

QUALITY IMPROVEMENT
in
TRAFFORD

The path so far

- A quality improvement working party was formed consisting of officers and providers
- The working party met to discuss what was wanted from the quality improvement process
- Officers and members of the working party attended ECERS briefings
- Officers attended ECERS training

What did we want?

- A paperless process
- A continuing process of reflection and development
- A process that could be used by all providers
- A process that all involved in a setting could contribute to

How will the process work?

**ECERS/ITERS/SACERS/FCCERSAUDIT
CONDUCTED ON SETTING**

**LA OFFICER & MANAGER DISCUSS OUTCOME OF AUDIT
AND IDENTIFY AREAS FOR DEVELOPMENT**

**ALL THOSE WORKING WITH SETTING TO ADD
COMMENTS TO THE DOCUMENT
ON THE COMPUTER VIA USB STICKS**

**LA OFFICER & MANAGER IDENTIFY WHEN AREA OF
DEVELOPMENT HAS BEEN ACHIEVED AND CARRY OUT
ECERS AUDIT ON IDENTIFIED SCALE**

**ONCE THIS HAS BEEN COMPLETED
THE PROCESS RESTARTS**

INFANT/TODDLER
ENVIRONMENT
RATING SCALE
REVISED EDITION

Environment Rating Scales

(Iters, Ecers, Fccers, Sacers)

An audit will be conducted using the relevant environment rating scales to identify areas for development

These areas will have been identified in discussion between the provider and the relevant LA officer

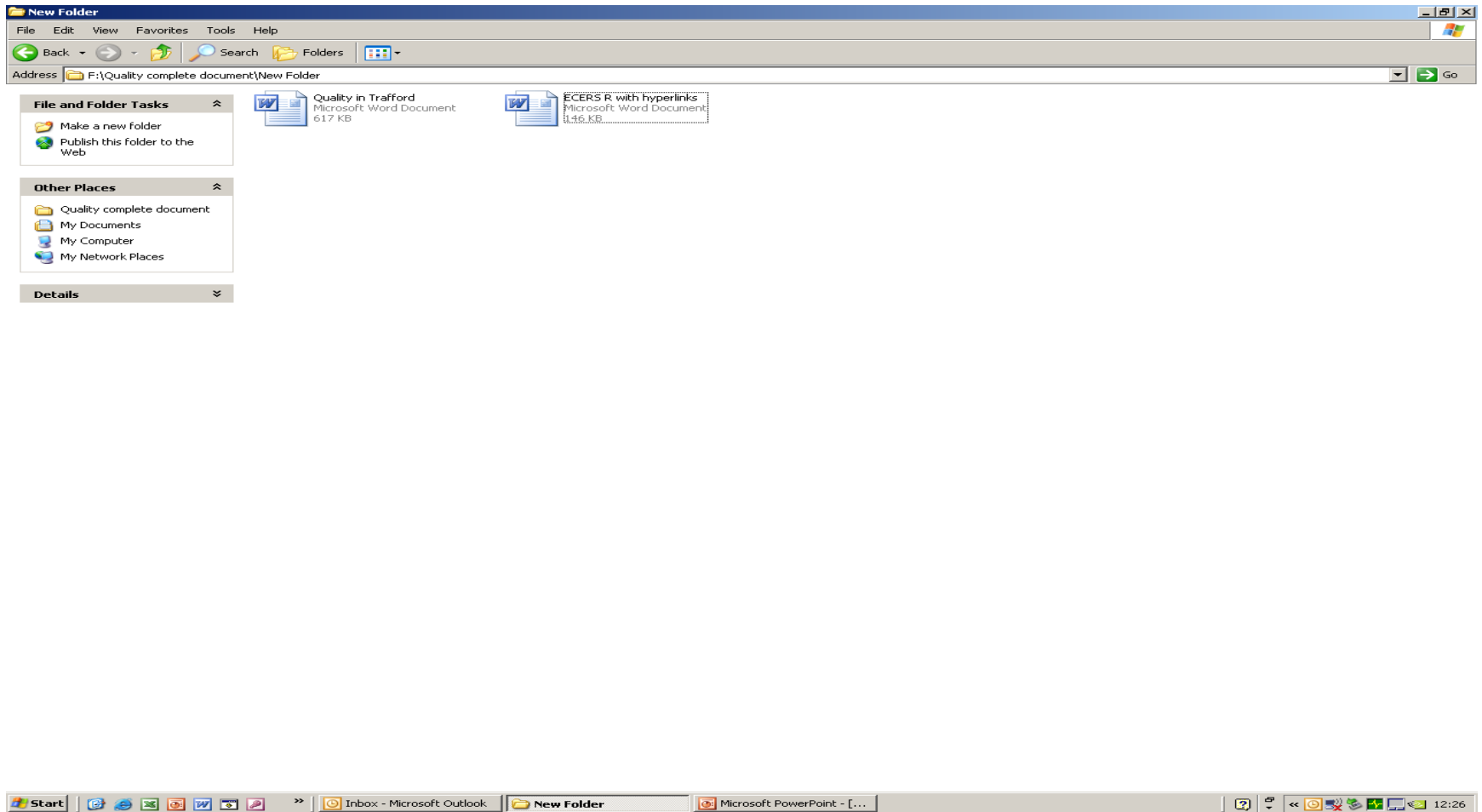
The following links can then be made from the identified area for development to the quality improvement questions

EARLY CHILDHOOD
ENVIRONMENT
RATING SCALE
REVISED EDITION

SCHOOL-AGE CARE
ENVIRONMENT
RATING SCALE

FAMILY CHILD CARE
ENVIRONMENT
RATING SCALE
REVISED EDITION

Where to find the Document?



CONTRIBUTORS

People contributing to the statements must complete the document in their designated font colour and **MUST** date each observation made

Trafford Pre-school Playgroup

Identified ECERS Development scales:

Personal Care Routines:

12- Toilet/diapering

13- Health Practices

Activities:

25- Nature/Science

26- Maths/Number

Title	Name	
Manager	Helen Chatwood	
EYFS Consultant	Ann Clare	
Development Officer	Susan Brown	

How will this work?

ECERS-R Subscales & Items	Links to Trafford document
Space & Furnishings	
1. Indoor space	Enabling Environments: The Learning Environment Complete%20document%20final.doc#EE Learning Environment page 31
2. Furniture for routine care & play	Enabling Environments: The Learning Environment Complete%20document%20final.doc#EE Learning Environment page 31
	Learning & Development: Play & Exploration Complete%20document%20final.doc#LD Play exploration page 48
3. Provision for relaxation & comfort	Enabling Environments: The Learning Environment Complete%20document%20final.doc#EE Learning Environment page 31
4. Room arrangement for play	Enabling Environments: The Learning Environment Complete%20document%20final.doc#EE Learning Environment page 31
	Learning & Development: Play & Exploration Complete%20document%20final.doc#LD Play exploration page 48
5. Space for privacy	Enabling Environments: The Learning Environment Complete%20document%20final.doc#EE Learning Environment page 31
6. Child-related display	Enabling Environments: The Learning Environment Complete%20document%20final.doc#EE Learning Environment page 31
7. Space for gross motor play	Enabling Environments: The Learning Environment Complete%20document%20final.doc#EE Learning Environment page 31
	Learning & Development: Play & Exploration Complete%20document%20final.doc#LD Play exploration page 48
8. Gross motor equipment	Learning & Development: Physical Development Complete%20document%20final.doc#LD Physical Development page 65
	Learning & Development : Active Learning Complete%20document%20final.doc#LD Active Learning page 45
	Learning & Development : Creativity & Critical Thinking Complete%20document%20final.doc#LD Creativity Critical Learning page 42
Personal Care Routines	
9. Greeting/departing	Positive Relationships: Parents as Partners Complete%20document%20final.doc#PR Parents as partners page 22
10. Meals/snacks	A Unique Child: Health & Well-Being Complete%20document%20final.doc#UC Health well being page 15
11. Nap/rest	A Unique Child: Health & Well-Being Complete%20document%20final.doc#UC Health well being page 15

How will this work?

Principle Statement	Practice observed that met/exceeded the statement	Practice observed that did not meet the statement	Next Steps
How do you ensure that every child is a unique individual?			
How do you recognise that every child has his/her own characteristics and temperament?			
How do you recognise that babies and children mature at different rates and at different times in their lives?			
How do you support babies and children when they are vulnerable?			
How do you support babies and children so that they become resilient and confident?			
In what ways do you encourage babies and children to form relationships with their carers?			
How do you listen to the different 'conversations' of babies?			
How do you ensure that babies and children explore the world through relationships with others and through all their senses?			
How do you encourage babies and children to develop their competence in communicating through having frequent, enjoyable			

How will this work?

Principle Statement	Practice observed that met/exceeded the statement	Practice observed that did not meet the statement	Next Steps
<p>How does the setting create a welcoming atmosphere?</p>	<p>The adult who answers the door is welcoming. Parents are greeted warmly. A new display for parents showing the ways in which their children are learning is in the entrance. (Jan 08) I was asked for proof of identity in a friendly manner when I arrived at the door(Mar 08)</p>	<p>I was not asked for proof of identity(Jan 08)</p>	<p>Manager needs to ensure that all staff are aware of safety at the entrance and exit (Jan 08) Manager held staff meeting where this issue was highlighted. We went through the policies and procedures and I will be conducting spot 'mystery visitor' checks. (Feb. 08)</p>
<p>What does the setting have in place to ensure a two way flow of information?</p>			
<p>How does the setting gather information from parents?</p>			
<p>How does the setting promote positive attitudes to:-</p> <ul style="list-style-type: none"> • Disability • Ethnic and cultural diversity • Social diversity • 			

The Quality Questions

The questions are to be revisited on a regular basis by the contributors and will never be completed as they are intended to empower the setting to monitor, evaluate and reflect on the quality of the service that they offer to children and families

What has the pilot shown so far?

- There are some issues with the FCCERS process
- The data is useful but there are problems with accessing the ECERS data in a LA
- The ICT skills of some of those using the scheme will have to be upgraded
- The ECERS process as a whole has been positive
- Using A+ to audit has guaranteed consistency
- Good quality preparation is needed for feedback

Next Steps

- To identify with you, if Quality Improvement in Trafford is an effective tool to move settings forward
- To monitor and evaluate the pilot with an intention to launch Quality Improvement in Trafford in the next academic year

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