**Improving quality**

 **for children**

**Section 5**

**A quality improvement tool for**

**early years provision**

**Supporting high quality early years provision**

**for Achieving for Children**

Updated August 17

****

**Improving quality for children**

**Section 5**

**Leadership and management:**

**Developing practitioner learning**

* The daily experience of children in early year’s settings and the overall quality of provision depends on all practitioners having appropriate qualifications, training, skills and knowledge and a clear understanding of their roles and responsibilities. Providers must ensure that all staff receive induction training to help them understand their roles and responsibilities. Induction training must include information about emergency evacuation procedures, safeguarding, child protection, and health and safety issues. 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.

**(Early Years Foundation Stage 2017 3.20)**

* The prime focus and essence of play work is to support and facilitate the play process and this should inform the development of play policy, strategy, training and education. (**Play work principles)**

|  |
| --- |
| **5.** **Leadership and management:**  **The managers role in developing practitioner learning** **The manager has a clear understanding of:*** **Staff confidence and ability**
* **Training and continuing professional development (CPD)**
 |
|  | **Key Statement** | **How do you know? What is your evidence** | **Met****Y/P/N** |
| 1 | The manager ensures that the key person understands child development and the age group they are working with so that they can identify key progress and next steps. |  |  |
| 2 | The manager ensures that all adults are confident in supporting children’s individual needs, interests and stages of development and use this knowledge to plan challenging and enjoyable play experiences for each child. |  |  |
| 3 | The manager designates staff responsibilities based on their individual interests |  |  |
| 4 | Staff are confident in carrying out their designated responsibilities  |  |  |
| 5 | All practitioners understand the current Ofsted inspection process. |  |  |
| 6 | Peer observations are completed and used for joint reflection and evaluation. |  |  |
| 7 | All staff regularly attend training through the local authority early years training programme, and other forums.  |  |  |
| 8 | A regular audit of staff’s continuing professional development (CPD) is planned to respond to the identified strengths and weaknesses of the individual practitioner. This links to performance management. |  |  |
| 9 | CPD is provided in a variety of ways to meet the differing needs and learning styles of staff. |  |  |
| 10 | Knowledge gained from training is cascaded to the whole team and its impact on practice is monitored. |  |  |

**Criteria for assessment**

Use the criteria below to assess the quality of your provision.

|  |  |  |  |
| --- | --- | --- | --- |
| **Inadequate****Urgent actions for development** | **Requires Improvement Some actions for development** | **Good****Few actions for improvement** | **Outstanding Continued development** |
| **1** | **2** | **3** | **4** | **5** | **6** | **7** |
|  |  |  |  |
| Key person approach not in place. | Management team need to ensure that a key person approach is in place for all children | Management team need to ensure that key person approach is implemented effectively by the whole staff team | An effective key person approach is in place Professional and positive ethosManager mentors and supports staff to fulfil their roles and responsibilities |
| Staff attend minimal training in response to early years member of staff’s recommendations | Management team should provide more opportunities for staff to attend training in response to early years member of staff’s recommendations | Opportunities in place for staff to attend training and included in staff supervision | Regular INSET days in place for staff development |
|  |  |  |  |
| Insufficient evidence of effectiveness in designated areas of responsibility | Management team needs to provide staff with appropriate support to fulfil their designated responsibilities | Staff carry out their designated areas of responsibility effectively  | Staff carry out their designated areas of responsibility effectively and regularly attend training to update their skills and knowledge |
| Ineffective use of materials and resources to develop practice | Management team should support staff in the effective use of materials and resources to develop practice | Staff make effective use of materials and resources to develop practice | Staff make effective use of materials and resources to develop practice and CPD and support other team members |
| Insufficient evidence of impact of training | Management team needs to implement systems to measure the impact of training on practice | The impact of training on practice is evident | The impact of training on practice is evident with staff cascading to the rest of the team |
| Limited take-up for gaining additional qualifications and CPD | Management team should ensure staff are offered a range of routes to gain additional qualifications and CDP | Good take-up for CPD and number of staff gaining additional qualifications | Excellent take-up for CPD and number of staff gaining additional qualifications |
| Manager offers limited support for staff CPD | Manager needs to better support CPD for staff | Manager and staff identify CPD and relevant support is offered to meet individual need and learning styles | Manager and staff identify CPD and relevant support is offered to meet individual need and learning styles with staff and included in staff supervision |
| **Overall rating:** |

|  |
| --- |
| **Areas for development:**  |