

What Quality Looks Like: Plan your Next Steps

2015

Workforce Development



Is there a paediatric first aider on the premises at all times of the day?

All staff are paediatric first aid trained.

There is a paediatric first aider with up to date training in each room at all times, and there is a contingency plan in place for covering first aiders.

There is a paediatric first aider with up to date training on site at all times. All staff are aware of designated first aiders.

There is no paediatric first aider with up to date training on site.



Is there a designated person to take lead responsibility for safeguarding children?

There is an appropriately trained designated person to take lead responsibility for safeguarding children within the setting and liaising with local statutory children's services. All practitioners have an up to date understanding of safeguarding children and are able to implement the safeguarding children's policy and procedure appropriately. There is substantial evidence of the leads varied support, advice and guidance to all staff, on an ongoing basis.

There is an appropriately trained designated person to take lead responsibility for safeguarding children within the setting and liaising with local statutory children's services. All practitioners have an up to date understanding of safeguarding children and are able to implement the safeguarding children's policy and procedure appropriately. There is evidence of the leads support, advice and guidance to the staff group.

There is a designated lead for safeguarding children, known to all staff, that has a sound understanding of safeguarding children. They are able to liaise with local statutory children's services where necessary and there is some evidence of support, advice and guidance for the staff group.

There is no identified lead for safeguarding children/All staff are not aware of the identified lead/The criteria for the above box is not fully met.

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Is the Safeguarding Competency Framework being implemented effectively?

The designated lead for safeguarding has attended the appropriate external training. All staff have a sound understanding of the competency framework. They continue to develop evidence of *varied* activities that contribute to their competency evidence log, appropriate for their group. There is evidence that implementation of the Safeguarding Competency Framework is reviewed to monitor its effectiveness.

The designated lead for safeguarding has attended the appropriate external training. All staff have an understanding of the competency framework. They continue to develop evidence of *varied* activities that contribute to their competency evidence log, appropriate for their group.

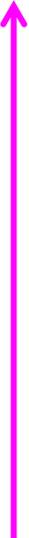
The designated lead for safeguarding has attended the appropriate external training. All staff have an understanding of the competency framework and are developing a competency evidence log, appropriate for their group.

There is insufficient evidence to show that the setting are effectively implementing the Safeguarding Competency Framework.

Is there an identified SENCo for the setting that has attended the necessary training?

There is an appropriately trained SENCo identified for the setting.

The setting have not identified a SENCo/SENCo has not attended appropriate training.



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Does the setting have a training and development plan?

The setting have a comprehensive, detailed up to date training and development plan. They have systems in place to ensure that it is an integral part of staff development, targeted to respond to their needs. The plan identifies both the needs of the setting and individuals.

The setting have a comprehensive, detailed up to date training and development plan that responds to the needs of staff.

The setting have a basic up to date training and development plan.

There is no plan/The setting have a training and development plan, but no systems in place to keep it regularly updated.

Do staff maintain continuous professional development?

All staff maintain **continuous** professional development activities that are targeted to respond to their training needs. There are systems in place for cascading key messages back from training to the whole team and effective systems in place to ensure that it is embedded in practice.

There is evidence that staff are accessing **continuous** professional development activities, that are targeted to respond to their training needs. There are effective systems in place to ensure that it is embedded in practice.

There is evidence that staff are accessing **continuous** professional development activities that are targeted to respond to the needs of individuals or the setting.

The setting have no evidence of any staff accessing any CPD activities in the last 6 months.

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Is there an effective, formal supervision and appraisal system in place?

Management engage staff in well timed, frequent supervisions, to discuss and review staff progress and well-being. Identified training needs are discussed and planned for, and training attended is reflected upon. There is the opportunity to discuss key children and families and identify solutions to address issues as they arise. Safeguarding competency logs are reviewed at this time and added to where necessary and there is the opportunity for staff to reflect on and contribute to the development of the quality of the setting.

Management engage staff in planned, timely supervisions. This time is used to discuss and review staff progress and well-being. Identified training needs are discussed and planned, and training attended is reflected upon. There is the opportunity to discuss key children and families and identify solutions to address issues as they arise. Safeguarding competency logs are reviewed at this time and added to where necessary.

Management engage staff in sporadic supervisions to discuss staffs progress, well-being and any areas for development including any identified training. There is the opportunity to discuss key children and families and identify solutions to address issues as they arise.

There is no **formal** supervision/appraisal system in place.

Are staffing ratios correct at all times of the day?

Staffing ratios are correct, with supernumerary staff and a fully effective contingency plan that minimises disruption to children.

Staffing ratios are correct. There are supernumerary staff and a basic contingency plan.

Staffing ratios are correct and they have a basic contingency plan.

Staffing ratios are not correct/staffing ratios are correct but there is a poor/no contingency plan.

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Are the types of qualification appropriate for the setting?
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All staff within the setting hold a current and relevant level 3 qualification or above.
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The minimum standard for qualifications is exceeded.
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Minimum standard - a number of level 3's in accordance with the EYFS including half of remaining staff qualified to level 2. (Statutory Framework the EYFS 3.21)
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There are not enough practitioners that hold current and relevant qualifications within the setting to meet the minimum standard.



Is there an early year's graduate within the setting or anyone working towards an early years degree?
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The there is a graduate with an early years related degree leading the practice within the setting, that monitors the impact they are having on the quality of practice and are to demonstrate/evidence this impact.
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There is 1 graduate (early years related) leading the practice within the setting & 2 graduates if in an area of deprivation.

There is a member of staff working towards a degree or on an EYT pathway.

There are no members of staff that hold an early year's related degree.

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Are appropriately skilled leaders identified within the setting?

Management with qualifications that exceed the minimum requirements, that are experienced and can demonstrate competency in leadership and management through fully established systems being in place. Management have engaged in leadership focused professional development that further supports their role.

Management with level 3 qualification and appropriate experience, that can demonstrate competency in leadership and management with fully established systems in place.

Management have appropriate experience (Stat Framework 3.23) and hold a level 3 in early years, with leadership and management systems being developed.

Management have insufficient training and experience, with weak/no systems in place.

Is there a comprehensive range of policies, which are understood by all and evident in daily practice?

The setting has a comprehensive range of policies, including all core policies as well as additional reflecting the individual setting. Staff are effective in actively implementing policies. Policies and procedures are shared with all parents and carers and they are consulted when policies and procedures are reviewed.

The setting have a comprehensive range of policies, that include all core policies. Staff are effective in actively implementing policies and procedures. Policies and procedures are effectively shared with parents and carers.

The setting has the necessary policies and procedures in place. Staff use policies and procedures in everyday practice.

The setting does not have all required policies and procedures and or the staff are unable/ineffective in implementing policies and procedures.

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Do staff communicate well with one another and work as a team?

The setting operates a variety of effective tools and systems to ensure that information is communicated effectively. There is evidence that these systems are being monitored and reviewed.

The setting operates a variety of effective tools and systems to ensure that information is communicated effectively.

The setting has a system in place to ensure that information is communicated appropriately.

The setting do not have successful systems in place to ensure that information is communicated appropriately.



Are systems for planning managed appropriately?

There is evidence that there is allocated time scheduled for planning, that all staff have input and that there are systems in place to monitor the effectiveness of planning.

There is evidence that allocated time scheduled for planning, that there is an identified lead for planning, involvement from additional staff and effective systems in place for sharing planning with whole staff team.

There is evidence that planning is timely, that there is an identified lead for planning, involvement from additional staff and effective systems in place for sharing planning with whole staff team.

There is no evidence of all of the following; planning being timely, that there is an identified lead and that additional staff are involved in planning.

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Do all staff have signed contracts and job descriptions?

All staff have signed contracts and job descriptions.

Not all staff have signed contracts and job descriptions.