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Social Care **Wales**



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# A guide to inducting well

[socialcare.wales](http://socialcare.wales)



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## Contact Details

Social Care Wales  
South Gate House  
Wood Street  
Cardiff  
CF10 1EW

Tel: 0300 3033 444  
Fax: 029 2038 4764  
Minicom: 029 2078 0680  
E-mail: [info@socialcare.wales](mailto:info@socialcare.wales)

[socialcare.wales](http://socialcare.wales)

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### Other formats

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# Introduction

Social Care Wales is the social care workforce regulator in Wales and is responsible for promoting and securing high standards across the early years and social care workforce. Social Care Wales aim to ensure that this workforce in Wales has the right skills and qualifications to work to a high professional standard, and is capable of delivering high quality services. Social Care Wales encourage the sector to ensure that a carefully managed induction is a priority for all childcare providers. Social Care Wales, like all excellent childcare providers, recognise that quality of provision is dependent upon ensuring that practitioners have a comprehensive, structured and thorough induction process. At the same time we also acknowledge that this can be a challenge and that direction and guidance is sometimes needed. Social Care Wales have responded to that need by producing this resource.

This guidance complements other resources produced by Social Care Wales for the early years and childcare sector. These include:

- A guide to recruiting well
- A guide to supervising and appraising well
- Continuous Professional Development (CPD) principles for the early years and childcare workforce in Wales
- Early Years and Childcare Induction Framework for Wales



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# Induction

Induction is the first learning a practitioner undertakes when joining the workforce and it is essential that you as the employer arrange the appropriate support.

Evidence shows that a structured induction process, along with programmes for professional development, play a significant part in the retention of staff. This resource may be used as a guide for managers to highlight good practice and areas that may be covered during induction.

## Essential Skills Wales

The induction process may reveal that the practitioner needs additional help to meet the functional levels of language, literacy and numeracy which you the manager may consider necessary for them to do their job properly. This area of work is a top Welsh Government priority and there are many schemes you can access to provide your employee with support and information.

Essential Skill Wales (ESW) qualifications have been introduced to help learners demonstrate that they can apply these vital skills to a range of situations whilst at work. Without the ability to read, write and communicate and use Information Technology, practitioners will find it harder to be successful in post.

### Facts about induction

All employers whether in private business, the public sector, or third sector need to develop a sound induction process:

- Induction is essential for every practitioner to help them understand the crucial role they play in supporting children during their formative years.
- Induction is vital to help practitioners understand and recognise their roles and responsibilities.
- A thorough and structured induction, together with programmes for continuing professional development, can play a part in retaining practitioners in roles.
- Planning for induction is essential for consistent practice and the implementation of policies and procedures.
- A good induction can help manage the performance of practitioners.

# The importance of an effective induction programme

Without an effective induction programme, practitioners may not be given the opportunity to fully understand the organisation or their role in it. This may lead to:

- poor integration into the team;
- low morale, particularly for the practitioner;
- loss of productivity; and
- failure to work to their highest potential.

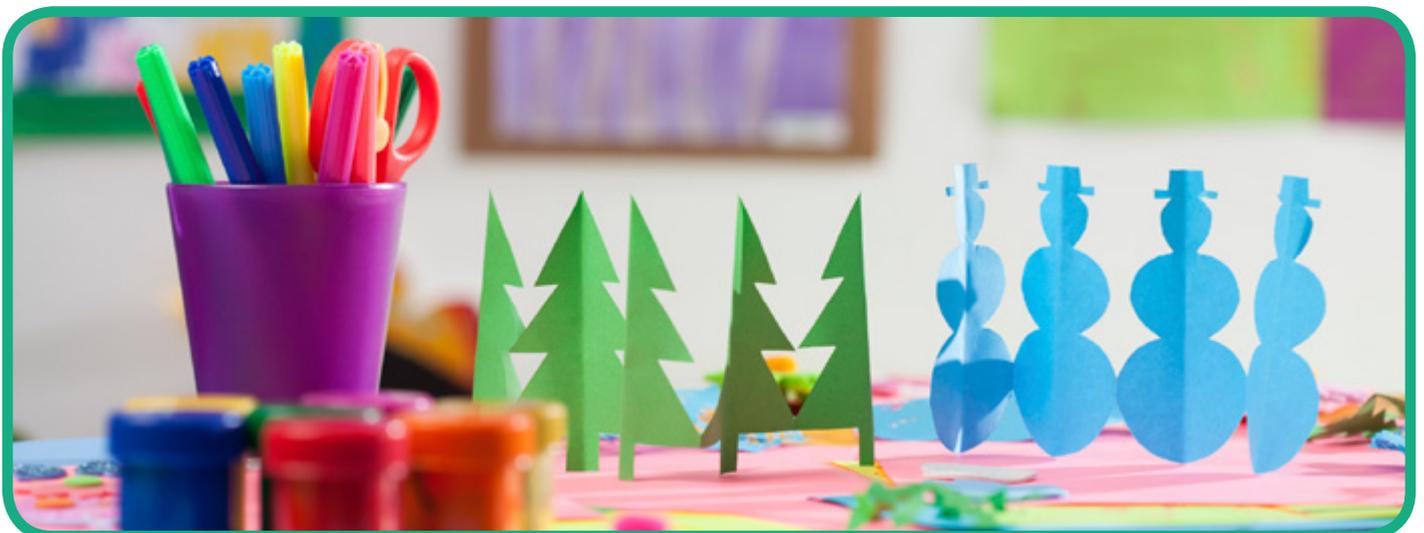
A sound induction process makes sure:

- children are better protected from potential harm;
- the practitioner's team is protected from the effects of poor performance;
- practitioners are better integrated into the team;
- practitioners are better supported; and
- employers are more likely to retain the best people for the job.

## Understanding the sector

To provide safe, reliable, efficient and thorough induction procedures providers must have a broad knowledge of their responsibilities as employers.

For those interested in further information about sector activity and current and recent development, it is certainly worth visiting the Social Care Wales website and reading reports from research undertaken in the early years and childcare sector, [socialcare.wales/early-years-and-childcare-worker](http://socialcare.wales/early-years-and-childcare-worker).



# Links between induction and training

## Induction can:

- be used to identify the learning and skills needs of practitioners;
- help to develop individual development plans for practitioners; and
- help identify and prioritise ongoing learning.

## Planned learning

There are many ways that people learn. It is good practice to use a variety of methods throughout the induction process which may include:

- mentoring by a more experienced colleague;
- distance learning;
- e-learning;
- guided reading;
- structured use of supervision;
- taught courses; and
- shadowing.

The induction should also be conducted in bite-sized pieces rather than overloading the new practitioner with too much information all at once.

## Supporting the learning process

The person with responsibility for induction needs to ensure practitioners are given:

- enough time;
- encouragement;
- support; and
- regular and appropriate supervision.

## Who needs an induction programme?

All practitioners, whether full or part-time, need an induction programme. The induction programme should be flexible to meet the needs of everyone including people returning from career breaks, long-term absence, maternity/paternity leave or trainees and apprentices.

# The first day

The single most important aspect of the first day is to welcome and make time for the practitioner. If you have the opportunity, use a “buddy” system where another employee is “assigned” to look after the new person – it can help both to develop confidence.

## **A good first day should include all of the following:**

- a warm welcome for the practitioner;
- introductions to colleagues, families and children;
- completion of necessary paperwork and documentation including:
  - core policies and procedures e.g. safeguarding children, confidentiality;
  - identification documents e.g. birth certificate, passport or drivers licence; and
  - human resource details e.g. details of next of kin, bank details for the payroll, qualification certificates and other paperwork that is required by the Care and Social Services Inspectorate Wales (CSSIW).
- basic health and safety information e.g. accessing the building, signing in and out requirements;
- information on the length of any formal induction period and probationary requirement e.g. six month probationary period;
- line management arrangements;
- familiarisation of the work environment e.g. toilets, staff room;
- organisational documents and routines e.g. a copy of the staff handbook, staff structure, dress code, etc; and
- information on regulations and standards e.g. National Minimum Standards.

It is good practice to provide an induction plan and checklist to ensure that all the areas highlighted above are covered. This can then be signed by both practitioner and the person in charge of induction and retained on the practitioners personnel file.

# Main areas of learning at induction

This section has been designed to provide you the employer with an overview of the core areas to be covered within a thorough induction.

The areas of learning listed below are linked to the National Occupational Standards (NOS) for Children's Care, Learning and Development (CCLD) and the Seven Core Aims (See Appendix 1 on page 15).

## 1. Understand the principles and values essential for working with children in Wales

### Summary

Principles and values mean the main beliefs we hold about children and their families. These beliefs direct the way we work with children and are an important basis of practice.

These principles and values reflect the importance of children's rights and listening to what children have to say. The principles and values can be found in full in Appendix 1 on page 15.

### Guidance

To achieve this outcome the following areas may be covered:

- principles and values;
- confidentiality;
- person centred approaches; and
- equality and inclusiveness in practice.

## 2. Understand children's rights

### Summary

This outcome is about the rights of the child or young person as expressed in the United Nations Convention on the Rights of the Child (UNCRC). Practitioners are expected

to promote these rights throughout their work with children including working with children to raise their awareness of their rights and helping them to express their views.

### Guidance

To achieve this outcome the following areas may be covered:

- principles and values;

- confidentiality;
- person centred approaches; and
- equality and inclusiveness in practice.

### 3. Understand your role in the early years and childcare workforce

#### Summary

This outcome is concerned with ensuring that the practitioner understands their roles and responsibilities in relation to the children they work with and within the wider early years and childcare workforce. The practitioner should understand to whom they are accountable and the limits of their responsibility.

#### Guidance

To achieve this outcome the following areas may be covered:

- your day to day tasks and responsibilities;
- the importance of working in partnership;
- the different types of organisations, agencies and individual workers that make up the early years workforce;
- the legal and organisational responsibilities of practitioners; and
- the aims of the individual work setting.

### 4. Understand health, safety and security

#### Summary

Practitioners need to show that they have created a safe environment, appropriate to the age and developmental abilities of the children in their care, taking action to support the physical, mental, social and emotional health and well-being of children. This means having full information about the health of the child they care for and understanding what particular health issues they may have. It is especially important that the practitioner is able to understand the laws about health and safety and how they relate to their work with children and young people.

#### Guidance

To achieve this outcome the following areas may be covered:

- hazard and risk
- health and well-being

- moving and positioning
- fire safety
- emergency first aid
- infection prevention and control; and
- medication and health care procedures
- security.

## 5. Understand the importance of listening and communication

### Summary

Listening to children is one of the most important skills. Practitioners will need to understand and be able to demonstrate effective communication.

### Guidance

To achieve this outcome the following areas may be covered:

- engage with children
- listen to children
- communicate with children
- communication with other individuals
- record keeping; and
- complaints and compliments.



## 6. Understand child development and behaviour

### Summary

In order to be effective as a practitioner, it is important that practitioners have a broad understanding of children's physical, emotional, social and intellectual development and the difference between growth, chronological age and expected developmental progress.

### Guidance

To achieve this outcome the following areas may be covered:

- child and young person development
- behaviour
- transitions
- play; and
- educational potential.

## 7. Understand the importance of keeping children safe from harm

### Summary

An early year's practitioner must know the laws, work policies and procedures that are intended to protect children and safeguard them from harm. They must be able to recognise the signs of abuse and clearly understand their responsibilities for protecting children under the law, together with the safeguarding policies and procedures of their place of work.

### Guidance

To achieve this outcome the following areas may be covered:

- safety and safeguarding; and
- safe practice.

## 8. Understand how to develop yourself and your skills

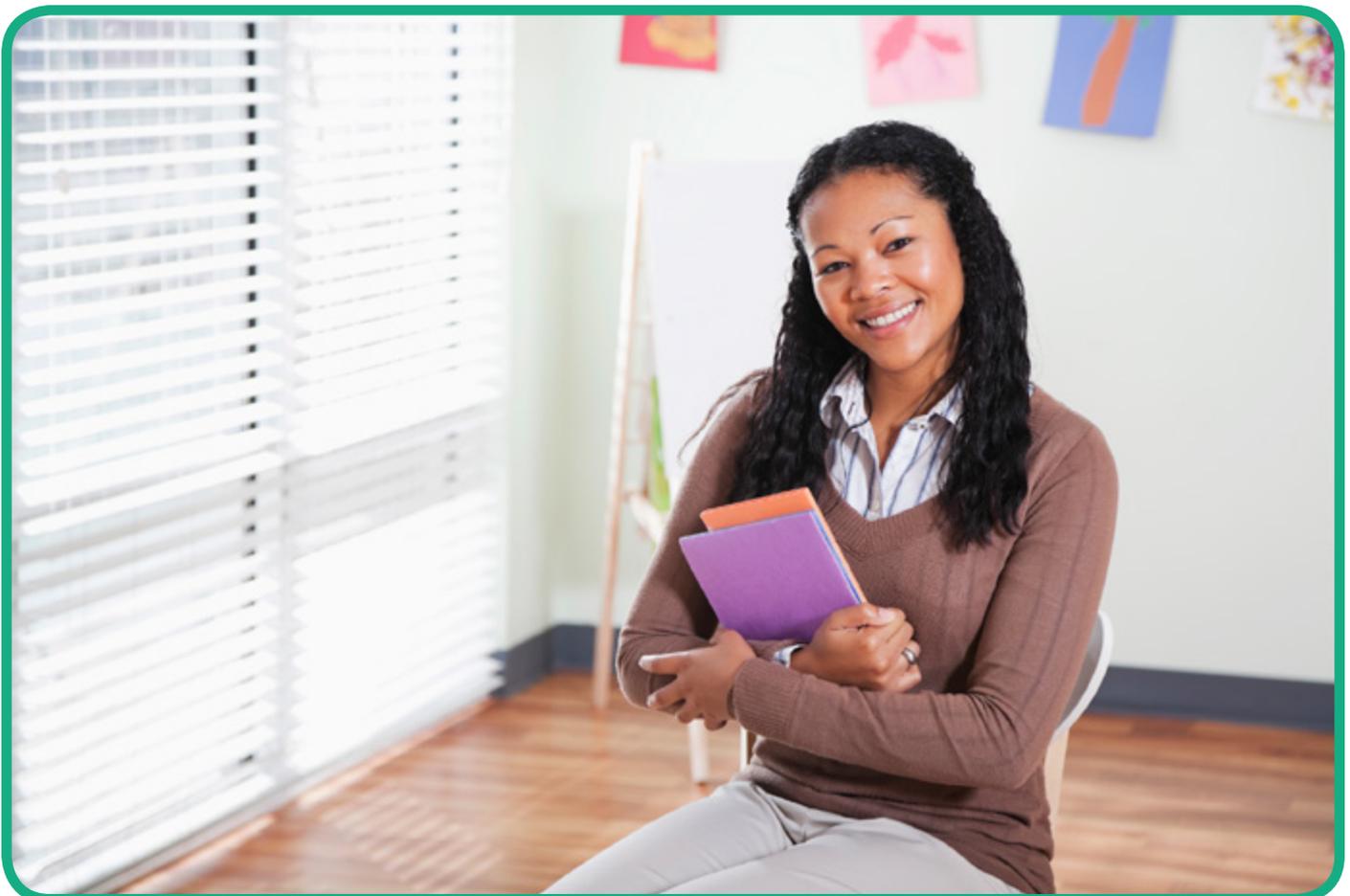
### Summary

An early years practitioner will need to know what support is available to help them to develop within their role, together with the role of their supervisor. They will also need to know where to get information and understand their responsibility for gaining knowledge and practising the skills they will need to be effective in their role.

### Guidance

To achieve this outcome the following areas may be covered:

- knowledge and skill development; and
- support and supervision.



# What next

Upon completion of your employee's induction the early years practitioner should demonstrate that they have the skills to work safely, efficiently and effectively with children and their carers. Going forward, the employer can encourage and ensure that practitioners undertake regular Continuous Professional Development to retain and enhance their skills.

## Continuous Professional Development (CPD)

CPD is a planned, ongoing development of knowledge and skills throughout working life to ensure the development of good practice and quality services. It contributes to work based and personal development enabling practitioners to fulfil their potential.

CPD involves intentionally developing the knowledge, skills and personal qualities all practitioners need to perform their professional responsibilities and duties. It is a holistic approach to learning which recognises every day experiences as learning opportunities. The essence of CPD is about achieving professionalism in everything, and is a personal commitment to continuously updating knowledge and skills.

## Appendix 1 - Principles and values

### The principles

- The welfare of the child or young person is paramount.
- Childcare workers contribute to children's care, learning and development, and safeguarding. This is reflected in every aspect of practice and service provision.
- Childcare workers support parents and families who are partners in the care, learning, development and safeguarding of their children, recognising they are the child's or young person's first, and in most situations their most enduring, carers and educators.

### The values

- The needs, rights and views of the child or young person are at the centre of all practice and provision.
- Individuality, difference and diversity are valued and celebrated.
- Equality of opportunity and anti-discriminatory practice are actively promoted.
- Children's health and well-being are actively promoted.
- Children's educational needs are given high priority to ensure that they reach their full potential.
- Children's personal and physical safety is safeguarded, whilst allowing for risk and challenge, as appropriate to the capabilities of the child or young person.

- Self-esteem and resilience are recognised as essential to every child or young person’s development.
- Confidentiality and agreements about confidential information are respected as appropriate unless a child’s or young person’s protection and well-being are at stake.
- Professional knowledge, skills and values are shared appropriately in order to enrich the experience of children more widely.
- Social inclusion and advancement of children are actively promoted as specified in the UN Convention on the Rights of the Child (UNCRC).

The principles and values are aimed at practitioners to inform their work.

## The seven core aims

The seven core aims for children in Wales have been distilled from the UNCRC. They form the basis for all government policies for children in Wales and ensure that the UNCRC apply at all levels. The seven core aims are focused on implementing children’s rights, whereas the principles and values are focused on what practitioners need to do. The seven core aims ensure that children:

- Have a flying start in life and the best possible basis for future growth and development;
- Have access to a comprehensive range of education, training and learning opportunities, including acquisition of essential personal and social skills;
- Enjoy the best possible physical and mental, social and emotional health, including freedom from abuse, victimisation and exploitation;
- Have access to play, leisure, sporting and cultural activities;
- Are listened to, treated with respect, and are able to have their race and cultural identity recognised;
- Have a safe home and a community that supports physical and emotional wellbeing; and
- Are not disadvantaged by child poverty.

# Appendix 2 - Glossary

Capabilities	The range of natural abilities and learned skills
Development	Process of change – increase in complexity and maturity; children gaining skills and competence
Environment	All aspects of the indoor and outdoor environment for which you are responsible
Families	Includes parents and carers together with chosen individuals who contribute significantly to the well-being of individual children and who may have legal responsibility
Growth	Increasing in size – getting bigger in height and weight
Resilience	The ability to withstand normal everyday disappointments, hurt feelings and assaults on one’s confidence without it Affecting self-esteem
Self-determination	Making decisions on one’s own behalf, or influencing decisions made by others that affect you

## Resources

### **Welsh Government**

[www.wales.gov.uk](http://www.wales.gov.uk)

### **Care Inspectorate Wales (CIW)**

[careinspectorate.wales/?lang=en](http://careinspectorate.wales/?lang=en)

### **Social Care Wales**

[socialcare.wales](http://socialcare.wales)

### **Wales Pre-school Playgroups Association**

[www.walesppa.org](http://www.walesppa.org)

### **National Day Nurseries Association (NDNA)**

[www.ndna.org.uk](http://www.ndna.org.uk)

### **Clybiau Plant Cymru Kids’ Clubs**

[www.clybiauplantcymru.org](http://www.clybiauplantcymru.org)

### **Welsh Language Commissioner**

[www.comisiynyddygybraeg.cymru/english](http://www.comisiynyddygybraeg.cymru/english)

**Children in Wales**

[www.childreninwales.org.uk](http://www.childreninwales.org.uk)

**Advisory, Conciliation and Arbitration Service (ACAS)**

[www.acas.org.uk](http://www.acas.org.uk)

**Direct Gov**

[www.direct.gov.uk](http://www.direct.gov.uk)

**Jobcentre Plus**

[www.gov.uk/contact-jobcentre-plus](http://www.gov.uk/contact-jobcentre-plus)

**Professional Association for Children and Early Years (PACEY)**

[www.pacey.org.uk](http://www.pacey.org.uk)

**Welsh Government's Department of Education and Skills**

[www.gov.wales/topics/educationandskills/?lang=en](http://www.gov.wales/topics/educationandskills/?lang=en)

**Essential Skills Wales**

[business.wales.gov.uk/skillsgateway/essential-skills-workplace](http://business.wales.gov.uk/skillsgateway/essential-skills-workplace)

**ESTYN**

[www.estyn.gov.uk/home.asp](http://www.estyn.gov.uk/home.asp)

**Mudiad Meithrin**

[www.meithrin.cymru](http://www.meithrin.cymru)

**Family Information Services**

[findyourfis.familyandchildcaretrust.org/kb5/findyourfis/home.page](http://findyourfis.familyandchildcaretrust.org/kb5/findyourfis/home.page)

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