

WCA CONSULTANCY SERVICES

Early Childhood Consultancy

Strong foundations. Confident educators. Thriving children.

Practical support for nurseries, kindergartens, early years departments and education groups developing high-quality, inclusive provision.

- 01** Quality review and improvement planning
- 02** Curriculum, Reggio Emilia and Montessori
- 03** Leadership, staff development and start-up support



AI-generated illustrative classroom image

YOUR SERVICE AT A GLANCE

A connected approach to improvement.

Four complementary workstreams connect your ambitions with practical changes in teaching, provision and leadership.



Quality & leadership

Setting review, improvement priorities and consistent monitoring.



Curriculum & play

Progression, rich interactions and purposeful learning experiences.



Environments & inclusion

Accessible spaces, nurturing routines and family partnership.



People & practice

Training, coaching and practical start-up support.

THE CONSULTANCY JOURNEY



Discover

Understand the setting and priorities.



Design

Agree tools, learning and milestones.



Implement

Coach teams and embed changes.



Review

Evaluate practice and next steps.

A PRACTICAL PARTNERSHIP

Review evidence, agree priorities, build staff capability and check what changes for learners. Each commission includes clear deliverables and agreed review points.

01 / THE SERVICE

Turn an early years vision into everyday practice.

WCA supports leaders to connect a clear educational vision with what children experience each day: nurturing relationships, purposeful play, rich language and meaningful learning.



Who we support

Nurseries, preschools, kindergartens and early years departments in international and private schools; new providers planning a setting; education groups seeking consistency across sites; and organisations commissioning workforce development or quality improvement programmes.



A whole-setting improvement offer

Commission a focused review, a curriculum and training project, a start-up workstream or an ongoing improvement partnership. Priorities are agreed after an initial discussion so the work responds to the setting rather than a fixed template.



Built around your context

Support can be adapted to your chosen curriculum, language model, community and age range. In Saudi settings, planning can integrate Arabic language, national identity, family expectations and the setting's agreed educational requirements. Support can include EYFS curriculum mapping, Reggio Emilia-inspired provision and Montessori-informed development, with approach-specific expertise agreed in scope.

THE INTENDED DIFFERENCE

Children experience coherent learning and care; educators understand how to respond to children's needs; leaders can explain what is improving and which next steps matter most.

Understand quality. Prioritise action.

A proportionate diagnostic review identifies strengths, barriers and the practical steps needed to improve provision.



Early childhood quality review

Review the educational vision, curriculum, adult-child interactions, daily routines, indoor and outdoor provision, observation and assessment, inclusion, family partnership and leadership oversight. Evidence can include learning walks, planning samples, children's work and discussions with staff and families.

You receive: A baseline report identifying strengths, development priorities and the evidence behind each finding.



Improvement planning and governance

Translate findings into manageable actions with named owners, milestones, resource needs and success indicators. Help leaders decide what to address immediately and what requires staged investment.

You receive: A prioritised improvement plan and leadership monitoring dashboard.



Quality assurance across settings

Develop shared expectations and review tools for groups operating more than one nursery or kindergarten. Use moderation and sample reviews to establish consistency while allowing settings to respond to their communities.

You receive: A review rubric, monitoring calendar and agreed reporting format.

EXAMPLE COMMISSION

A setting review followed by a leadership workshop to agree three priorities, a termly implementation plan and a follow-up visit or remote review. The number of observation days and sites is confirmed in the proposal.

Design learning that grows with the child.

Bring intentional teaching and purposeful play together through a coherent curriculum, responsive planning and language-rich interactions.



Curriculum design and progression

Clarify the knowledge, skills and dispositions children will develop across age groups. Map communication, personal and social development, physical development, literacy, mathematics, creativity and understanding of the world within the chosen curriculum.

You receive: A curriculum overview, progression maps and practical planning templates.



Play, interaction and adult guidance

Strengthen continuous provision, small-group teaching, storytelling, guided exploration and child-initiated learning. Coach educators to model language, extend thinking, use open questions and adjust the level of support.

You receive: Interaction prompts, observation tools and examples of purposeful learning experiences.



Language, literacy and early mathematics

Develop oral language, vocabulary, songs, shared reading and early writing opportunities. Build mathematical understanding through concrete resources, talk, patterns and everyday routines. Support Arabic-English provision where relevant and distinguish language learning needs from other learning concerns.

You receive: A focused language and early learning action plan with sample activities.

CURRICULUM COHERENCE

Align the planned curriculum, the learning environment and adult interactions. Review whether children have repeated opportunities to practise and apply learning rather than simply completing activities.

04 / ENVIRONMENTS & WELLBEING

Make every part of the day a learning opportunity.

Review spaces and routines through the child's experience: Can I belong, communicate, explore, move, choose and participate?



Indoor and outdoor learning environments

Review access to books, construction, role play, creative materials, sensory exploration, movement and outdoor learning. Improve resource organisation, visual support and the balance of calm and active spaces.

You receive: An environment audit, room zoning recommendations and a prioritised resource list.



Relationships, routines and wellbeing

Support predictable transitions, warm settling-in processes, positive behaviour guidance and co-regulation. Review how adults respond to distress, help children communicate needs and develop independence through daily routines.

You receive: Routine maps, transition supports and an agreed adult-response guide.



Inclusive participation and safeguarding culture

Identify barriers for children with additional needs and agree early adjustments. Review staff understanding of safeguarding responsibilities, concern-reporting routes and supervision arrangements as part of educational practice. Specialist premises, safety and statutory reviews are separately scoped.

You receive: A participation action plan and recommendations for staff induction and escalation procedures.

FAMILY PARTNERSHIP

Help settings develop accessible parent communication, settling-in information and workshops on play, reading, language and routines. Include parent observations and home languages when planning support for children.

Use observations to decide what comes next.

Develop assessment that is useful to educators and understandable to families, with a manageable evidence base and clear links to teaching.



Observation and responsive assessment

Review what educators notice, record and use. Develop proportionate observations that show children's interests, learning and support needs. Separate meaningful evidence from unnecessary documentation.

You receive: Observation templates, review guidance and examples of next-step planning.



Early identification and targeted support

Agree a route for recording concerns, consulting families, trying educational adjustments and reviewing response. Support staff to recognise when specialist advice may be needed without presenting classroom observations as a clinical diagnosis.

You receive: A concern-to-support pathway, intervention record and review meeting format.



Transitions into and beyond the setting

Plan entry, movement between rooms and transition to primary school. Share the child's strengths, communication preferences and effective support with receiving staff, using appropriate consent and information-sharing arrangements.

You receive: Transition profiles, family guidance and a setting-to-school handover checklist.

WHAT LEADERS CAN MONITOR

Sample whether assessment leads to changes in provision; check children's participation, communication and independence; review whether targeted support is helping; and gather families' views of transitions and communication.

Build an early years team that keeps improving.

Professional development combines shared understanding, practical demonstration and follow-up coaching so that new approaches reach daily practice.



Educator development

Workshop options include purposeful play; sustained conversation and questioning; storytelling and early literacy; practical mathematics; observation and assessment; co-regulation and positive routines; and adapting provision for different needs.

You receive: A tailored training plan, participant resources and agreed classroom application tasks.



Coaching and leadership support

Use co-planning, modelling, observation and feedback to help educators apply new approaches. Support early years leaders with learning walks, constructive feedback, staff induction and evaluation of improvement priorities.

You receive: Coaching cycles, leadership review tools and a professional learning schedule.



New-setting and expansion support

Develop the educational model, curriculum structure, staffing roles, resource specifications, operating routines and induction programme. Review educational opening readiness and establish the first-term quality assurance cycle. Licensing and technical approvals remain with the appropriate authorities and appointed specialists.

You receive: An educational start-up plan, induction materials and opening-readiness checklist.

TRAIN WITH IMPLEMENTATION IN MIND

Choose a small number of priority practices. Staff try them, gather evidence and reflect with a coach or leader before the next session. Attendance alone is not treated as evidence of impact.

Choose the scope that fits your setting.

The options below are flexible consultancy formats. A written proposal confirms the final activities, timetable, delivery team and fees.



Diagnostic review

For leaders who need a clear starting point. Agree the review questions, sample practice and documents, discuss findings and identify priority actions.

You receive: A quality review report, leadership debrief and prioritised improvement roadmap.



Focused development project

For a defined priority such as curriculum progression, assessment, language development or learning environments. Combine design support, practical training and an implementation review.

You receive: Agreed tools and resources, staff development and a review of early implementation.



Sustained improvement partnership

For settings or groups seeking support across a term or phased programme. Combine a baseline review, leadership planning, coaching, monitoring and evaluation. Remote, on-site or blended delivery is agreed at commissioning.

You receive: A phased delivery plan, coaching records, progress reviews and a final impact summary.

EVALUATE PROGRESS AGAINST A BASELINE

Agree a small set of indicators: quality of adult interactions, use of assessment in planning, children's participation and independence, implementation of agreed routines, staff application of training and parent feedback. Targets are set with the client; results are reviewed rather than guaranteed.

EDUCATIONAL APPROACHES

Reggio Emilia & Montessori.

WCA can help settings clarify their educational philosophy and translate it into curriculum, environments, adult interactions and professional learning.

✓ **Reggio Emilia-inspired provision**

The Reggio Emilia approach values children as capable learners, relationships and many ways of expressing ideas. The environment plays an educational role. WCA can support inquiry-led projects, creative exploration, thoughtful use of materials and documentation that makes children's thinking visible.

You receive: An approach review, inquiry planning prompts, environment recommendations and documentation templates.

✓ **Montessori-informed provision**

Montessori emphasises independence, a prepared environment, trained adults, mixed-age communities and hands-on, self-directed learning. WCA can review classroom organisation, routines and the staffing and training needed for the intended model.

You receive: A readiness review, environment and resource priorities, an independence framework and a specialist training brief.

✓ **Choose a coherent educational model**

Clarify the fit with your community, curriculum, Arabic-English provision and local context. Distinguish informed adaptations from a fully implemented model and agree the specialist expertise required.

You receive: A written philosophy, curriculum alignment map and phased implementation plan.

APPROACH-SPECIFIC EXPERTISE

Any specialist training, accreditation or formal recognition is separately confirmed with the relevant provider. These consultancy services do not imply endorsement by Reggio Children, AMI or another Montessori organisation.

START A CONVERSATION

Plan your next steps.

Start with the improvement you want children, families and educators to experience. WCA can shape a focused commission or a phased programme around that ambition.

WHAT TO SHARE WITH WCA

Your setting or school profile, location, age range, learner numbers, priority challenges, preferred delivery format and intended timescale. For a group programme, include the number of sites and the intended lead organisation.



A clear consultancy proposal

Following the initial discussion, WCA defines the workstreams, practical outputs, evidence needed and review arrangements. For education groups or commissioned programmes, the proposal can include a pilot, shared tools and a phased rollout across settings.

You receive: Agreed objectives, scope, delivery responsibilities, milestones, fees and success measures.

Why WCA: Connected support across leadership, curriculum, professional learning and quality assurance, with practical tools your team can continue to use. Any specialist contributors and their roles are confirmed in the proposal.

DISCUSS YOUR EARLY CHILDHOOD PRIORITIES

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