



The Bristol Standard is used by other local authorities, play associations, children's hospitals, individual schools and settings nationally and internationally.

The Bristol Standard supports reflective practice and continuing professional development.



These purposes are underpinned by the National Quality Improvement Principles.

The Bristol Standard supports settings to:

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

Work together collaboratively, 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.

Make improvements that will benefit all children from birth.

Develop 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.



Improving on our previous best!



Children are at the heart of the Bristol Standard

www.bristolearlyyears.org.uk/the-bristol-standard



What is the Bristol Standard?

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

Through a dynamic cycle of informed discussion, self evaluation and action, The Bristol Standard identifies good practice and is in tune with current National and International research.



How do Settings achieve the Bristol Standard?

There are two pathways to achieving The Bristol Standard. The whole staff team or childminder reflect on the 10 dimensions of quality over 2 or 3 years depending on which pathway they use. They gather evidence of their strengths and set actions for improvement to submit for validation.

The Bristol Standard 10 Dimensions of Quality

Values, Aims and Vision - What do we want for all our children? How will we go about it?

Relationships and Interactions - Are we welcoming and supportive to all the people in our setting? How do we know?

The Reflective Researchful Practitioner - How do we create opportunities for reflection and support practitioners to develop researchful practice?

The Physical Environment - How do we organise the space indoors and outside to make it welcoming, secure and stimulating?

Play and Learning Experiences - Are all the children experiencing a broad range of play and learning opportunities?

Observation, Assessment and Planning - How do we ensure we meet the needs and interests of all the children?

Staffing, Leadership, Management - How do we support staff to fulfil their role and take part in professional development?

Equality, Diversity and Inclusion

How do we include all children and ensure that we give individuals the appropriate access and support?

Partnerships with Families and Community - How do we value parents as experts on their children and make links with the community?

Accountability, Monitoring and Impact - Are we doing what we aimed to do, how well is it going and what is the impact?

The Bristol Standard Validation

The submission is validated by a team of experienced local authority validators, representing a range of Play and Early Years settings who check that the criteria for achieving The Bristol Standard have been met.



Settings receive a certificate which is valid for one year and is an endorsement of the setting's reflective journey and their commitment to improving the quality of their provision and outcomes for children and families.



To find out more about The Bristol Standard please visit.. www.bristolearlyyears.org.uk/the-bristol-standard
Or email.. bristol.standard@bristol.gov.uk