



Llywodraeth Cymru
Welsh Government

Chwarae, Dysgu a Gofal Plentyndod Cynnar– Fframwaith Ansawdd Mehefin 2023

Early Childhood Play, Learning and Care – Quality Framework June 2023



Beth yw Chwarae, Dysgu a Gofal Plentyndod Cynnar?

What is Early Childhood Play, Learning and Care (ECPLC)?

- *“holistic development of a child’s social, emotional, cognitive and physical needs in order to build a solid and broad foundation for lifelong learning and wellbeing.” (UNESCO)*



Pam fod Chwarae, Dysgu a Gofal Plentyndod Cynnar yn bwysig?

Why does ECPLC matter?

- Mae corff helaeth o ymchwil wedi dangos buddion sylweddol o fynychu darpariaeth Chwarae, Dysgu a Gofal Plentyndod Cynnar o ansawdd uchel i ganlyniadau cymdeithasol, emosiynol, gwybyddol ac addysgol plentyn. Mae'r profiadau cynnar hyn yn darparu sylfaen ar gyfer dysgu gydol oes a lleihau tlodi
- Mae'n bwysig oherwydd ei fod yn gyfnod o dwf cyflym a datblygiad ymennydd sy'n cael ei lunio gan ein profiadau a'n hamgylcheddau. Mae tystiolaeth wedi dangos mai Chwarae, Dysgu a Gofal Plentyndod Cynnar sy'n cael yr effaith fwyaf ar hyn o bryd.
- Rydym am i **bob plentyn, waeth beth fo'u cefndir, gael y dechrau gorau mewn bywyd a'r cyfle i gyrraedd ei lawn botensial.**
- An extensive body of research has shown significant benefits of attending high quality ECPLC provision to a child's social, emotional, cognitive and educational outcomes. These early experiences provide the foundation for lifelong learning and reduction of poverty.
- It matters because it is a period of rapid growth and brain development which is shaped by our experiences and environments. Evidence has shown that ECPLC has the most impact at this stage.
- We want **all children, irrespective of their background, to have the best start in life and the opportunity to reach their full potential.**

Chwarae, Dysgu a Gofal Plentyndod Cynnar – Ansawdd ECPLC- Quality



- Ecwiti yn y ddarpariaeth lle mae darpariaeth o ansawdd yn seiliedig ar yr un ddealltwriaeth o ddatblygiad plentyn waeth beth yw lleoliad y plentyn (a gynhelir, na chynhelir, ADY, Canolig Cymru neu ddarpariaeth awyr agored).
- Mae ymarferwyr yn deall sut mae elfennau proses a strwythurol y ddarpariaeth yn gweithio gyda'i gilydd a pham eu bod yn bwysig mewn cylchoedd ansawdd gan gynnwys rôl arolygu
- I rieni ddeall darpariaeth a phrofiad dysgu eu plant ni waeth beth yw'r lleoliad.
- **Gwaith cyfredol:** Datblygu Fframwaith Ansawdd AGCP gan gynnwys cysylltu â Enabling Pathways a Datblygu'r Cwricwlwm Heb Gynhaliath a'r Canllawiau Asesu
- Equity in provision where quality provision is based on the same understanding of child development regardless of the child's setting (maintained, non-maintained, ALN, Welsh Medium or outdoor provision).
- Practitioners understand how both process and structural elements of provision work together and why they are important in quality cycles including the role of inspection
- For parents to understand provision and the learning experience of their children no matter what the setting.

Pam rydym wedi datblygu Fframwaith Ansawdd?

Why have we developed a Quality Framework?

- Mae dull AGCP Llywodraeth Cymru yn dibynnu ar gael dealltwriaeth glir a chytûn o ansawdd ar draws y sectorau a gynhelir a'r rhai nad ydynt yn cael eu cynnal.
- Dealltwriaeth a rennir gan ymarferwyr, darparwyr, arolygiadau a rhieni. Bu galwadau cynyddol am fframwaith ansawdd; mae symud hyn ymlaen yn bwysicach fyth o ystyried pwyslais Ffyniant i Bawb ar y Blynyddoedd Cynnar.
- Nod y Fframwaith yw sicrhau, waeth pa leoliad y mae plentyn yn ei fynychu, boed yn ysgol neu'n warchodwr plant, mae disgwyliadau eu profiad, o sut y cânt eu cefnogi a'u meithrin yr un peth.
- The Welsh Government ECPLC approach is dependent on having a clear, agreed understanding of quality across both the maintained and non-maintained sectors. An understanding that is shared by practitioners, providers, inspectorates and parents.
- Impetus has built over a number of years and there have been increasing calls for a quality framework; moving this forward is all the more important given Prosperity for All's emphasis on the Early Years.
- The aim of the Framework is to ensure that no matter which setting a child attends, be it a school or a childminder, expectations of their experience, of how they are supported and nurtured are the same.



Sut mae'r Fframwaith Ansawdd wedi'i ddatblygu?

How has the Quality Framework been developed?

- Sefydlodd Grŵp Tasg a Gorffen Fframwaith Ansawdd Chwarae, Dysgu a Gofal Plentyndod Cynnar haf 2020, dan gadeiryddiaeth yr Athro Karen Graham.
- Cynrychiolwyr o bob rhan o'r sector Chwarae, Dysgu a Gofal Plentyndod Cynnar - gan gynnwys AGPC, Umbrella orgs, Arolygiaethau, a Gynhelir a Heb eu Cynnal, Plant yng Nghymru mae'r rhestr yn mynd ymlaen!
- Mae'r Grŵp T&F wedi cydweithio'n agos i gyd-gynhyrchu Fframwaith Ansawdd AGPC drafft.
- An ECPLC Quality Framework Task and Finish Group was established summer 2020, chaired by Professor Karen Graham.
- Representatives from across the ECPLC sector – including EYAT's, Umbrella orgs, Inspectorates, Maintained and Non-Maintained, Children in Wales the list goes on!
- The T&F Group has worked closely together to co-produce a draft ECPLC Quality Framework.



Strwythur y Fframwaith Ansawdd

Structure of the Quality Framework

Mae Fframwaith Ansawdd Chwarae, Dysgu a Gofal Plentyndod Cynnar yn cynnwys pedair adran ac fe'i cefnogir gan Offeryn Ymarfer Myfyriol a'r Llwybrau Datblygu ar gyfer plant 0-3 oed.

Adran 1: Gosod y Sylfeini ar gyfer darpariaeth ac Ymarfer Chwarae, Dysgu a Gofal Plentyndod Cynnar o ansawdd.

Adran 2: Rôl yr oedolyn galluogi, pwysigrwydd profiadau deniadol a phwysigrwydd amgylcheddau effeithiol.

Adran 3: Cefnogi fi, cefnogi datblygiad

Adran 4: Ymarfer sy'n canolbwyntio ar blant

- The ECPLC Quality Framework consists of four sections and is supported by a Reflective Practice Tool and the Development Pathways for 0-3 year olds
- **Section 1:** Laying the Foundations for quality Early Childhood Play, Learning and Care provision and Practice.
- **Section 2:** The role of the enabling adult, The importance of engaging experiences and The importance of effective environments.
- **Section 3:** Supporting me, supporting development
- **Section 4:** Child-centred practice



Section 1 – Laying the foundations for quality Early Childhood Play, Learning and Care provision and practice

A Quality Framework for Early Childhood Play, Learning and Care in Wales



What is Early Childhood Play, Learning and Care (ECPLC)?

Early Childhood Play, Learning and Care (ECPLC) is an integrated approach to education and children for all children aged 0-5 years. This approach focuses on the holistic development of babies and young children, including their social, emotional, cognitive and physical development to support well-being and lifelong learning. ECPLC supports the wider Welsh Government early years (0-5 years) policies and activities.

How does ECPLC support a child's development?

We know that the early years of a child's life are characterised by rapid growth and brain development. Development is influenced by the adults, experiences and environments such as child experiences. High-quality ECPLC provision should support babies and young children to thrive during this important period of development.



Section 2.1 – The role of the enabling adult

As enabling adults, we are the most important aspect of early childhood play, learning and care. Fundamental to our role is having up-to-date knowledge and understanding of child development. Using this knowledge and understanding is essential for us to be able to:

- successfully and sensitively meet babies and young children's individual needs
- babies and young children's rights
- babies and young children's holistic development
- enhance babies and young children's well-being
- babies and children's enjoyment
- cycle in for all babies and young children.

As enabling adults, we should take the time to get to know individual children and respect their previous experiences. In so doing, we can ensure we provide engaging opportunities that meet babies and young children's individual needs and interests. We should work in partnership with others to nurture, inspire and challenge all children, supporting them to develop socially, emotionally, physically and cognitively.

How do we support children's development within our setting or school?

As enabling adults, we should have a thorough knowledge of child development and should keep up to date with our professional learning. To inform our day-to-day practice, we should ensure there is a shared understanding of what high-quality care and education looks like. When working with babies and young children, it is essential that we understand child development. There are many theories and resources available to further enhance our understanding and these can be found [here](#).

We should work with parent/carer and other professionals when getting to know each child. We should use this information alongside our knowledge of child development to develop, where possible, personalised and flexible routines. Our routines should use a consistent child-centred approach to support individual care routines such as sleep, toileting and mealtimes rather than less flexible setting-wide timetables. Routines should support babies and young children to develop resilience, independence and confidence, which can impact positively on their well-being.

Babies and young children develop at their own pace. It is our responsibility to provide developmentally-appropriate practice within nurturing relationships, that meets the needs of all children. The five developmental pathways support us to plan meaningful opportunities that are responsive to the needs and interests of all children.

The 'Supporting me' section of the quality framework is presented in broadly 12-monthly periods whilst recognising that babies and young children's progress and development is unique to each child.

- New I and (0-12 months)
- I'm exploring (1-2 years)
- Look at the world (2-3 years)
- Watch me go, here I come! (3-5 years)

They are expressed from the child's perspective to ensure that babies and young children are at the forefront of all our decision making.



I'm exploring! (1-2 years)

I'm growing fast, changing every day. I'm happy with a little more separation at times but I still like you near and this reassures me. There is so much to explore, and I don't like to be stopped as I become so absorbed in what I am doing. With you near me I use your reactions to check that new experiences and people are safe, and you support me through change. I like it when you communicate with me, about everything we do. I like the tone of your voice, the expressions you make and the tactile between us. I like that you give me time to process and to respond.

I love being outside where I experience so many natural wonders. I feel the sun, the breeze, the wind and snow. Outside is where shadows and puddles shift and change and where there are new sensations to be explored. I am exploring more independently and beginning to show resilience through practising and revisiting. By knowing me well, you support change in my routines as I develop. It is a great age to be, one where everything can be exciting as I meet new situations, new people and explore different places. Being together, playing together and sharing in play experiences can make me happy and is an important part of my world.

Belonging

As I gain greater self-awareness, I begin to develop a sense of identity and recognise how I fit into different groups. I belong to. The strength of the attachments and quality of relationships I am building impact on my sense of identity. Routines, familiar objects and environments help me to feel safe and enhance my sense of belonging.

Communication

As my communication progresses, I may understand more than I can communicate. Our relationship should support me to make connections and to feel that my verbal and non-verbal communication is valued and responded to. The spaces where I play should provide me with opportunities to notice, explore and respond to people and objects that interest me. I rely on you to introduce me to a range of new words/signs/gestures to increase my developing vocabulary.

I enjoy when you communicate with me throughout all my daily routines. I love familiar books, songs and patterns of rhythm and rhyme. As you share books and stories with me, I can develop a love of reading. Being able to explore and experiment with making marks is a valuable play experience for me. As I learn new skills, you should give me opportunities to use them in a variety of contexts with others. Developing these early speech, language and communication skills is important to my self-expression, to building strong attachments and to my overall development and well-being.

Exploration

At this stage I actively seek exploration further afield as I may become more mobile. I am excited when you join in my play, delighting in and celebrating my curiosity and exploration. I am still interested in finding out what I can do and how I can influence the world around me. I am a natural problem solver; I may test my theories of how things work and take risks. You will know when to intervene and when to encourage my independent exploration. I enjoy engaging in repetitive play (schemas) and it helps when you provide opportunities for me to experience and expand my interests.

Physical development

As I grow, I am learning to master my movements, my balance and my gross and fine motor skills. I am exploring what I can do with my body, exploring anything of interest to me. At this stage you should provide places and spaces where I can do this safely. My natural inquisitiveness is now extended beyond what is in my reach, and I am beginning to make connections with the world around me.



Well-being

I need secure attachments and relationships with you and other adults to enable me to develop a strong sense of well-being. I need you to know my preferences in relation to rest, care, comfort and nourishment and be aware that these change as I grow. Allowing me time to be able to engage in my play is important to me and I will demonstrate higher levels of involvement and well-being.

I need you to create an emotionally secure environment that helps me feel safe to express my needs and feelings. Sometimes these feelings are overwhelming, and I need you to support me to learn how to co-regulate. Feeling connected, secure and safe are key elements to developing a strong sense of well-being.

Sneak peak!

Dogfennau ategol

Supporting documents

- Yna bydd Fframwaith Ansawdd Chwarae, Dysgu a Gofal Plentyndod Cynnar yn cael ei gefnogi gan ddogfenau allweddol sy'n dod â'r fframwaith yn fyw
- The ECPLC Quality Framework will then be supported by key docs that bring the framework to life



Pecyn Cymorth Ymarfer Myfyriol

Reflective Practice Toolkit

ECPLC -
Reflective
Practice Toolkit

- Wedi'i gyd-adeiladu gan y sector, swyddogion ac AGC.
- Bydd yn cefnogi ymarferwyr Chwarae, Dysgu a Gofal Plentyndod Cynnar i fyfyrio ar eu hymarfer eu hunain.
- Bydd yn cefnogi ymarferwyr i wella ansawdd eu hymarfer yn barhaus i gefnogi'r plant yn eu dysgu a'u datblygiad.
- Co-constructed by the sector, officials, and CIW.
- It will support early childhood play, learning and care practitioners to reflect on their own practice.
- It will support practitioners to continually improve the quality of their practice to support the children in their learning and development.



Early Childhood Play, Learning and Care:
Reflective Practice Toolkit



Chwarae, Dysgu a Gofal Plentyndod Cynnar : Llwybrau Datblygiadol 0-3

ECPLC: Developmental Pathways 0-3

ECPLC -
Developmental
Pathways 0-3

- Mae'r Llwybrau Datblygiadol ar gyfer plant 0-3 oed yn nodi fframwaith ar gyfer sicrhau darpariaeth o ansawdd i bob plentyn o'i enedigaeth hyd at 3 oed.
- Maent yn cymryd y pum Llwybr Datblygiadol (perthyn, cyfathrebu, archwilio, datblygiad corfforol, lles) ar gyfer plant 3 a 4 oed sydd eisoes wedi'u cyhoeddi mewn cwricwlwm ar gyfer lleoliadau meithrin a ariennir nas cynhelir ac yn eu hystrebu o blant 0–3 oed.
- Maent wedi cael eu cyd-adeiladu gydag ymarferwyr ac arbenigwyr ar draws y sectorau addysg a gofal plant.
- The Developmental Pathways for 0-3 year olds sets out a framework for ensuring quality provision for all children from birth to age 3.
- They take the five Developmental Pathways (belonging, communication, exploration, physical development, well-being) for 3 and 4 year olds which are already published in a curriculum for funded non-maintained nursery settings and extends them from 0–3 year olds.
- They have been co-constructed with practitioners and specialists across the education and childcare sectors.



Early childhood play, learning and care:
Developmental pathways 0 to 3



Camau Nesaf

Next Steps

- Cyfres o ddogfennau i'w cyhoeddi 30 Mehefin 2023
- Bydd y dogfennau hyn yn cael eu cyhoeddi mewn drafft am flwyddyn i gasglu adborth gan y sector, deall sut y bydd y dogfennau'n cael eu defnyddio'n ymarferol ac i fyfyrrio a mireinio lle bo angen



- Suite of documents to be published 30 June 2023
- These documents will be published in draft for a year to gather feedback from the sector, understand how the documents will be used in practice and to reflect and refine where necessary

Diolch!
Thank you!

