

Wandsworth Borough Council

Early Years Workforce Training and Development Strategy 2018-19



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1. Introduction

The Children's Social Care Academy (CSCA), within Wandsworth Borough Council Children's Services department, is committed to ensuring that everyone working with young children and their families in Wandsworth, as either paid staff or volunteers, is aware of their professional responsibilities. There is an expectation that staff and managers will access appropriate training which is suited to their role and in particular, focus on achieving the delivery of quality learning and development experiences for children.

This strategy provides the framework and direction for developing the early year's workforce in Wandsworth over the next year. The workforce needs to be competent and confident to deliver teaching and learning to promote young children's learning, development and 'school readiness'. Children should have the opportunity to develop knowledge and skills that provide the right foundation for good future progress through school and their life.

The CSCA will support the early year's workforce in addressing national and local priorities. It offers training for all Early Years services and Early Years' providers on the Early Years Register, including private and voluntary and independent nurseries, maintained and non-maintained schools, independent schools, children's centres and registered and pre-registration childminders.

2. Context

National policy context

Statutory guidance for local authorities 2017, requires the local authority to promote quality in early years services and settings. Funding to support the development of disadvantaged children was introduced by the Government in 2015 through the Early Years Pupil Premium. Funded places are offered to eligible 2,3 and 4 year olds in provisions judged as good or outstanding (or satisfactory at request of parent).

The guidance advises that Local authorities can require a provider to undertake training or a quality improvement programme, if it has been identified as necessary to address concerns raised in the Ofsted inspection report and the provider has been judged less than 'good' by Ofsted. The local authority will support and guide the setting on identifying suitable training and on improving quality. The local authority can withdraw government funding for early education places based upon poor Ofsted ratings.

The Department of Education Early Years Workforce Strategy (2017) has further impacted on provision through changes to the current English and Maths requirements for Level 3 Early Years Educator qualifications, a move intended to support and encourage recruitment and retention in the workforce. There is a commitment to improving the quality of early years training (including the level 2 Early Years Educators), and to providing access to CPD as well as developing partnerships with schools and local authorities. Future development may include the enhancement of Early Years Teacher Status. In April 17 the Department of Education published the 'Statutory Framework for the Early Year's Foundation Stage' which clearly sets out the requirements for the provision of first aid and what the training must include. It states that 'Providers must support staff to undertake appropriate training and professional development opportunities to ensure they offer quality learning and development experiences for children that continually improves'.

Local context

The majority of early year's provision in Wandsworth consists of privately owned nurseries, childminders and nursery and reception classes within maintained primary schools. Independent schools and nurseries operating in the voluntary sector represent a smaller proportion of provision along with other early year's services such as children's centres. Based on what is known about the nature of local early year's provision, the following points provide further context to the work undertaken by the CSCA:

- Provide training courses to meet the requirements of the EYFS, raise standards and improve the quality of provision.
- Continue to provide and further develop the early year's designated leads program to meet the EYFS child protection requirements.
- The local authority will continue to provide accredited paediatric first aid training to meet the requirements EYFS.
- The local authorities Early Years Intervention Support Service, support settings identified as having received an *Inadequate or Requiring Improvement* Ofsted rating to enable them to achieve *Good or Outstanding* grades at their next inspection
- Plan delivery of Health and Safety and risk assessment for 18/19, as they are intrinsic to the process of safeguarding children and are also legal requirements for employers under Health and Safety legislation.
- Develop and support the uptake of training for staff in settings and services which offer funded 2 year old early education places.

3. Purpose and objectives

The purpose of the early years training programme is to promote, explore, inform and ensure the workforce is equipped with the necessary skills to support the learning and development of young children.

The early years training objectives are to:

- Deliver a high quality training programme (including on-line training) which is sustainable, accessible and offered at a competitive market price.
- Respond to the requirements of the EYFS 2017, changes in the regulation of childcare and the two, 3 and 4 year old offer.
- Improve safeguarding practice at operational and management levels within local early years provision.
- Respond to specific training needs identified by the Early Years Intervention Support Service, early year's providers and stakeholders.

4. Updates on 17/18 Priorities

The following priorities were agreed by the Training and Development Service.

ID	Priority	Success Indicator
1	Provide early years training to meet the learning needs of leaders and managers working within nurseries and early years services.	Training courses are provided for leaders and managers suited to their needs. <i>Update: The following courses were provided; Leadership and management, Coaching, Mentoring and Supervision in Early Years, Leading progress in the Early Years for EYFS Leaders and Managers</i>
2	Sufficient training programme available for pre-registered and newly registered childminders	Courses are available to enable all newly registered childminders to achieve a Good or Outstanding Ofsted inspection grade
3	Early years training programme managed using a cost recovery model to sustain ongoing delivery.	Income received matches the cost of delivery. <i>Update: Courses made available to a wider early years workforce, e.g. foster carers and social care practitioners</i>
4	Up-skill new providers, senior practitioners and managers in implementing quality assurance processes and leading and developing practice.	Increased provision of leadership and management training courses. <i>Update: This course was delivered once with extremely positive feedback.</i>
5	Training pathway established to up skill Early Years Designated Safeguarding Leads to be effective in their role; including the use of Early Help processes and using the Signs of Safety and Wellbeing approach	Designated Safeguarding Leads undertake Early Help Assessments within private and independent nurseries. <i>Update: Verbal feedback from nurseries to say this is happening more as a result of the training.</i> 30 settings undertake the Early Years Designated Safeguarding Leads modular safeguarding programme. <i>Update: April 17 - March 18 – 52 staff completed the program from 39 different settings including 3 children’s centres.</i>
6	Provide training to develop staff skills in meeting the EYFS requirements.	Uptake of courses. <i>Update: April 17 - March 18 - 977 staff attended 74 classroom based courses, April 16 - March 17– 935 staff attended 69 class based courses</i> Improved engagement of providers who provide 2 year old early education offer. <i>Update: Baseline established from which future comparisons can be made.</i> Evaluations demonstrate increased knowledge and skills.
7	Monitor the take up of training to assess the level of access by different types of early years providers	Training attendance is analysed to identify patterns and gaps in training provision.

Priorities 18/19

The following priorities have been agreed by the Wandsworth Children's social Care Academy..

ID	Priority	Success Indicator
1	Support early year's providers who offer the 2 year old funded places, to sustain quality by providing offers and more affordable training.	Match offer to demand.
2	Sufficient training programme available for pre-registered and newly registered childminders	Courses are available to enable all newly registered childminders to achieve a Good or Outstanding Ofsted inspection grade. The administration for the training is supported by the WCSCA and the training is provided by the Childminding service.
3	Early years training programme managed using a cost recovery model to sustain ongoing delivery.	Income received matches or exceeds the cost of delivery.
4	Wider access to Early Years training to include the wider workforce e.g. foster carers and social care practitioners.	Uptake of courses.
5	Provide training to develop staff skills in meeting the EYFS requirements including managing children's behaviour and leadership and management training.	Uptake of courses. Evaluations demonstrate increased knowledge and skills. Courses are provided as requested.
6	Training programme established to up skill new and existing Early Years Designated Safeguarding Leads to be effective in their role; including the use of Early Help processes and using the Signs of Safety and Wellbeing approach. This programme includes developing training delivery skills to support setting to train and upskill their own staff.	30 settings undertake the Early Years Designated Safeguarding Leads programme
7	Monitor the take up of training to assess the uptake and training needs of early Years Workforce.	Training attendance is analysed to identify patterns and gaps in training provision.

5. Supporting settings with 2 year old funded places

The government has set out that children are defined as reaching a good level of development (GLD) at the end of the EYFS if they have achieved at least the expected level in the 3 Prime Areas, Maths and Literacy. Data (Oct 17) from the DfE, shows that the number of children achieving a GLD has increased nationally to 70.7%, an increase of 1.4%. The data for Wandsworth shows that 75% of children are reaching a GLD, which is 4.3% higher than the national %.

Using the IDACI (income deprivation affecting children index) deprivation bands in Wandsworth, the DfE data shows that 68.2% of children in the 0-10% areas of deprivation (most deprived) and 68.9% in the 10-20% areas are achieving a GLD. These figures are 2.5% and 1.9% lower than the national average of 70.7%. Children in the least 20% deprived areas are achieving 83.1%. These figures show that children in the least deprived areas are achieving levels over 14% higher GLD than those in 0-20% areas of deprivation.

The figures highlight that 74.8% of children living in the 20-40% areas of deprivation are achieving a GLD which is 4.1% higher than the national %, however, the number of children in the most deprived areas achieving a GLD, is 2.5% lower than the national %. This provides us with a challenge to increase the development of children in the most deprived areas of Wandsworth.

The EYFSP data shows that most children in Wandsworth are developing at the expected or exceeding level of development and these % figures are above the National % figures. The % figures for children at the emerging level of development are lower than the National % figures. Whilst this is very good news for Wandsworth, we need to ensure that we continue to maintain and improve these standards of children's development.

The CSCA is committed to supporting early years settings with funded 2 year old places and as a result have implemented a number of strategies to reduce the cost of training including match funded places. Funding has been successfully gained to develop a programme to support nurseries with 2 year old funded places, in developing their teams to understand and manage children's behaviour. It is anticipated that the pilot will start in January 19 with a view to continue the delivery of the programme.

6. Delivery Methods

The early years training delivers training in a variety of ways:

- Blended learning

- Face to face

- On-line

- The designated safeguarding leads program is enhanced through the use of blended learning

7. Designated safeguarding leads

The Early Years Designated Safeguarding Leads (EYDSL) Programme has been designed to correspond with the following early years training priority:

'Training pathway established to up skill Early Years Designated Safeguarding Leads to be effective in their role; including the use of Early Help processes and using the Signs of Safety and Wellbeing approach'

The EYDSL role is diverse and demands a wide-ranging set of skills. These have been identified and cross referenced using the requirements within the Statutory Framework for the EYFS 2017. The CSCA has planned a comprehensive training programme over the course of a term, which responds to the areas of competence using an accessible blended approach to learning. The DSL refresher training is also delivered termly.

The CSCA works collaboratively together with the Early Years and Intervention Support Service (EYISS), to deliver the programme ensuring that any current and relevant issues identified by Ofsted are included in the programme.

8. Working in Partnership

The CSCA works closely with EYISS, which can request provision of training for providers, settings and childminders. The EYISS supports providers and early year's settings which have received a grading from Ofsted that is below good. Where training needs are identified, the EYISS will encourage nurseries to access appropriate training. They will inform the CSCA so that nurseries and settings can access the training smoothly. The CSCA supports and enables the EYISS to provide training via TPD on-line.

9. Service users' views

In 2014-15, a sample of clients and service users informed the Training and Development Service of the following qualities, skills and knowledge that they expect staff and volunteers working with them to display.



Direct input from service users is encouraged, for example through parent volunteers who work in early year's settings such as Children's Centres. Specific training (non-charged) is provided for these volunteers and their feedback is used to inform the training service about those aspects of training delivery that are considered key by the parents. Early years providers seek service user views about the provision of service and use this to inform their training requests. We incorporate into training, ideas on how to encourage providers to work in partnership and seek feedback from their users, as indicated in the EYFS.

The Early Years strategy aims to contribute to the following outcomes for service users:

- Children receive good quality input from practitioners within their early educational experiences across the seven areas of learning.
- Parents and carers are aware of Early Help Processes and the support they can access.
- Parents and carers participate to a greater extent in their children's early education.

10. Publicity

All early years training events are advertised on Wandsworth Training and Professional Development Online (TPD Online) and staff use this system to register to attend courses. Registered users are alerted to new training events each week via automated email. Fliers are used to promote training events across the workforce. The EYISS hosts a Managers' Forum which provides an opportunity to promote training and consult on a range of training and development initiatives.

11. Evaluation and impact

Learners complete an evaluation form before each course they attend, and immediately after it has been delivered. Selected learners and CPD leads are sent impact evaluations via TPD at least three months after training has taken place. The benefit of completing the impact evaluations is promoted to settings as a tool to monitor and review what impact the training has had on staff practice, outcomes for children and to provide examples of training impact during an Ofsted inspection. Evaluations are used to quality assure the training courses and identify any gaps in provision.

12. Useful Links

Foundation for Quality

The independent review of early education and childcare qualifications June 2012

<https://www.gov.uk/government/publications/nutbrown-review-foundations-for-quality>

Early Education and Childcare

Statutory Guidance for Local Authorities March 2017

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/596460/early_education_and_childcare_statutory_guidance_2017.pdf

Statutory framework for the early years foundation stage

Setting the standards for learning, development and care for children from birth to five April 2017

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_2017.pdf

Early Years Workforce Strategy March 2017

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/596884/Workforce_strategy_02-03-2017.pdf

Early Years Pupil Premium Guide for Local Authorities

<https://www.gov.uk/guidance/early-years-pupil-premium-guide-for-local-authorities>

Appendix 1: EARLY YEARS TRAINING AND JOB ROLE 2018/19

No. of Courses in 18/19	Course Title	SENCo	Manager	Lead Practitioner	Practitioner	New to the EYFS	DSL	Children's Centre Outreach Worker	Childminder
2	GDPR - Action Planning for Early Years PVI settings		✓						
13	EY Level 3 Paediatric First Aid		✓	✓	✓	✓		✓	✓
3	DSL programme						✓	✓	
6	Level 3 S.E.N training programme	✓							
1	Introduction to the role of the SENCo for Wandsworth SENCo's	✓							
2	Safeguarding children for childminders								✓
2	Homebased care								✓
1	Working in the EYFS: taking a look at the principles					✓			
3	DSL refresher						✓		
1	Communication Matters - creative communication with children with special educational needs	✓	✓	✓					✓
2	Risk Assessments in Early Years Workshop		✓	✓	✓			✓	
1	The relationship between baby brains and attachment theory		✓	✓	✓				
1	Using attachment theory in practice		✓	✓	✓				
2	Characteristics of effective learning			✓	✓	✓			✓
1	Elklan Speech and Language Support for 0-3 year olds		✓	✓	✓				✓
1	Elklan Speech and Language Support for 3-5 year olds		✓	✓	✓				✓
1	Children's Early Language Development			✓	✓	✓		✓	✓
1	Advancing progress in children's maths skills in EYFS			✓	✓				✓
1	Supporting children with special educational needs and disabilities in early years settings	✓	✓	✓				✓	✓
2	Developing Training Skills Workshop		✓	✓	✓				
1	Having fun with Science and ICT			✓	✓	✓			✓
1	Heuristic play/treasure baskets			✓	✓	✓			✓
1	Everyday Maths in the EYFS			✓	✓	✓			✓
2	Following the Leader - Leadership and Management in the Early Years		✓						
1	Children's early language development -advanced		✓	✓	✓			✓	✓
1	Elklan Speech and Language Support for 3-5 year olds		✓	✓	✓				✓
1	Understanding & supporting children's behaviour		✓	✓	✓			✓	✓
1	Diversity in practice			✓	✓	✓		✓	

Appendix 2: Early years training events during 2018-19 linked to specific early years roles

Roles	SENCO events	GDPR	Early Help Assessment	Homebased care	Risk Assessments	Developing Training Skills	Leadership and Management	Promoting early Maths	Language development	Safeguarding	Child development	First Aid	EYFS profile	Behaviour management	
SENCO	✓		✓							✓					Supports all aspects of inclusion in accordance with SEND requirements
Manager		✓	✓		✓	✓	✓			✓	✓	✓	✓	✓	Supports systems, processes and skills required for quality assurance, leadership and staff development
Leading practitioner			✓		✓			✓	✓	✓	✓	✓	✓	✓	Up skills experienced practitioners to lead and develop practice within their setting
Practitioner								✓	✓	✓	✓	✓	✓	✓	Further develops skills and understanding in implementing the EYFS
New to the EYFS								✓	✓	✓	✓	✓	✓	✓	Focuses on key stages of child development (0-5) including relevant learning and development goals
Registered childminder		✓	✓	✓				✓	✓	✓	✓	✓	✓	✓	Specific training for registered childminders or those in the process of registering including those who are supporting vulnerable children
Designated Safeguarding Lead			✓			✓				✓					Up skills experienced practitioners to lead and develop safeguarding practice within their setting including delivering training to staff.

Appendix 3: Early Years training events during 2018-19

- Elklan Training - Speech & Language Support for 0-3 years
 - Elklan Training - Speech & Language Support for 3-5 years
 - Level 3 Paediatric First Aid
 - Everyday Maths in the EYFS
 - Children's Early Language Development
 - Understanding & Supporting Children's Behaviour
 - Following the Leader - Leadership and Management in the Early Years
 - All you need to know about working in the EYFS
 - Advanced Everyday Maths in the EYFS
 - Home-Based Care: Understand how to set up a home-based childcare service
 - PVI SENCo EHCP SERIES
 - Supporting children with special educational needs and disabilities in early years settings)
 - The relationship between baby brains and attachment theory training
 - Diversity in practice
 - Children's early language development -advanced
 - Having fun with Science and ICT
 - Heuristic play/treasure baskets
 - GDPR - Action Planning for Early Years PVI settings
 - DSL programme
 - Level 3 S.E.N training programme
 - Introduction to the role of the SENCo for Wandsworth SENCo's
 - Working in the EYFS: taking a look at the principles
 - DSL refresher
 - Communication Matters - creative communication with children with special educational needs
 - Risk Assessments in Early Years Workshop
 - Using attachment theory in practice
 - Characteristics of effective learning
 - Advancing progress in children's maths skills in EYFS
 - Developing Training Skills Workshop
- Safeguarding**
- Designated Safeguarding Lead program
 - Designated Safeguarding Leads - Refresher
- Safeguarding Disabled Children and Young people
 - Child Protection awareness, recognition and raising a concern
 - Child Protection refresher
 - Safeguarding Children for Childminders
 - Signs of Safety and Wellbeing multi-agency training
 - Safeguarding against radicalisation – The Prevent Duty
 - Modern Slavery & Human Trafficking Awareness
 - Child trafficking
 - Safeguarding awareness for volunteers within faith groups and community organisations
 - Impact of parental learning disability on parenting
 - Introductory Safeguarding Children for Volunteers and Advisory Board Members
 - Early Help IT System (EHITS)
 - Impact of domestic violence on children & their families
 - Working with challenging & hard to help families using authoritative practice
 - Social media: Keeping children and young people safe online (digital citizenship)
 - Learning from experience
 - Parental mental health and the effects on children
 - Safeguarding Against Radicalisation - The Prevent Duty for Voluntary and Community organisations
 - Safeguarding awareness for volunteers and community organisations
 - AFRUCA: Child Abuse linked to faith, belief in witchcraft and the implications for children
 - AFRUCA: Mental Health Implications for Black/African Children - FGM, trafficking and faith abuse
 - Parental substance misuse, domestic abuse and parental mental health - Trigger Trio
 - Working with the impact of parental substance misuse on parenting
- Honour-based violence and forced marriage: Developing effective responses that safeguard and promote children's welfare
 - Female genital mutilation: A child protection issue, how can we make a difference
 - Multi Agency - Managing Difficult Conversations
 - Modern Slavery & Human Trafficking - the impact on children
- E-Learning Safeguarding courses**
- Abuse Related to Beliefs in Witchcraft
 - Child Protection Process and Procedures (Safeguarding Children)
 - Child Sexual Exploitation - Level 1
 - Child Sexual Exploitation - Level 2
 - Domestic abuse
 - Female Genital Mutilation
 - Honour Based Violence and Forced Marriage
 - Keeping Good Records
 - Multi agency working
 - Recognising Abuse and Neglect - Scenarios
 - Referring Safeguarding Concerns
 - Responding to a Disclosure - What you should do
 - Safeguarding Children - Level 1
 - Safer Recruitment
 - Safeguarding Children and Adults Awareness
 - Safeguarding children with disabilities
 - Safeguarding Against Radicalisation – The Prevent Duty
 - Signs of Safety & Wellbeing Multi-agency Partner training
 - Food safety Hygiene essentials
 - Safeguarding children on the autism spectrum
 - Information Governance
 - Human Trafficking and Modern-Day Slavery
 - Responding to a Disclosure - What you should do (Safeguarding Children)

