Gofal Cymdeithasol **Cymru**
Social Care **Wales**

Guidebook: Learning and induction framework for early years and childcare managers

Document contents

Introduction 3

Who should complete the framework? 4

How to use the evidence record documents 6

Appendix 1 – Part A standards (full list) 8

Appendix 2 – Part B standards (full list) 12

Appendix 3 – Suggested ways to share progress 30

Introduction

The **Learning and induction framework for early years and childcare managers (the framework)** is a nationally recognised, evidence based process to help you build confidence in your role as a manager. It supports you to develop the knowledge and skills you need for leadership and management in children's care, play, learning and development.

The framework has two parts:

Part A – Knowledge

Part A is based around three main standards that focus on what you need to ***know*** as a manager:

Standard 1: Leading child-centred practice

Standard 2: Theoretical frameworks for leadership and management

Standard 3: Leading and managing effective team performance

Each standard is split into elements (1.1, 1.2, 1.3) that describe the specific knowledge you need to show.

You can find a full breakdown of standards in Appendix 1.

Part B – Competency

Part B is based around the six main standards that focus on the competences **gained while working** as a manager:

Standard 1: Lead and manage child-centred practice

Standard 2: Lead and manage effective team performance

Standard 3: Lead and manage the quality of workplace/setting

Standard 4: Professional practice

Standard 5: Lead and manage practice which promotes the safeguarding of children

Standard 6: Lead and manage health, safety and security in the workplace/setting

Each standard is split into elements (1.1, 1.2, 1.3) that describe the specific competencies you need to show.

You can find a full breakdown of standards in Appendix 2.

Who should complete the framework?

Go to the Learning and induction framework for early years and childcare managers web page for more information about how the framework can support specific roles.

How to complete the framework

There are two documents to complete:

Evidence record A: Knowledge (to complete Part A of the framework)

Evidence record B: Competency (to complete Part B of the framework)

You'll complete the framework by recording evidence in the *evidence log* area in each document. The framework encourages a holistic approach, so you can use the same evidence to meet multiple standards.

Reference documents:

There are two documents to support you as you go through the above workbooks:

- **Learning and induction framework for early years and childcare managers guidebook (this document)** This guidebook gives you key information about the framework and guides you through the process. You should read it carefully before you start completing the framework or if you're supporting someone else to complete it.
- **Sample answer document**
  The sample answers document shows example responses to help you understand how much detail to include when completing the framework.

What the framework covers

This framework sets out standards that match the mandatory learning outcomes for the following Practice qualifications:

- Level 4 Preparing for Leadership and Management in Children's Care, Play, Learning and Development
- Level 5 Leadership and Management of Children's Care, Play, Learning and Development: Practice

These standards explain the required knowledge and practice for managers in early years and childcare.

While the framework uses the same learning outcomes as these qualifications, it's a workplace framework not an assessed qualification. This means that you complete it by collecting and presenting evidence from your workplace to show your competence. This is then reviewed and used to decide whether you meet the standards.

Is the completed framework transferable to other settings or contexts?

Yes, it's transferable. Keep your evidence safe, as your portfolio shows your learning to employers and regulators, and can be used if you change jobs.

Roles and responsibilities

You (the person completing the framework) must:

- complete the required parts of the framework
- collect and record evidence clearly in the evidence logs
- show your understanding and how you use the standards in your work.

Nominated person

A nominated person supports the manager and guides them through parts A and B of the frameworks, reviewing and confirming that they've met the standards.

Who can be a nominated person?

They can be a range of different people, such as the Responsible Individual, allocated nominated person(s), a practice development lead or another manager who oversees your work.

The nominated person responsible for signing-off the standards must:

- have a working knowledge of the standards they're reviewing
- be skilled in the area they're confirming
- be familiar with the manager's practice.

The nominated person must:

- support and guide the manager through the framework
- be occupationally competent, know the manager's practice, and understand the standards
- review the manager's evidence, give feedback and sign off each standard when they're met
- support through visits, professional discussions, observations and ongoing guidance.

Sign-off and completion certificate

- The manager and nominated person sign-off and date each individual standard in the evidence logs
- When all standards have been met, the nominated person downloads a **completion certificate** which should then be signed off by both the **nominated person** and the manager.
- Keep the certificate of completion and completed evidence logs saved securely for evidence. Download completion certificate.

How to use the evidence record documents

Evidence record for Part A: Knowledge

This evidence record has two sections:

Section 1 – Evidence logs

To meet the requirements of Part A of the framework, you must give evidence for each standard. Your nominated person will review your evidence, check that it meets the required criteria, and formally sign it off.

- You'll record evidence for each part of the standards in the space provided.
- You'll clearly explain how you've met each standard, using different types of evidence such as discussions, training courses you've completed, and certificates from previous qualifications.
- Your nominated person will review your evidence log as you complete it. They will add comments and feedback in the space provided. When they're satisfied that the evidence meets the required standards, they will date and sign-off the standard.
- You can use different types of evidence across the standards. You can find examples of these on the Social Care Wales website.

You can complete the standards in any order. You don't need to wait until you've completed them all before sharing them with your nominated person for feedback and sign-off. You and your nominated person should agree on how and when you'll share information, so the process works well for you both. For examples of how you can share progress with your nominated person, see Appendix 3: Suggested ways to share progress.

Section 2 – Tasks to address any gaps in your knowledge

Section 2 of the evidence record document includes optional tasks that can help you to fill any gaps in knowledge.

Each standard has tasks to build your knowledge. If you don't have enough knowledge-based evidence for a standard, you can complete these tasks to develop and address the knowledge you need.

You don't need to complete every task in Section 2. Only complete the ones where you need to build additional knowledge. Once you've completed a task, your nominated person will review your work and check if you now meet the required level of knowledge.

These tasks are one way to gain the necessary understanding, but they're not the only option. You can also develop your knowledge through other learning activities, such as your own research.

Evidence record for Part B: Competency

This evidence record has two sections:

Section 1 – Evidence logs

To meet the requirements of Part B of the framework, you must give evidence for each standard. Your nominated person will review your evidence, check that it meets the required criteria, and sign it off.

You'll record evidence for each part of the standards in the space provided, using real-life examples of evidence from your day-to-day work to show how you meet each standard.

Please note that:

- you can use the same evidence across multiple standards if appropriate
- you can give more than one example for each standard to strengthen evidence of your competence. Examples of evidence may include:
  - reports you've written
  - meetings you've led
  - policies you've updated
  - times where you have been observed by your nominated person.
- over time, you'll build a portfolio of examples. Your nominated person will review this and use it to sign-off the required standards. In some cases, the information recorded in the evidence log will be enough. In others, you may need to direct your nominated person to additional supporting documents or examples.

A checklist sheet is also provided to help you keep track of the standards you've started and completed.

Section 2 – Supporting documents and information

Section 2 gives you optional reference information and a range of document templates to help you complete Part B of the framework.

Appendix 1 – Part A standards (full list)

Standard 1: Leading child-centred practice

(This links to unit 405 City & Guilds Level 4 Preparing for Leadership and Management of Children's Care, Play, Learning and Development)

Managers completing the Part A Evidence record should be able to show and evidence their knowledge and understanding of:

Standard	Description of learning outcome	The evidence submitted must demonstrate that the manager has understanding and experience of:
1.1	**Understand the development of rights-based approaches and how these continuously evolve and influence child-centred practice**	**(a)** How rights based approaches for children: have developed and evolved over time are embedded in conventions, legislation, regulatory frameworks and Welsh Government Policy **(b)** Influence and inform local practice
1.2	**Understand how to promote equity, equality, diversity and inclusion**	**(a)** Legislation and policy that support equity, equality, diversity and inclusion **(b)** How behaviours and values in the workplace/setting promote equity, equality, diversity and inclusion **(c)** The impact of discrimination, stereotyping, prejudice and power imbalances on equity, equality, diversity and inclusion
1.3	**Understand the impact of Welsh language and culture on your workplace/setting**	**(a)** Legislation, Welsh Government Policy and Standards for the Welsh language and how these relate to the rights of children **(b)** Methods and approaches that can be used to promote and encourage the use of Welsh language and culture in workplace/settings

Standard	Description of learning outcome	The evidence submitted must demonstrate that the manager has understanding and experience of:
1.4	**Understand prevention and early intervention**	**(a)** The importance of prevention and early intervention **(b)** Models and approaches for prevention and early intervention **(c)** The importance of ensuring that children and their families/ carers are encouraged and supported to express their feelings, views and choices about 'what matters' to them
1.5	**Understand the impact of safeguarding on your workplace/ setting**	**(a)** Workplace/setting responsibilities for safeguarding children **(b)** Regulatory requirements for safeguarding **(c)** The roles and responsibilities of the Designated Safeguarding officer in a setting **(d)** Child practice/serious case reviews and their impact on practice **(e)** Roles and responsibilities of a multi-agency team in child protection **(f)** Roles and responsibilities in a range of safeguarding meetings **(g)** How to lead an environment that promotes safeguarding **(h)** How policy and practice supports and promotes safeguarding
1.6	**Know how theories and models support the understanding of child development**	**(a)** The interconnection between biological, psychological and socio environmental factors and their relationship to child development **(b)** How theories and models related to Adverse Childhood Experiences are informed by biological, psychological and socio environmental factors

Standard 2: Theoretical frameworks for leadership and management

(This links to unit 406 City & Guilds Level 4 Preparing for Leadership and Management of Children's Care, Play, Learning and Development)

Standard	Description of learning outcome	The evidence submitted must demonstrate that the manager has understanding and experience of:
2.1	**Understand theoretical approaches to leadership, management, innovation and change**	**(a)** Theories, models and styles of: • Leadership • Management • Innovation and change management **(b)** Organisational culture and ethical leadership

2.2	**Understand how self-assessment of service and evaluation should be used to support continual improvement**	**(a)** Methods that can be used to measure service improvement outcomes **(b)** How to identify areas to improve within the workplace/setting **(c)** How to embed "what matters" to children and their families/carers in service improvement **(d)** How positive feedback can be used to improve outcomes for children and families/carers **(e)** How concerns and compliments can be used to improve practice within the workplace/setting
2.3	**Understand managing innovation and change**	**(a)** Benefits of innovation and change **(b)** Challenges to innovation and change and ways to respond **(c)** How to use a partnership approach for innovation and change

Standard 3: Understand how to lead and manage effective team performance

(This links to unit 407 City & Guilds Level 4 Preparing for Leadership and Management of Children's Care, Play, Learning and Development)

Standard	Description of learning outcome	The evidence submitted must demonstrate that the manager has understanding and experience of:
3.1	**Understand equality, diversity and inclusion in the context of workforce development**	**(a)** The application of approaches to support equality, diversity and inclusion in leading and managing workers
3.2	**Understand the importance of Welsh language in the context of workforce development**	**(a)** Approaches to audit current workforce in relation to Welsh language provision **(b)** Approaches to supporting Welsh language and culture in the workforce **(c)** Approaches to ensuring the workforce understand the importance of promoting and supporting the use of the Welsh language within the setting
3.3	**Understand approaches, skills and qualities for the effective leadership and management of teams**	**(a)** Core values and leadership behaviours **(b)** The differences between leadership and management within teams **(c)** Powers and responsibilities of leaders and managers **(d)** Emotional intelligence and relationship management **(e)** How to motivate staff

3.4	**Understand the purpose and requirements of values-based recruitment and induction of workers**	**(a)** Values-based recruitment **(b)** Induction **(c)** Probationary period
3.5	**Know how to support effective team performance**	**(a)** Process and governance of delegating tasks **(b)** Social interdependence theory and team working **(c)** Setting/agreeing objectives/goals **(d)** Shared objectives and understanding of the team's goals **(e)** Ensuring individual roles within the team are understood
3.6	**Know how to manage team conflict and poor performance**	**(a)** How to deal with poor performance/competence **(b)** How to manage positive conversations **(c)** Approaches to managing and resolving conflict
3.7	**Understand supervision and appraisal**	**(a)** Purpose and benefits of supervision **(b)** How to conduct effective supervision and appraisal **(c)** The importance of Continuing Personal Development for staff
3.8	**Know how to use coaching, mentoring and motivational interviewing**	**(a)** How to use coaching, mentoring and motivational interviewing to support change

Appendix 2 – Part B standards (full list)

Standard 1: Lead and manage child-centred practice

(This links to unit 502 City & Guilds Level 5 Leadership and Management of Children's Care, Play, Learning and Development: Practice)

Standard	Description of learning outcome	The evidence submitted must demonstrate that the manager has understanding and experience of:
1.1	**Lead the use of research and evidence informed practice for the holistic development and well-being of children**	**(a)** Contemporary research and evidence informed practice for the holistic development and well-being of children **(b)** How to analyse and evaluate theories, models and frameworks that support holistic development **(c)** How research evidence can be applied alongside theories, models and frameworks **(d)** Lead the use of research, evidence, theories, models and frameworks to inform practice which supports the holistic development and well-being of children **(e)** Ensure that positive examples of good practice are shared within the workplace/setting
1.2	**Lead and manage practice which promotes children's rights and the voice of the child**	**(a)** Ensure that workers are supported to understand: • how to apply the principles of the United Nation Convention on the Rights of the Child in practice • the role of relevant 'general comments' on the United Nation Convention on the Rights of the Child • how to support participation and the voice of children • the benefits of taking risks on children's holistic development and well-being • actions to take where the views and wishes of the child conflict with those of their families/carers **(b)** Implement policies, procedures and practice that: embed rights based approaches in practice • ensure that children have choice and are involved in decisions • ensure that children are supported to express their feelings and 'what matters' • consider and take account of the needs of children • ensure that workers balance the benefits of taking risks with the need for safety **(c)** Develop a culture that ensures that workers are supported to actively challenge practice that does not uphold children's rights

1.3	**Lead and manage settings that apply an understanding of child development theories**	**(a)** Ensure that workers are supported to understand: • theories of holistic growth, learning and development the pre-birth period • the critical stages in neurological and brain development during early childhood • possible factors and Adverse Childhood Experiences which could affect neurological and brain development • the potential of stress and trauma to cause harm to overall development and wellbeing of children across the life span • how abuse and trauma can impact the neurodevelopment of children as they grow up • how bonding and attachment styles may impact the way that children function in society, form relationships and react to others • the potential for change in the presentation of children who have experienced abuse and trauma • links between behaviour, developmental stages, and experiences of abuse and trauma **(b)** Ensure that workers are supported to apply their understanding of child development in practice

1.4	**Lead and manage practice that promotes and supports holistic learning, growth, and development**	**(a)** How to support workers understanding of: • what is meant by the term 'positive outcomes' and their own role in supporting children to achieve these • how to establish positive outcomes for children • what is meant by 'prevention' and 'early intervention' and how this can support positive outcomes for children • methods of observation and assessment to monitor and identify stages of holistic learning, growth and development including schema • the process for recording the results of observations and assessments in line with workplace/setting policies and procedures and national guidance • the importance of planning for progression • how to promote the development of independence skills in line with age and stage of development • how practice can be adapted to differentiate and provide extended opportunities • the importance of speech, language and communication for holistic learning, growth and development • the role of the families/carers as first educators and partners in ongoing learning, growth and development • links between the provision of a safe and stimulating environment and child development • how experiential learning contributes to the holistic learning, growth and development • how to ensure the support of the holistic development of children whilst ensuring a safe and stimulating environment • the role of positive reinforcement in supporting, the holistic learning, growth and development of children **(b)** Lead and manage environments that support play, learning, growth and development **(c)** Implement policies, procedures and practice to ensure workers: • use observations to identify children's stage of holistic growth and development and the emergence of schema • provide opportunities for meaningful and enjoyable activities, experiences and support everyday routines • embed learning from the provision of activities that differentiates, plans for progression and provides extended opportunities • promote holistic learning, growth and development • use positive reinforcement and praise that supports children's holistic learning, growth and development **(d)** Take action if a child is not developing in line with their age and expected stage of development

1.5	**Lead and manage the use of play to support the holistic learning, growth and development of children**	**(a)** How to support others to understand the importance of creating a child-led, quality and rich play environment to maximise potential for holistic learning, growth and development **(b)** Lead and manage practice for the planning, promotion and use of different types of play to support the holistic learning, growth and development of children
1.6	**Lead and manage the planning process for children**	**(a)** Lead and manage practice for the development, review and evaluation of plans that support holistic growth, learning and development of children **(b)** Ensure that workers understand their role, responsibility and accountability for the planning process **(c)** Ensure that workers are supported to identify additional resources required to meet the needs of children **(d)** Implement policies, procedures and practice for the monitoring and review of plans within the workplace/setting to establish: • the progress of individual children • the overall effectiveness of the planning process and practice within the workplace/setting • areas for improvement **(e)** Ensure that information from the monitoring and review of plans is presented to relevant others in line with workplace/setting requirements
1.7	**Lead and manage support for change and transitions**	**(a)** Support children and others to understand the potential impact of change and transitions on positive outcomes **(b)** Lead and manage practice that supports children, their families/carers and others to identify: • potential impact of change and transitions • barriers to successful change and transitions • positive outcomes for change and transitions **(c)** Enable workers to identify any additional support needed to assist children through change and transition **(d)** Lead and manage collaborative approaches to support children through change and transition

Standard 2: Lead and manage effective team performance

(This links to unit 502 City & Guilds Level 5 Leadership and Management of Children's Care, Play, Learning and Development: Practice)

Standard	Description of learning outcome	The evidence submitted must demonstrate that the manager has understanding and experience of:
2.1	**Lead the development of a positive culture which is motivating and inspiring**	**(a)** Use leadership models, theoretical frameworks and observed/experienced best practice of other leaders/managers to develop own practice as a leader **(b)** Lead the development of a culture and environment that: • is open, transparent and accountable • is safe and inclusive • acknowledges, values and respects equity, equality and diversity • recognises and embeds the importance of compassionate care • supports Welsh language and culture • values the contributions of workers towards the achievement of positive outcomes and service delivery • encourages innovation and creativity • encourages solution focused approaches • motivates workers **(c)** Support workers to understand the shared vision and strategic direction of the workplace/setting and their role in supporting the achievement of its objectives **(d)** Use leadership styles and approaches to implement the vision of the workplace/setting in ways that are reflective, motivating, innovative and inclusive **(e)** Ensure that the positive contribution of workers is recognised and valued **(f)** Act as a positive role model for innovation, creativity and change **(g)** Respond efficiently, positively and constructively to issues, compliments, concerns or complaints raised **(h)** Reflect and evaluate own leadership qualities and behaviours and how well these support a motivational and inspiring culture within the team and when working with others

2.2	**Manage effective values based recruitment and selection processes**	**(a)** Implement policies, procedures and practice that support values based recruitment **(b)** Ensure that recruitment and selection processes meet safe selection requirements **(c)** Work within organisational requirements to: • evaluate the knowledge, understanding experience and skills needed within the workforce and identify any gaps • support the development and review of job descriptions and person specifications that meet the needs of the service provision and any identified gaps • agree with others the recruitment and selection process • agree how children can participate in the recruitment and selection process and how their views and choices can be included • promote diversity within the workforce **(d)** Work within organisational requirements to: • use agreed values based recruitment and selection processes • provide clear and accurate information and feedback to learners where requested • Keep clear and accurate records of the recruitment and selection process **(e)** Evaluate the effectiveness of recruitment and selection methods used within own workplace/setting

2.3	**Manage effective values based induction of workers**	**(a)** Implement policies, procedures and practice that support values based induction **(b)** Ensure that arrangements are made for workers that meets legislative, regulatory and workplace/setting requirements **(c)** Ensure that workers are provided with written copies and clear expectations of: • their job description, role, person specification, responsibilities and accountabilities • their contract including terms of employment • legislative, regulatory and organisational requirements • any relevant and applicable Codes of Conduct and Professional Practice • procedures and practices that they must follow in their work **(d)** Ensure that workers are provided with opportunities to regularly discuss practice issues, their progress and learning and development needs **(e)** Ensure that workers have a personal development plan that takes account of: • their existing knowledge, understanding, skills and experience • the expectations of their role • additional knowledge, understanding and skills that are needed **(f)** Ensure that all permanent or fixed term appointments are subject to meeting the conditions of employment **(g)** Implement policies, procedures and practice for the induction of agency workers and/or volunteers where these are used **(h)** Review and evaluate the effectiveness of induction processes

2.4	**Manage the continuing professional development of workers through supervision and performance reviews**	**(a)** Implement policies, procedures and practice for supervision and performance reviews **(b)** Ensure that written agreements for supervision and performance reviews are in place for all workers **(c)** Ensure that workers are supported to understand how their work and continuous development contributes to the achievement of positive outcomes for children **(d)** Ensure that records from supervision and performance reviews are accurate and completed within agreed timescales **(e)** Use observations and feedback from others to assess the practice of workers against their defined roles and responsibilities **(f)** Create a positive and safe environment that: • promotes self-reflection • supports an open dialogue • supports the exchange of information and constructive feedback **(g)** Use supervision with workers to: • provide balanced and constructive feedback on practice • reflect on how their practice supports positive outcomes for children • agree actions, timescales and goals • monitor and evaluate the achievement of agreed goals and actions • identify areas for learning and development and activities and methods that will be used to support these • support reflection on practice and how well activities have met their learning and development needs • encourage them to take personal responsibility for their own continuing professional development • understand any legislative, regulatory or organisational requirements for learning and development • understand how their contribution to the quality of the service is recognised and valued • discuss and agree actions for any health or well-being issues • support them to adapt to change **(h)** Provide development opportunities to support the safe and effective practice of workers **(i)** Access additional support for workers who do not feel competent to carry out any aspect of their work **(j)** Evaluate how own practice supports effective supervision and performance reviews

2.5	**Manage poor performance**	**(a)** Legislative, regulatory and organisational requirements related to the management of poor performance and how and when specialist advice should be sourced **(b)** Implement policies, procedures and practice for addressing potential poor performance and misconduct **(c)** Ensure that workers are supported to understand policies and procedures for dealing with potential misconduct and unsatisfactory performance **(d)** Ensure that workers receive regular clear and fair feedback on any potential conduct issues and unsatisfactory performance **(e)** Develop a culture and environment where children and/or families/carers/others feel able to challenge conduct and performance that may fall below expected standards **(f)** Ensure that policies and procedures support the reporting of concerns about conduct and performance **(g)** Agree management options if conduct and performance of workers falls below the expected standard **(h)** Use supervision to explore reasons for and address with workers, conduct and performance that may fall below the expected standards to identify underlying causes and potential solutions **(i)** Assess the achievement of conduct and performance objectives set for workers to establish whether improvement has been achieved **(j)** Maintain confidentiality about any issues related to misconduct or unsatisfactory performance in line with legislative, regulatory and organisational requirements
2.6	**Manage conflict within teams**	**(a)** Identify situations that may lead to conflict, increased pressure or crisis and undertake interventions to avoid these **(b)** Apply strategies, models and theoretical frameworks to resolve team conflict should it occur

2.7	**Manage the delegation of tasks**	**(a)** Implement policies, procedures and practice for the delegation of tasks **(b)** Ensure that workers are clear about: • the purpose of the tasks that have been delegated to them • their role, responsibility and accountability for the tasks • the knowledge, understanding and skills needed to undertake the tasks • actions to be taken if they do not feel competent, or if the task is deemed unsafe, including refusal to undertake the task • any training or support that will be available to support them to undertake the tasks • how their work will be monitored **(c)** Follow agreed governance procedures where tasks are delegated from other agencies or professionals **(d)** Access additional support and resources to enable workers to undertake the delegated tasks where this is needed
2.8	**Lead and manage innovation and change**	**(a)** Identify areas through self-evaluation for innovation or change within workplace/setting **(b)** Identify potential stakeholders to support and develop change or innovation **(c)** Use collaborative approaches to involve children and their families/carers in innovation and change **(d)** Facilitate a shared understanding of the need for innovation and change and how this supports: • the shared vision objectives of the workplace/setting • the achievement of positive outcomes **(e)** Ensure that workers and others are supported to understand any change management plans, their role and responsibilities and how the plans will be evaluated **(f)** Assess the potential challenges and impacts of proposed changes and work with others to develop solutions **(g)** Adapt plans and practice to take account of issues or barriers as they arise **(h)** Identify measures to assess the success of the innovation or change **(i)** Lead and manage practice that ensures that the quality of the service is maintained during times of change

Standard 3: Lead and manage the quality of workplace/setting

(This links to unit 503 City & Guilds Level 5 Leadership and Management of Children's Care, Play, Learning and Development: Practice)

Standard	Description of learning outcome	The evidence submitted must demonstrate that the manager has understanding and experience of:
3.1	**Understand theories, methods and models which can be used to support the service provision to meet the requirements for quality standards**	**(a)** Quality standards that the workplace/setting must meet **(b)** Theories, methods and models of performance management, quality assurance and control of the workplace/setting **(c)** Business models and tools that support the identification of strengths, weaknesses, opportunities and threats of the workplace/setting **(d)** How to use current research evidence, enquiries, reviews and reports to support the improvement of the workplace/setting **(e)** The responsibility of key people and organisations for ensuring the quality of the workplace/setting
3.2	**Manage the implementation of systems, procedures and practice to monitor, measure and improve performance of the workplace/setting**	**(a)** Develop an understanding within the workplace/setting of the quality standards that need to be met **(b)** Ensure that workers understand their role, responsibilities and accountabilities in relation to: • meeting quality standards • improving and developing quality provision **(c)** Lead work to identify how performance of the workplace/setting will be measured including key indicators and roles and responsibilities **(d)** Identify appropriate data collection methods for the objective measurement of the performance of the workplace/setting **(e)** Implement policies, procedures and practice that: **involve** all workers in identifying the workplace/setting's strengths and areas for improvement • take account of the views of workers, families/carers, children, and other stakeholders • draw upon reviews, advice and feedback by external agencies • identify changes required and any additional resources required for implementation • develop action plans outlining clear outcomes and objectives **(f)** Lead and manage the implementation of agreed action plans **(g)** Ensure that workers are supported to carry out their roles in meeting quality requirements **(h)** Implement policies, procedures and practice to monitor and measure the progress of the workplace/setting against agreed performance indicators **(i)** Identify further changes required to meet areas that need to be improved and resources required for implementation

3.3	**Use analysis of incidents, compliments, concerns and complaints to improve the workplace/ setting**	**(a)** Implement policies, procedures and practice to ensure that lessons are learned from incidents, compliments, concerns and complaints **(b)** Develop a culture where incidents, compliments, concerns and complaints are perceived as a tool to improve the workplace/ setting **(c)** Lead work to routinely review incidents, compliments, concerns and complaints to identify trends, areas of good practice and areas for improvement within the workplace setting **(d)** Ensure that workers and children/families/carers are made aware of areas of good practice and areas for improvement within the workplace/setting **(e)** Use reviews of incidents, compliments, concerns and complaints to improve the quality of the workplace/setting **(f)** Record and report changes made in response to reviews of incidents, compliments, concerns and complaints in line with legislative, quality and organisational requirements

Standard 4: Professional practice

(This links to unit 504 City & Guilds Level 5 Leadership and Management of Children's Care, Play, Learning and Development: Practice)

Standard	Description of learning outcome	The evidence submitted must demonstrate that the manager has understanding and experience of:
4.1	**Understand the role, responsibilities and accountabilities of a manager**	**(a)** Professional responsibilities and accountabilities within the context of relevant legislative frameworks, standards and relevant Codes of Conduct and Professional Practice **(b)** Legislative, regulatory and organisational requirements related to Duty of Candour and the importance of being open and honest if things go wrong **(c)** Accountability for quality of own practice and overseeing the practice of others **(d)** The importance of recognising and adhering to the boundaries of own role and responsibilities **(e)** How and when to seek additional support in situations beyond own role, responsibilities, level of experience and expertise or unsure as to how to proceed in a work matter

4.2	**Develop leadership skills and ethical practice that recognises and values equity, equality and diversity**	**(a)** Use theories and frameworks to reflect on and develop own leadership skills and qualities **(b)** Reflect on the way that own practice: • effectively challenges inequality • promotes a culture that is: fair, inclusive and anti-discriminatory, values, recognises and celebrates diversity, rights and choice • upholds the values and profession of the childcare sector **(c)** Seek and use feedback from others on own leadership skills to improve practice **(d)** Recognises and uses sensitively the power that comes from own role
4.3	**Lead and manage effective partnership working**	**(a)** Build trust and confidence with partners recognising the roles, responsibilities, accountabilities and expertise of self and others **(b)** Apply the principles of 'Positive Interdependence' to support effective partnership working **(c)** Lead practice that promotes collaborative working **(d)** Develop effective relationships with partners whilst maintaining clear professional boundaries **(e)** Take action to resolve challenges that arise from working in partnership **(f)** Adhere to agreed joint working and information sharing protocols **(g)** Continually promote the rights and well-being of children and their families/carers using the workplace/setting with other professionals **(h)** Develop a culture and environment that supports children and their families/carers to express what is important to them with other professionals

4.4	**Lead and manage information requirements for presenting, recording, reporting and storing information**	**(a)** The format and purpose of reports and sharing of information and how this should be presented **(b)** Implement policies, procedures and practice that ensures compliance with recording, reporting, storage and sharing of information in the work setting **(c)** Ensure that own records and reports are: • accurate • dated • objective • understandable • legible accessible • reflect the views of children and their families/carers • respectful of children and their families/carers • differentiate between fact and opinion • presented to those who need to make decisions or take actions • stored, shared and retained in accordance with organisational policies, legal requirements and data protection
4.5	**Ensure own continuing professional development meets legislative requirements, standards and the Codes of Conduct and Professional Practice**	**(a)** Ensure own compliance with legislative requirements, standards and relevant Codes of Conduct and Professional Practice for continuing professional development **(b)** Use relevant literature, research and reviews to ensure that practice is current and effective **(c)** Evaluate and routinely review and reflect on own knowledge, understanding and skills against relevant: • legislative requirements • standards and frameworks • Codes of Conduct and Professional Practice • evidence informed practice to identify areas for improvement **(d)** Use development opportunities to improve knowledge, understanding and skills

Standard 5: Lead and manage practice which promotes the safeguarding of children

Links to unit 505 City & Guilds Level 5 Leadership and Management of Children's Care, Play, Learning and Development: Practice

Standard	Description of learning outcome	The evidence submitted must demonstrate that the manager has understanding and experience of:
5.1	**Lead and manage compliance with legislative, regulatory and organisational requirements for the safeguarding of children**	**(a)** Implement policies, procedures and practice that enable workers to comply with requirements for safeguarding **(b)** Monitor compliance with requirements for safeguarding and take action where these are not being adhered to **(c)** Manage the performance of workers to meet legislative, regulatory and organisational requirements for safeguarding
5.2	**Develop and maintain knowledge and understanding of safeguarding of children**	**(a)** Ensure that workers understand: • information about signs and symptoms that may indicate that a child has been, or is in danger of being harmed or abused including radicalisation and female genital mutilation • information about requirements where there are concerns that a child has been, or is in danger of being harmed or abused, including whistleblowing • actions to take if they are concerned about the safety or well-being of families/carers • the role of different agencies, including advocacy, for the safeguarding of children • how to avoid actions and statements that could adversely affect the use of evidence in future investigations or court whilst giving priority to the protection of children **(b)** Use Practice Reviews to develop knowledge, understanding and ways of working that promote safeguarding **(c)** Reflect on own behaviour to ensure that it does not contribute to situations, actions or behaviour that may be harmful or abusive

5.3	**Lead and manage practice that safeguards children from harm and abuse**	**(a)** Ensure that workers understand their responsibility to explain to children and their families/carers their accountability to disclose any information about potential or actual harm or abuse **(b)** Ensure that workers are supported to work with children and others to agree procedures to follow if situations, events or behaviour occur that could lead to harm or abuse **(c)** Ensure that workers are supported to take immediate action where they observe signs or symptoms of harm or abuse or where this has been disclosed **(d)** Ensure that records and reports meet legislative and organisational requirements **(e)** Follow agreed procedures to pass on reports and information about suspected or disclosed harm or abuse within confidentiality agreements **(f)** Monitor the effectiveness of systems to safeguard children and take actions to continually improve practice **(g)** Use supervision and support to consider the impact on workers, self and others of suspected or disclosed harm or abuse **(h)** Access additional support for situations that are outside of own expertise, role and responsibility
5.4	**Lead and manage practice that supports rights, choice, well-being and positive relationships to promote safeguarding**	**(a)** Support workers to understand the links between child centred practice and the safeguarding of children **(b)** Lead the development of a culture and environment that promotes child centred practice in the safeguarding of children **(c)** Lead the development of a culture and environment that supports positive relationships between workers and children and their families/carers **(d)** Lead the development of a culture and environment that supports children and their families/carers to express their fears, anxieties, feelings and concerns without worry of ridicule, rejection or retribution **(e)** Ensure that communication in the setting is conducted in a way that recognises confidentiality within the boundaries of safeguarding

5.5	**Lead and manage practice that supports children to be kept safe**	**(a)** Lead the management of practice that challenges behaviour or actions that may lead to harm or abuse **(b)** Lead and manage work with children to identify factors, situations and actions that may cause, or lead to harm and abuse and their rights to be kept safe **(c)** Lead and manage work with children and/or their families/ carers to identify what needs to be in place to avoid situations that may lead to harm or abuse **(d)** Lead and manage work with children and/or their families/ carers that agrees fair, safe, consistent and understandable boundaries to keep them safe **(e)** Lead the management of practice that supports children to recognise when the behaviour towards them or others is inappropriate or unacceptable

Standard 6: Lead and manage health, safety and security in the workplace/setting

Links to unit 506 City & Guilds Level 5 Leadership and Management of Children's Care, Play, Learning and Development: Practice

Standard	Description of learning outcome	The evidence submitted must demonstrate that the manager has understanding and experience of:
6.1	**Understand legislative and regulatory requirements for health, safety and security in the workplace/setting**	**(a)** Legislative and regulatory requirements for health, safety and security in the workplace/setting **(b)** Responsibility of self and others for health, safety and security in the workplace/setting
6.2	**Monitor and maintain compliance with health, safety and security requirements**	**(a)** Ensure that there are systems in place to provide workers and others with updates on changes in legal and workplace/ setting policies, procedures and practices for health, safety and security **(b)** Ensure that workers and others are aware of legal and workplace/setting policies, procedures and practices required for health, safety and security in the workplace/setting **(c)** Monitor compliance with health, safety and security requirements and take action where these are not being adhered to **(d)** Lead work with others to identify, assess, minimise and manage potential risks and hazards in the workplace/setting environment **(e)** Ensure that records and reports on health, safety, security and risk management are completed according to legislative and workplace/setting requirements

6.3	**Lead and manage health and safety risk assessments for children**	**(a)** Develop culture and practice that promotes the rights of children to take positive risks in play **(b)** Ensure workers support children to assess, balance and make decisions about risks in accordance with their stage and development **(c)** Lead and manage the development of individual care or play plans which take account of positive risk-taking choices **(d)** Evaluate how risk benefits analysis within the workplace/setting: • support children to take positive risks • challenges risk averse attitudes **(e)** Ensure compliance with requirements for recording and storing information related to positive risk-taking decisions
6.4	**Manage the risks of work-related ill-health**	**(a)** Assess potential risks in the workplace/setting of work-related ill-health **(b)** Identify and implement methods that support workers to avoid work-related ill-health **(c)** Monitor work-related ill-health within the workplace/setting including trends within the workforce **(d)** Take action to address identified work-related ill-health

Appendix 3 – Suggested ways to share progress

How to share work and progress with your nominated person

You can complete the framework in a way that suits you. You and your nominated person should agree on an approach that's simple and practical for both of you. The suggestions below can help you decide what will work best.

1) Shared online folder

Create an online folder (for example, OneDrive, SharePoint, Google Drive) and share it with your nominated person.

This makes sure:

- all documents are kept in one place
- both of you are always working on the most up-to-date version
- you can organise files clearly into sections or units.

You may also choose to email your nominated person when a new piece of work is ready for them to review.

2) Email submissions

Email your documents to your nominated person as you complete them.

If you choose this method:

- clearly title the email (for example, Part A _Standard1.1 _140326)
- name your documents using a date or version number

This helps both of you keep track of progress.

3) Scheduled review meetings

Arrange regular meetings (online or face-to-face) to share your progress.

For example:

- weekly or fortnightly check-ins
- monthly review sessions

Bring printed work or share your screen to go through documents together.

4) Paper-based folder (if preferred)

If digital methods aren't suitable:

- keep a clearly organised folder
- arrange times to hand over new work
- use sticky notes or a checklist to show what needs reviewing