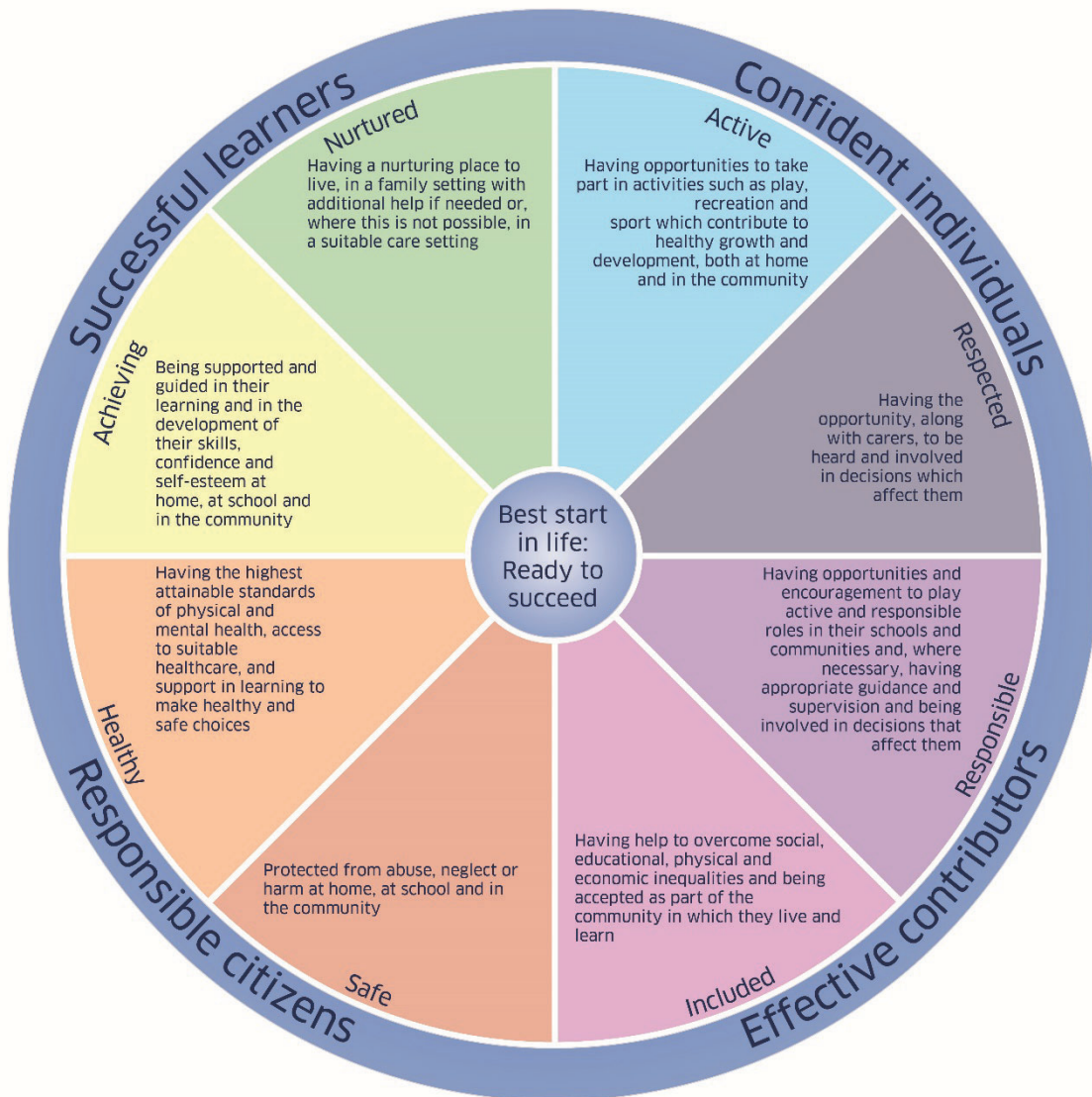


Image: [SHANARRI wellbeing indicators Scottish Government 2017](#)

The wellbeing indicators can be used to identify needs and risks and recognise achievements for children. They can describe what needs to change to improve the child or young person's wellbeing and to structure information recorded about a child and identify expected outcomes. However, this must be undertaken in a meaningful way, which is proportionate, reflects a nurturing approach and understands the importance of recognising and valuing the child now and should not just be focussed on where they need to go next.



In a personal plan, this may include:



**Safe** – this may include any specific arrangements to support the child due to their age or stage of development. It may include details of staff support required or link to a behaviour support plan, or risk assessments, required for children to enjoy certain activities safely. It may include details of any professionals also providing support, for example in respect of any safeguarding arrangements.



**Healthy** – opportunities to promote children's general health and well-being. Details that could also be included here would include any specific medication requirements. For babies and toddlers, feeding and sleep routines and level of support required, food and drink preferences, immunisation history, nappy changing routines and toileting progress.



**Achieving** – recognising the successes of children and identifying, where appropriate, any next steps to support their development and learning. These should be focussed on the child's interests and be individual to each child.



**Nurtured** – important people, this should include details of family and important relationships and any shared care arrangements. Memorable dates, contact details, family contact arrangements. Any likes and dislikes, and special comforts that will help children feel secure.



**Active** – information to support children to be fit. Do they take part in outdoor activities each day, sport or any physically active hobbies, interests, favourite activities or toys and outings? How can the service build on children's interests to support them to be active?



**Respected** – having a say, along with parents or carers in decisions that affect them. How do we include children in having a say in their personal plans, are they easy to understand?



**Responsible** – ability to make choices and decisions, with appropriate support to be independent.



**Included** – recognising the barriers that get in the way for some children, this could be, for example, in respect of children for whom English is not their first language. How do we ensure all children are included, recognising inequalities, and planning to overcome these?

## The Health and Social Care Standards

There is one set of standards which apply across all health and social care services. They describe what people, including children, should experience when using a care setting. You should use the standards to develop personal plans that support high quality, person-centred care. Everyone is entitled to the right care and support which is tailored towards their individual needs and choices.

The [Health and Social Care Standards](#) consist of five principles and a series of more detailed statements that are core to delivering high-quality experiences for children.

The principles are:

- dignity and respect
- compassion
- be included
- responsive care and support
- wellbeing.

They say that:

- people should treat you with respect
- people should be nice and caring to you
- you should have your say on how you are cared for
- you should have the right support at the right time
- you should get support to feel happy and well.

If I am under 16 years old:

- I can learn and play with other children.
- I can choose my own play activities.
- I can learn and play outdoors and explore nature.



Personal plans are linked to several of the Health and Social Care Standards, others may apply in certain circumstances, and we have highlighted some of these within the document next to the examples provided.

## Being included

**Person centred planning:** The personal plan should put the child at the heart of decision-making. The plan should:

- reflect the values and principles of 'Getting in Right for Every Child' (GIRFEC).
- value and respect diversity and individuality.
- be a record of achievement and success.
- be understood by children, young people, parents, carers, partner agencies, as well as colleagues.
- be developed in collaboration with parents, carers, children and young people and other partner agencies where appropriate.
- take account of children's individual needs, preferences and choices and plan how to meet these.
- recognise the importance of the child's existing network of support.
- safeguard and promote children's rights.
- reflect how services are working collaboratively when a child attends more than one childcare service.
- take account of the child's preferences in how the personal plan should look, for instance, it may include pictures and drawings, visuals to show likes and dislikes, emojis, text drawings and photographs.
- take account of how parents would want to review the personal plan.
- be a working document to promote continuity and consistency of care.
- be a tool for managing risk, safeguarding and child protection, including the development of chronologies.
- be used to share information, where appropriate, for the wellbeing of the child.

### Example: Ferryden Preschool Class

Ferryden Preschool Class is provided by Angus council and provides a daycare service for up to 20 children aged from three years. The service operates from a dedicated nursery space within Ferryden Primary School.

Staff have developed an inclusive approach to personal planning, using the principles of GIRFEC and the SHANARRI wellbeing indicators. Consideration has been given to making documentation as inclusive as possible. It is sensitively worded to include all children attending the service. The staff listen to what parents and children are saying to

them and use this as a starting point for personal planning. Personal planning documentation is supported by regular updates on an online platform and this approach has forged positive and strong relationships with other professionals which ensure individual care needs of children are met in a timely way.

Parent Emma Garrick confirmed the inclusive approach: Emma's son Aaron, who is four has autism and is currently non-verbal, Emma told us:

'All the personal planning is suited for Aaron and aligned with his needs. He is non-verbal so one thing that stood out to me was it was the first time, after previously attending other services, that I could fill out his 'All about me' document and I was not leaving the boxes blank. This was due to the wording and resulted in them knowing Aaron and his needs extremely quickly— this is very important to ensure all families feel included, something that Ferryden do extremely well. It's the little things like this, that are important.'

Kayleigh Watt, mum to Jacob who is four, mirrored Emma's experience in terms of how well staff had got to know her child.

'If you look through his learning journal, I know, that they know Jacob well, it's not just what nursery is doing, it's personal to him, it's Jacob in the moment.'

Staff use information from children's 'My World' documents to influence planning by considering children's current interests and learning from home. Staff member Alison told us how this had been particularly important after the return to work following the Covid-19 lockdown.

'Due to Covid-19, I was not able to meet the children and their families prior to us opening, I spoke with four parents on the telephone. That wasn't possible for the others, so their personal plans allowed me to know their children's interests and I found them a good starting point for discussions in getting to know them myself. I got to know the children, their preferences and interests very quickly from the documentation I was given.'

#### Health and Social Care Standard

3.5: As a child or young person, I am helped to develop a positive view of myself and to form and sustain trusting and secure relationships.

3.6: I feel at ease because I am greeted warmly by people and they introduce themselves.

## Promoting positive outcomes

Personal plans should reflect the individual wellbeing needs of each child within your service. Working closely with the child, their parents and partner agencies is an essential to create an effective plan which focuses on outcomes.

Personal plans are a legal requirement set out in legislation which states, 'the provider must prepare a written plan which sets out how they will meet the child's health, welfare and safety needs within 28 days of starting in the service'.

Personal plans must be reviewed at least once every six months or sooner if required. This supports the service to remain up to date with each child as an individual through their changing interests, needs and successes. Potential risks should also be identified, and effective solutions recorded to ensure the best outcomes for the child.

### **Example: Eleanor's childminding services**

Eleanor Forbes provides a childminding service in Glasgow and works in partnership with East Renfrewshire Council to provide funded early learning and childcare.

Eleanor uses a generic form but has adapted the templates and paperwork to develop children's personal plans for her setting using the GIRFEC principles and SHANARRI wellbeing indicators.

Eleanor told us, 'each child has a file containing all their key information which is kept separately from their own folder which they can design and decorate themselves with artwork, photographs and write their own stories and ideas in. I use a child led approach that supports children to have fun creating their own learning journal to share with their parents.

'I use photographs and add a narrative linked to SHANARRI to identify and take forward strands of learning and next steps. working in partnership with children and their families.'

Kelly Campbell, mum to James who is seven years old, spoke enthusiastically about the positive impact on her son James and the experiences he has enjoyed because of this approach to planning.

'He really enjoyed choosing and finding out about different topics based on his interests, spies being a particular favourite for James with the excitement and challenge of creating secret codes and deciphering messages.'

### Health and Social Care Standard

1.23: My needs, as agreed in my personal plan, are fully met, and my wishes and choices are respected.



## Developing a personal planning approach

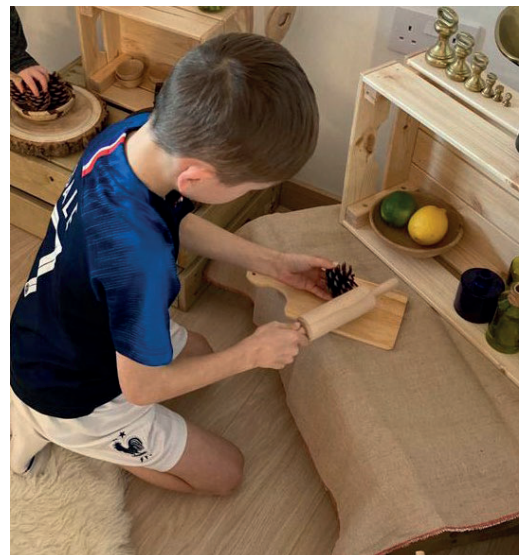
The requirements for a personal plan can be met through a range of commonly held documents relating to the individual child. All documents are connected and equally important and will assist services to support the individual child's wellbeing and ongoing learning and development. Although not prescriptive, the information below will support you to develop your personal plan approach.

Your documents may have a different name, but the information contained within them should ensure you know the child well, are able to meet their needs as well as respect their wishes and choices. Some of the information you gather will be prescribed by the [Public Sector Reform \(Scotland\) 2010 Act](#) and some by good practice guidance.

All services are unique and may record this differently.

### Commonly held documents:

- **Registration information** including:
  - personal details
  - start date
  - contacts/other professionals
  - emergency contacts
  - medical information (including allergies and intolerances)
  - dietary requirements
  - consent
  - relevant information from partner agencies
  - other early learning and childcare services attended.
- **All about me** including:
  - personal routines
  - interests
  - preferences.
- **Children's play and learning journals / profiles** which contribute to the personal plan approach, capturing and recording children's progress and achievements at key points.



### Example: Lomond School Nursey / Wraparound Care

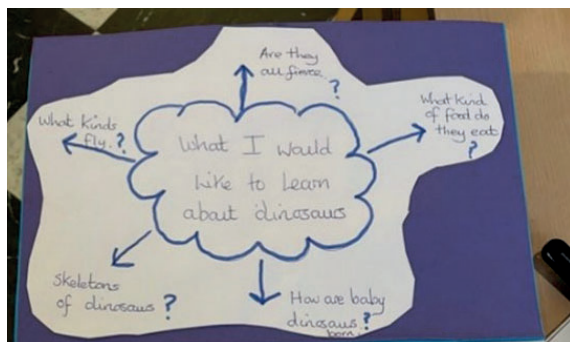
Lomond School Nursery/Wraparound Care work in partnership with Argyll and Bute Council. Currently they provide a service to 24 children aged from three to five years.

The head of nursery, Laura Canero, told us about their move to an online version of children's personal plans.

'The service decided three years ago to move to an online version of children's personal plans based around the GIRFEC principles and SHANARRI wellbeing indicators to track children's progress and celebrate their achievements. Being able to regularly share children's learning journals with their parents has strengthened engagement, as well as supported links with home and family learning.

'The online version runs alongside children's own interest books. Children can capture their ideas, lead on their learning, and identify their next steps supported by their keyworker. Staff are positive about the impact.'

Senior practitioner Gaynor Thomas told us 'It enables us to be responsive when planning for children's individual learning and provides context for their learning. Observations can be put straight into the online version and easily cross referenced.'



'Staff feel the flexible and responsive approach they have adopted has contributed to children's high level of enthusiasm and engagement in their play and learning offering choice, challenge, and stimulation'.

Lynda McMurdo, mum to Glen aged four, told us what she appreciated most about the approach.

'As a parent I really value the learning journals. The staff take the time to make very thoughtful observations and regularly communicate Glen's progress. The interest books come home regularly, and it is lovely for Glen to be able to share his learning with us. He loves for us to see his photographs and gives him an opportunity to talk about some of the activities with us'.



Shona Carroll, mum to James aged four, shared her son's enthusiasm for learning with us.

'James enjoys choosing the themes of his work and his current theme is boats. He loves to research the themes with the nursery iPad and is proud to tell me all the things he has learned about speedboats and submarines. His previous themes include dinosaurs and volcanoes and he advised me last night that he thinks he might like to learn about bridges next. It's lovely that he is able to pick themes that he has an interest in and that he is excited about the topics he's working on'.

Krissy Dickson, mum to Alfie also four, appreciates the opportunity the online approach gives her to be involved at a time convenient to her, with enough information to help her support her son to revisit his enjoyment.

'I have found the online learning journal to be so useful. I love sitting at the end of the day with Alfie and showing him the photographs that have been sent, we then chat about what he is doing in the photographs. It's a great way of getting young children to open up excitedly about what they are doing as it triggers their little memory and I can see the enthusiasm in his little face when he is discussing it with me. I get an opportunity to read about what he has been doing because let's face it when a three- or four-year-old is telling you what they were doing during the day it is perhaps not entirely clear'.

#### Health and Social Care Standard

1.3: As a child, my social and physical skills, confidence, self-esteem and creativity are developed through a balance of organised and freely chosen extended play, including using open ended and natural materials.

### The design of a personal plan

- It should be well-structured and organised, laid out in a simple way, and not overly lengthy.
- The language, layout and terminology used should allow the plan to be understood by parents and children, where appropriate. It should be easy to read using plain language and avoid the use of jargon. It is important to use language which does not offend, is culturally appropriate and sensitive to the needs of children and parents.
- Some personal plan information will be stored securely, and other information will be readily available for children to access and contribute to.
- Personal plans should focus on positive achievements and celebrate successes. They should not contain more information than is necessary. They should capture the unique personality and interests of the child.

### Example: First 4 Kids SCIO Maddiston

First 4 Kids SCIO Maddiston is registered to provide a care service to a maximum of 40 primary school age children at any one time and operates from a space within Maddison Primary School.

As part of their personal planning process, staff have developed individual documents called 'Passports' for children. The children's passports include non-confidential information focusing on the children's preferences and interests including, 'family tree, favourite food, my talents and favourite games and activities'.

When consulting with the children on how this aspect of their personal plan information was to be reviewed, staff were asked by a child: 'Why do we have to do this with an adult?' This question prompted the development of an innovative process where children (with support from a staff member, if needed) participate in the review of their current passport information with their peers. This approach has given children greater ownership over their personal plan information.

Staff member Siobhan Mcarther told us how the initiative developed:

'Currently at First 4 Kids Maddiston site, we have a children's council and peer mediation support system. This came about from two of the children who love to help and get involved showing interest in my job, the daily running of the site and the paperwork'.

'The girls were so excited they asked if they could help, so I set up an area for them and gave them clipboards and pens and off they went to gather the information and support their peers.'

The other children seemed to really like the fact that their peers were helping and supporting them, and they adapted the writing to meet the ages of the children, getting the younger ones to draw if they wanted to instead of writing.'

Staff have found that this process has resulted in better engagement from children when reviewing this aspect of their personal plan information.

Siobhan also told us: 'Everything at First 4 Kids is ever-changing and adapting to the needs and wants of the children. So, if there are children that want to try something new or change anything, they know I will empower them to do so. I'm fully open and welcome to change for the benefit of the children and support anything to promote their independence.'

Manager, Karen Egan echoed this inclusive approach and told us: 'Siobhan and the staff at Maddiston have listened to, included and supported children's requests, and been

The image shows a yellow passport template for children. It features several sections with icons and text prompts:

- Top section:** A large rectangular box with the text "What are your talents?" above it. To the left of the box are icons of a cat, a book, a lightbulb, and a hand. To the right are icons of a paint palette, a soccer ball, and a person jumping.
- Middle section:** Two cloud-shaped boxes. The left one has the text "Is there anything you may need help with?" and the right one has "What things do you dislike?".
- Bottom section:** A box with the text "What are your favourite things to do with your family?". To the right of this box is a drawing of a family (a man, a woman, and two children) standing under a tree.

flexible and responsive. Children have been encouraged to take the lead and direct their experiences, allowing for different age group needs and wants, building positive relationships with both peers and staff. Going forward this will empower children to build relationships with each other and support their continued wellbeing.'

## Health and Social Care Standards

2.8 I am supported to communicate in a way that is right for me, at my own pace, by people who are sensitive to me and my needs.

1.15 My personal plan (sometimes referred to as a care plan) is right for me because it sets out how my needs will be met, as well as my wishes and choices

It is important to establish a system to regularly audit personal plans to ensure written observations are meaningful and relevant. We have included an illustration below highlighting the inter-relationship between the different documents. Used effectively in partnership with the child and their family, together the documents will build up a detailed picture of the child and their care, play and learning needs. This is not meant to be an exhaustive list, you should consider the needs and wishes of your children, families and staff when developing processes specifically for your service.



## **Example: Personal Plans, The Stirling Approach**

We spoke with Irene McPherson, Workforce Development Officer from Stirling Council about how they approached the development of their personal planning processes.

### **What did we do?**

In 2018, a working group was formed to review our personal planning processes. The group reviewed existing practices and paperwork, highlighted good practice and areas for improvement, and identified what an effective personal plan may look like. Our local links with the Care Inspectorate allowed us to seek advice and share our work, this enabled us to be confident that our guidance reflected national expectation and standards. Our guidance and exemplars were published at the start of the 2019/20 session.

### **Why did we do this?**

We wanted to make clear our responsibilities as 'Duty Bearers' of children's rights in line with the [United Nations Convention on the Rights of the Child](#) (UNCRC). As an authority, we are committed to meeting children's needs and recognise that personal plans can be a key driver in achieving our desired outcomes. We also identified the need to streamline existing processes and paperwork and improve consistently across all our funded provider settings.

### **What does our guidance consist of?**

Our guidance makes clear our vision and expectations to ensure effective personal plans are in place. It complies with the [Social Care and Social Work Improvement Scotland \(Requirements for Care Services\) Regulations \(2011\)](#), reflects the principles and aims of the [Health and Social Care Standards](#) and promotes the vision of '[Getting it Right for Every Child](#)' (GIRFEC).

### **Why provide an exemplar?**

The group highlighted the importance of providing an exemplar that settings could adopt if they chose to do so. Although we were very clear that all funded providers were expected to follow the principles of the guidance, we were also clear that the exemplar was not compulsory.

### **How was our guidance received?**

Our settings were extremely grateful to have a clear rationale and guidelines to work from and many settings adopted all or part of the exemplar. The guidance also provided welcome reassurance that many of our settings were already fully or partially meeting expectations.

### **What is the impact of this work?**

Impact includes parents are listened to, feel reassured and are actively engaged in children's learning, children are happy, settled, safe and secure and their needs are identified and met, and practitioners have a clear understanding of children's needs and progress.

## Health and Social Care Standards

4.11 I experience high quality care and support based on relevant evidence, guidance, and best practice.

4.27 I experience high quality care and support because people have the necessary information and resources.

## Learning for improvement

You should consider the learning and development needs you or your staff may have to support your work in relation to personal planning. This will ensure your staff team have the required skills, knowledge and understanding to develop high quality, meaningful personal plans for children and young people. When working with children it can be easy to make assumptions about what we think, rather than focus on what we know. It is important that staff have the support and training to enable them to complete and implement plans appropriately.

### **Draft quality framework for daycare of children, childminding, and school aged childcare**

We are developing new approaches to scrutiny. We want to make sure that inspections and scrutiny work are strongly focused on assessing the extent to which children experience wellbeing, and on understanding the difference care and support makes to their lives.

The primary purpose of a quality framework is to support services to evaluate their own performance. Inspectors then use the same framework to provide independent assurance about the quality of care and support. By setting out what we expect to see in high quality care and support provision, we can also help support improvement.

The extract below is taken from the draft quality framework for early learning and childcare (daycare of children, childminders, and school aged childcare). The descriptor highlights the importance of personal planning to support children's care play and learning.

#### **Extract from quality indicator 1.1 Nurturing care and support**

Key areas include:

- children are nurtured and supported throughout their daily experience
- children's individual wellbeing benefits from the effective use of personal planning
- all children get the support they need to reach their full potential.

This indicator focuses on how well children are nurtured and supported. Children's care routines are individual to their needs and are delivered with kindness and compassion. Personal planning reflects the holistic needs of each child to improve their wellbeing and support positive outcomes. It highlights the importance of involving children and their families in making decisions about their care and development. Staff are skilled at building resilience and identifying and supporting children with any additional support needs. It considers how planning and assessment ensures appropriate, proportionate, and timely support, including specialist input where required.



## Learning for improvement toolbox

As well as the links throughout the document you may also want to visit [The Hub](#) where there is lots of information to help develop skills and knowledge around personal planning.

The Hub also has additional links to other resources such as the Scottish Social Services Council, the Mental Welfare Commission and NHS Education for Scotland.

Improvement and support questions	Useful Links
<p>How do we ensure our personal planning approach is inclusive for all our families?</p> <p>How do we measure the impact of our personal planning approach to ensure we reflect the link between strong relationships, nurturing approaches, and the wellbeing of children?</p> <p>In what way does current research into the needs of babies and younger children and the importance of the earliest months and years influence our approach to personal planning?</p> <p>How do we involve children in the development and review of their personal plans, and what approaches have we put in place to listen and reflect their views?</p> <p>How do we monitor that personal plans are regularly updated and reviewed to record changes in a child's health, welfare, or safety needs?</p> <p>How are we supporting an effective personal planning approach for our children when they attend more than one setting?</p> <p>How do we know that our personal plan approach for children is making a difference?</p> <p>What do our audits tell us about the effectiveness of our personal planning approach and how have we use this information to inform improvements?</p>	<p><a href="#">Additional support for learning Adverse Childhood Experiences (ACEs)</a></p> <p><a href="#">Building the Ambition For Scotland's children</a></p> <p><a href="#">Getting it right: Child's Plan</a></p> <p><a href="#">Getting it right for every child (GIRFEC): Wellbeing (SHANARRI)</a></p> <p><a href="#">Health and Social Care Standards: My support, my life</a></p> <p><a href="#">How to manage your information</a></p> <p><a href="#">Information Commissioner's Office: For organisations</a></p> <p><a href="#">It's everyone's job to make sure I'm alright</a></p> <p><a href="#">Management of medication in daycare and childminding services</a></p> <p><a href="#">Model Records Management Plan</a></p> <p><a href="#">Practice guide to chronologies</a></p> <p><a href="#">Protecting Children and Young People - The Charter</a></p> <p><a href="#">Public Services Reform (Scotland) Act 2010, asp 8</a></p> <p><a href="#">Records childminding services must keep and guidance on notification reporting</a></p> <p><a href="#">Records that all registered care services (except childminding) must keep and guidance on notification reporting</a></p> <p><a href="#">Self-evaluation for improvement – your guide</a></p>



	<a href="#">The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011, SSI 2011/210</a>  <a href="#">United Nations Convention on the Rights of the Child</a>
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