



The Bristol Standard is also being used by other local authorities.



The Bristol Standard supports continuing professional development.



Bristol Standard Purposes

These purposes are underpinned by Quality.

The purpose of the Bristol Standard is to:

Achieve high quality provision for all children from birth in a culture of inclusion and anti-discriminatory practice.

Work together collaboratively and have a voice and learn from each other.

Celebrate current good practice and develop the quality and effectiveness of provision through a process of reflection.

Enable settings to develop and improve the quality and effectiveness of their practice to benefit all children from birth.

Support the development of genuine partnerships with children's families or carers, other professionals and the local and wider community.

Promote leadership which is motivational and inclusive that demonstrates a commitment to sustain continuous improvement and contribute to professional development.

Enable change through clear leadership and a shared vision which values individual strengths.



Information for Parents and Carers

NATIONAL QUALITY
IMPROVEMENT NETWORK
For the early years, childcare and play sector



What is The Bristol Standard?

The Bristol Standard is a self evaluation framework that enables settings to continually reflect on their practice to improve the quality and effectiveness of their provision for all children and families.



Who Can Achieve the Standard?

Any setting or childminders working with children up to 5 years old.

How do Settings Achieve the Bristol Standard?

The framework identifies good practice and then asks practitioners questions to help them identify:

- ⚙️ **Their strengths**
- ⚙️ **What they want to improve**
- ⚙️ **How this will benefit the children**

The whole staff team or groups of childminders, as well as children and parents, are involved in this process so that they can all reflect on their practice, share ideas and decide how to move forward by looking at the following 10 dimensions of quality.

The Bristol Standard Covers Ten Areas

- 1. Values and Aims**
What do we all want for our children?
How will we go about it?
- 2. Relationships and Interactions**
Are we welcoming and supportive to all the people in our setting?
How do we know?
- 3. Supporting Play, Learning & Development**
How do we create opportunities for children to learn through play?
- 4. The Physical Environment**
How do we organise the space indoors and outside to make it welcoming, secure and stimulating?
- 5. Play and Learning Experiences**
Are all the children experiencing a broad range of play and learning opportunities?
- 6. Observation, Assessment & Planning**
How do we ensure we meet the needs and interests of all the children?
- 7. Staffing, Leadership & Management**
How do we support staff to fulfil their role and take part in professional development?
- 8. Equality, Diversity & Inclusion**
How do we include all children and ensure that we give individuals the appropriate access and support?
- 9. Partnerships with Parents and the Local Community**
How do we value parents as experts on their children and make links with the community?
- 10. Monitoring and Evaluation**
Are we doing what we aimed to do and how well is it going?

How do Settings get their Certificate?

The certificates are awarded to settings that demonstrate they have covered all ten areas in depth and set appropriate challenges for improvement which clearly indicate benefits for children.

This is validated by a team of experienced local authority assessors, representing a range of Play and Early Years Settings, who check that the criteria have been met.

What does the Certificate mean?

The certificate is valid for 1 year and shows that the setting is committed to developing their practice and improving quality for children and their families.



Support for Settings and Childminders

Settings working towards the Bristol Standard are offered training and support from Bristol Standard mentors.

*Throughout this leaflet we use the term setting to mean local authority nurseries, children's centres, playgroups, pre-schools, childminders, or schools in the independent, private or voluntary sectors, and maintained schools.