

All Wales induction framework for early years and childcare managers

Part A: knowledge workbook

(sample answers)

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# Introduction

## Who is it for?

This guide is aimed at those who are responsible for supporting leaders/managers to complete the All Wales Induction Framework for Early Years and Childcare (AWIF) for early years and childcare (EYCC) managers [Part A knowledge progress log](https://socialcare.wales/resources/awif-eycc-managers-progress-log-a).

It includes suggested general answers to the questions asked in the AWIF for EYCC managers [part A knowledge workbooks](https://socialcare.wales/resources/awif-eycc-managers-part-a-workbook), showing some comprehensive responses might look like. The model answers will help you judge whether workers have sufficient knowledge to support their practise.

## How to use it?

This is a reference guide, so you don’t need to read it from cover to cover. You can use the clickable links in the [contents](#contents) page to take you to the relevant section.

This resource doesn’t give answers to every question and the sample answers aren’t prescriptive. You shouldn’t expect leaders/managers to use the exact words that are provided in the examples given here.

Also, it’s useful to remember that you would expect more comprehensive answers from someone nearing the end of their induction than from someone who’s just starting. Leaders/managers will continue to develop their knowledge and understanding.

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# **Section 1: Leading child-centred** practice

## 1.2 Equity, equality, diversity and inclusion

This activity involves the leader/manager to assess their own setting’s existing equality and diversity policy to make sure it effectively supports equity, equality, diversity, and inclusion. They will focus on evaluating the policy, making necessary revisions, and summarising the improvements they may need to make so they’re promoting equity, equality, diversity and inclusion effectively.

Here’s a sample answer to Task 1: Research and review legislation and policy. The leader/manager has been asked to summarise these policies and how they can be reflected within the policy.

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| **Review of Current Legislation and Policies**   * **Equality Act 2010**   + **Summary:** The Equality Act 2010 is UK legislation aimed at reducing discrimination, advancing equality of opportunity, and enhancing positive relationships among diverse groups. It provides protection based on characteristics such as age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, pregnancy, and maternity.   + **Application in policy:** Within an early years and childcare setting, policies should outline zero tolerance for discrimination, with clear guidelines for identifying and addressing instances of bias. Staff should ensure that all children and families, regardless of background, have equal access to resources and support. For instance, accessibility features and reasonable adjustments must be made for children with disabilities. * **Additional Learning Needs and Education Tribunal (Wales) Act 2018**   + **Summary:** This Act is specific to Wales and replaces the term Special Educational Needs (SEN) with Additional Learning Needs (ALN). It focuses on a person-centred approach for children with ALN, ensuring they receive adequate support throughout their education.   + **Application in policy:** Policies should ensure early identification of ALN and the incorporation of individualised learning plans. An example includes using sensory-friendly spaces and providing tailored support through specialist ALN practitioners. Staff should receive regular training to support children with various needs effectively and inclusively. * **Other Relevant Policies**   + **Welsh language standards:** The inclusion of the Welsh language promotes linguistic diversity and cultural pride. Policies should encourage the use of Welsh in daily activities, with staff engaging in bilingual communication and providing Welsh language resources.   + **UN Convention on the Rights of the Child (UNCRC):** Recognised by the Welsh Government, it emphasises children’s rights, including the right to participation, survival, and protection. Policies should advocate for child-centred practices, enabling children to have a voice and make choices where appropriate.   **Workplace Behaviours and Values for Equity and Inclusion**  Promoting equity and inclusion requires embedding certain values and behaviours into the daily practice of staff. Here are some effective practices and examples leaders/managers can do. The leader/manager could show you some documents of what they have researched and make some notes:   * **Embedding inclusive behaviours**   + Leaders/managers should lead by example in showing respect and empathy, creating an environment where all backgrounds and abilities are valued.   + Initiating weekly meetings where staff can discuss inclusion challenges and share strategies, reinforcing a culture of openness and continuous improvement. * **Child-centred learning approaches**   + Recognising the unique needs of each child ensures equitable learning opportunities. This involves actively observing children’s interests and adapting activities to meet their needs.   + Offering a mix of visual, auditory, and tactile learning activities allows children to engage with materials in ways that suit them best, promoting inclusivity in learning. * **Continuous Professional Development (CPD)**   + Regular training helps staff stay informed about best practices in diversity and inclusion.   + Hosting workshops on cultural competence or ALN adaptation, where staff can learn practical methods for supporting diverse groups. * **Engaging families and communities**   + Engaging with families enhances a sense of community and understanding of diverse cultural and social backgrounds.   + Organising family events, such as culture Days, allows families to share traditions, enhancing mutual respect and understanding within the setting. |

Here’s a sample answer to Task 2: Evaluate the workplace equality and diversity policy. The leader/manager may produce an evaluation in a written form such as:

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| **Legislation and Policy Alignment**   * **Evaluation**: The policy includes references to the Equality Act 2010 and the Additional Learning Needs and Education Tribunal (Wales) Act 2018, which is encouraging, as it demonstrates an awareness of relevant legislation. However, upon reviewing the compliance steps, I noticed that specific actions for compliance could be clearer. For example, while the policy mentions equal access, it doesn’t detail how staff should provide reasonable accommodations for children with disabilities. Adding a section on practical steps, such as modifying learning environments or providing sensory resources, would be better to support staff and ensure that we meet legal requirements. * **Recommendation**: I recommend including a checklist of actions for supporting children with additional learning needs (ALN), so staff can follow consistent and compliant procedures in line with Welsh ALN guidelines.   **Promoting positive behaviours and values**   * **Evaluation**: The policy emphasises respect, empathy, and inclusivity, which are essential values in our setting. However, it lacks practical examples to guide staff in their day-to-day interactions with children and families. For example, it would be helpful to suggest ways staff can incorporate inclusive language, celebrate cultural events, and adapt activities to be more accessible and engaging for all children. * **Recommendation**: I suggest adding specific examples, such as using culturally diverse resources in lessons and inviting families to share their cultural traditions, to help staff understand and implement inclusive practices. This could also include a list of inclusive phrases and actions that promote equity, helping staff better align with the policy’s values in a practical way.   **Addressing discrimination, stereotyping, and unconscious bias**   * **Evaluation**: The policy outlines a commitment to preventing discrimination but could benefit from stronger strategies for managing and mitigating unconscious bias. It mentions anti-discrimination training but doesn’t provide a concrete approach for addressing stereotyping in everyday situations or for dealing with unconscious biases that may arise. * **Recommendation**: I propose that we include regular training on unconscious bias for all staff members, paired with real-time intervention strategies. For example, if staff encounter stereotyping or biased behaviour, the policy could suggest techniques like guided discussion or immediate feedback to address these behaviours directly and constructively. This action is feasible with our current resources, although incorporating a reporting tool and scheduling regular diversity workshops might enhance their effectiveness. Additionally, we could nominate a staff member to become our diversity advocate, ensuring ongoing support and accountability in managing unconscious biases.   **Creating an Anti-Racist Culture**   * **Evaluation**: The policy makes a positive effort by mentioning anti-racist values, but it would benefit from more concrete steps to ensure that we actively promote an anti-racist culture. Currently, the policy mentions anti-racist training but it doesn’t outline how this will translate into proper actions within the curriculum or setting environment. * **Recommendation**: To embed anti-racism in our culture, I propose to update our curriculum to include diverse cultural perspectives and establishing clear guidelines for anti-racist language and behaviour. Additionally, the DARPL toolkit could be introduced to staff as a structured resource for developing anti-racism skills and awareness. By enhancing our anti-racist practices, I expect we’ll embed a more inclusive atmosphere where children and staff from all backgrounds feel valued. This approach will also encourage children to develop an awareness of equality and respect for diversity from an early age.   Overall, while our current equality and diversity policy provides a strong foundation, there are several opportunities for improvement. Adding specific compliance steps, practical examples, and enhanced strategies for addressing unconscious bias and promoting anti-racism will help create a more supportive and inclusive environment. By making these changes, we will align more closely with legislative requirements and further our commitment to equity, diversity, and inclusion within our setting. |

Here’s a sample answer to Task 3: Revise the policy. The leader/manager might want to show you what needs to be updated. They may decide to write over their old policy to add in the amendments and can then show you the new updated version. You could ask them for notes of what they have updated like in the example below. It would be good to see the changes from the old policy to the new policy.

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| **Update legislation**   * **Revised content**: To ensure alignment with the most recent legislation, I reviewed and updated references to key laws. I included detailed sections on the Equality Act 2010 and Additional Learning Needs and Education Tribunal (Wales) Act 2018. The policy now specifies actions to comply with these laws, such as ensuring accessibility for children with disabilities and providing individualised support plans for those with additional learning needs. * **New additions**: I added specific procedures for staff to follow when making reasonable adjustments in the learning environment, like creating quiet spaces for sensory breaks or using communication aids for children who need them. These updates are designed to ensure legal compliance and create a more accessible environment for all children.   **Strengthen behaviours to promote inclusivity**   * **Refined section on inclusive practices**: To reinforce inclusivity, I expanded the section on positive behaviours to include more detailed examples. Staff are now encouraged to use inclusive language and actively engage children from all backgrounds. For instance, I included guidance on greeting each child in their preferred language and using inclusive visuals and materials that reflect diverse backgrounds. * **Practical guidance**: I added practical steps for staff to promote inclusivity in daily routines. For example, there are guidelines on how to adjust group activities to include children of all abilities, such as adapting games for various skill levels and providing flexible seating options. Additionally, the revised policy now outlines expectations for culturally responsive communication with families, helping to build strong, respectful partnerships.   **Enhance anti-discrimination strategies**   * **Expanded strategies**: The revised policy includes expanded anti-discrimination strategies aimed at recognising and addressing bias. I introduced a clear procedure for reporting discrimination, with a step-by-step guide for staff on how to handle and document incidents. This procedure ensures accountability and supports a safe environment for children and families. * **Real-time intervention tools**: To empower staff to tackle instances of bias, I included real-time intervention tools within the policy. These tools provide strategies for addressing stereotypes or prejudiced statements in the moment, such as calmly correcting biased language and embedding an open dialogue. If a child or staff member displays biased behaviour, staff can follow a guided response model that promotes respectful correction and learning.   **Advance anti-racism efforts**   * **Comprehensive anti-racism actions**: The policy now includes specific actions aimed at promoting an anti-racist culture. I introduced mandatory anti-racism training for all staff, covering topics such as unconscious bias, the history of racial discrimination, and strategies for ensuring equity in our setting. * **Community engagement**: To reinforce these anti-racist values within our community, I included actions for reaching out to families and our community. The policy suggests hosting regular family workshops on diversity and inclusion, inviting parents and caregivers to share their experiences and perspectives. * **Curriculum adjustments**: I revised the curriculum section to incorporate diverse perspectives and experiences more explicitly. We now have a rotating list of books, stories, and learning materials that represent different cultures, races, and identities, ensuring that children see a wide variety of positive role models and are exposed to a range of cultural narratives. * **DARPL Toolkit implementation**: The policy now officially incorporates resources from the DARPL toolkit, providing staff with structured guidance on addressing race and inclusivity. These tools will support continuous improvement in our anti-racism efforts and help create an environment where all children feel valued.   Overall the revised equality and diversity policy is now more robust, inclusive, and reflective of our commitment to promoting an anti-racist culture. By updating legislative references, strengthening practical guidance for staff, enhancing anti-discrimination measures, and advancing anti-racism efforts, we are building a more inclusive environment where every child, family, and staff member feels respected and supported. |

Here’s a sample answer to Task 4: Summary of my findings and reflection

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| **Summary**  Throughout the research and evaluation of our workplace equality and diversity policy, several key areas for improvement were identified.   1. **Legislative compliance**: The initial policy included references to important legislation, such as the Equality Act 2010 and the Additional Learning Needs and Education Tribunal (Wales) Act 2018. However, it lacked specific compliance steps and practical actions for staff to follow. The revised policy now explicitly outlines these requirements, ensuring all staff understand their responsibilities and are equipped to meet the needs of every child. 2. **Promoting inclusivity**: The original policy emphasised positive behaviours but did not provide concrete examples or practical guidance for staff. The updated policy now includes detailed suggestions for promoting inclusivity, such as using inclusive language and adapting activities for diverse needs. This clarity empowers staff to create an environment where all children feel valued and included. 3. **Anti-discrimination strategies**: The previous version mentioned a commitment to tackling discrimination but lacked detailed procedures. The revised policy introduces a clear reporting process for incidents of discrimination, along with real-time intervention strategies for staff. This proactive approach equips our team to address bias and stereotypes effectively, ensuring a more supportive environment. 4. **Anti-racism initiatives**: Our examination highlighted the need for a stronger emphasis on anti-racism. The policy now includes mandatory anti-racism training and guidelines for community engagement, such as inviting families to participate in workshops. By incorporating the DARPL toolkit and emphasising diverse perspectives in our curriculum, we aim to create an anti-racist culture that actively supports equity and inclusion.   **Reflection** on the policy review process  The process of reviewing and revising the equality and diversity policy has been transformational. It required me to not only review the policy in depth but also understand the underlying principles of equity and inclusion that we try to uphold in our setting.  Throughout my research, I deepened my understanding of relevant legislation and best practices which helped me to make clear changes which I had previously overlooked. It became evident that policies should not only exist on paper but also be actionable and practical for staff to implement.  When I completed the evaluation phase, I was able to highlight areas where our practices could be more inclusive. Listening to staff feedback and considering real-life scenarios allowed me to appreciate the complexities of promoting inclusivity and addressing discrimination but the development of practical guidance helped me realise the value of providing staff with the tools and strategies they need to challenge situations effectively.  Reflecting on the changes I made to the policy, I can see how they have strengthened our commitment to embedding an inclusive environment. The enhancements related to anti-racism, in particular, have led me to recognise the significance of actively promoting diversity in our curriculum and engaging with parents/carers to create a more holistic understanding of inclusion.  This entire process has not only improved our policy but has also inspired a shift in our setting’s culture. By prioritising equity and inclusion, I believe we are setting a positive example for the children we look after. As we move forward, I am committed to continually revisiting our practices, gaining feedback, and adjusting as needed to ensure we continue to uphold these essential principles. |

# **Section 2: Theoretical frameworks for leadership and management**

## 2.3 Managing innovation and change

This activity involves the leader/manager to identify the benefits, address challenges, propose strategies, use partnership working and apply project management approaches in innovation and change using a case study scenario.

Here’s a sample answer to Task 1: identifying the benefits of innovation and change. The leader/manager will have to reflect on the benefits this new platform could bring to the setting. They must consider both the immediate and long-term advantages for children, staff, and families/carers.

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| **Immediate benefits**   1. **Enhanced record-keeping and organisation:**    * The digital platform enables staff to efficiently record daily activities, child progress, and attendance. This improvement over traditional paper-based records reduces the time spent on administrative tasks, allowing more focus on child-centred activities.    * Access to organised, real-time data helps staff quickly identify and support children’s individual needs, such as developmental milestones or learning goals, enabling prompt and tailored intervention if necessary. 2. **Improved communication with families/carers:**    * Families receive instant updates on their child’s day, including photos, progress notes, and other observations. This real-time sharing enhances a stronger connection and trust between the setting and families.    * Having easy access to a digital record promotes open dialogue, giving parents/carers insights into their child’s learning and development and enabling them to engage more actively in their child’s progress. 3. **Ease of compliance with regulatory requirements:**    * Digital record-keeping aligns with expectations from regulatory bodies like Care Inspectorate Wales, which value streamlined, accessible, and well-organised records. The system simplifies reporting and ensures records meet regulatory standards, reducing stress for leaders/managers and ensuring compliance.   **Long-term benefits**   1. **Data-driven decisions to support development:**    * Over time, the accumulation of digital records enables the setting to track long-term developmental trends and identify areas where additional support or resources may be beneficial for individual children or groups. This data-driven approach allows the nursery to tailor programming and resources based on the needs and interests of children. 2. **Strengthening staff skills and engagement:**    * The platform provides opportunities for staff to develop digital literacy skills, enhancing their professional growth and confidence with new technology. This experience with digital tools prepares them for future innovations and builds a culture of adaptability and continuous learning.    * Staff involvement in learning and using the platform can embed a sense of empowerment and team collaboration, as they contribute directly to modernising the setting’s practices. 3. **Building positive relationships with families/carers:**    * Families feel more connected to the setting when they can follow their child’s day-to-day experiences and progress. This consistent, accessible communication builds lasting trust and a sense of partnership, positively impacting family engagement and satisfaction. 4. **Supporting an inclusive and transparent learning environment:**    * The platform makes information more accessible to all, including families with diverse needs or those who may face language barriers, as many digital platforms offer translation and accessibility options. This inclusivity strengthens relationships with families from varied backgrounds, embedding a welcoming and equitable environment.   **Using Kurt Lewin’s Change Management Model to guide the setting through change**   1. **Unfreezing Stage**   The unfreezing stage prepares the setting for change by addressing resistance and building awareness of the digital platform’s benefits.   * **Communicate the need for change**: Highlight feedback from staff, families, and regulatory bodies on the importance of modernisation, explaining how the platform improves record-keeping and communication. * **Address concerns**: Hold meetings with staff and parents/carers to openly discuss potential concerns. Use the Five Whys technique to identify root causes of any reluctance. For instance, if staff express anxiety about their digital skills, further questioning might reveal they feel unprepared to use the technology. This information enables management to plan for targeted training. * **Involve stakeholders**: Involve staff and parents/carers in decision-making around the platform, such as selecting specific features or trailing the system before it goes live will help individuals feel valued and will increase buy-in.  1. **Changing Stage**   The changing stage is where the actual transition occurs, and new processes, behaviours, and mindsets are introduced. It’s important to ensure adequate support and training provided so that staff and families feel confident and capable.   * **Provide training**: Offer step-by-step tutorials, hands on tutorials, a welcome guide with support from digital mentors if needed to deal with those concerns identified during the unfreezing stage * **Run a pilot program**: Begin with a small-scale test with staff to build confidence and identify improvements. * **Encourage feedback**: Create channels for ongoing feedback, like a digital suggestion box or weekly check-ins, to address concerns quickly.  1. **Refreezing stage**   The refreezing stage integrates the platform into daily operations, making it as the new normal.   * **Celebrate success**: Share positive stories and feedback from staff and families to reinforce benefits. * **Provide ongoing support**: Keep resources accessible (e.g., FAQs), and schedule time to assess usage. * **Embed the platform into practice:** Embed platform use into staff responsibilities, emphasising it in team meetings and evaluations. |

Here’s a sample answer to Task 2: addressing challenges to innovation and change. The leader/manager has to identify what challenges might arise from staff, families/carers, and other stakeholders using the Five Whys technique and suggest strategies to address these issues.

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| **Challenges**   1. **Challenge 1: Resistance from staff due to technology anxiety**  * **Why?** Staff feel hesitant to use the new digital platform * **Why?** They are uncomfortable with digital tools and worry about their skills * **Why?** They haven’t had adequate experience or training in using similar platforms * **Why?** Training on new technology hasn’t been a regular part of the nursery’s professional development * **Why?** There’s been no past emphasis on digital solutions, so digital literacy hasn’t been prioritised  1. **Challenge 2: Concern from families/carers about data privacy**  * **Why?** Families may express concerns about the security of their children’s information on a digital platform * **Why?** They are worried that data could be accessed or shared improperly * **Why?** They may not fully understand the platform’s security measures * **Why?** The setting hasn’t communicated clearly about how data will be protected * **Why?** There’s a lack of established protocols for communicating data security policies to families  1. **Challenge 3: Concerns over increased workload for staff**  * **Why?** Some staff worry that using a digital platform will add to their workload * **Why?** They fear that learning the system will be time-consuming * **Why?** They assume it will involve more effort to update and maintain digital records * **Why?** They are unaware of the potential time savings the platform can offer in the long run * **Why?** There’s been no clear demonstration of how the platform can streamline tasks   **Strategies to Address Identified Challenges**   1. **Provide training and support:**  * Provide targeted training on platform navigation and essential skills, supported by digital mentors for one-on-one guidance. Schedule weekly sessions during the first month to build confidence and establish a peer support system for staff to assist each other.  1. **Enhance communication on data privacy:**  * Conduct an information session on data security, explaining the platform's privacy protections and compliance. Provide a simple handout or video on privacy protocols, maintain an open-door policy for family questions, and reassure them with examples of other secure platform implementations.  1. **Showcase the platform’s efficiency:**  * Begin with a pilot program for a small group to showcase time savings and reduced paperwork, emphasising benefits in team meetings. Afterward, gather feedback to refine the platform and encourage pilot participants to share positive experiences with colleagues. |

Here’s a sample answer to Task 3: using partnership working to manage change. The leader/manager will have to explain what the benefits are of a partnership approach and implement a partnership plan based on some of the ideas below

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| **Benefits of a Partnership Approach**   1. **Improved communication and trust:** Involving staff and families in discussions around the new platform supports open communication, builds trust, and reduces resistance to change. It also provides reassurance about the platform’s purpose and benefits 2. **Enhanced staff and family engagement:** Collaborative efforts encourage active participation from all parties, making them more likely to support and advocate for the platform 3. **Access to expertise and resources:** Collaborating with technology experts and external partners provides valuable insights on implementation, data security, and training, making the transition smoother and more effective.   **Partnership Plan**  **1. Staff engagement**   * **Regular staff meetings:** Hold weekly meetings for updates on the platform’s progress, answer questions, and address concerns. This keeps staff informed and involved. * **Workshops and training sessions:** Organise hands-on workshops with digital mentors and technology experts to build staff confidence and skills. Make these sessions interactive, with Q&A segments to address specific needs. * **Feedback:** Create channels for ongoing staff feedback, such as digital suggestion forms or dedicated time in team meetings. Actively respond to feedback, adjusting processes as needed to ensure the platform meets staff needs.   **Incorporating input:** Feedback will guide refinements to the platform setup and staff support materials, ensuring that staff suggestions are used to make practical improvements.  **2. Family/carer involvement**   * **Introductory meetings and information sessions:** Host in-person or virtual sessions to introduce the platform’s purpose and benefits, particularly around enhanced communication and security. Offer a video demonstration and a FAQ handout for those unable to attend. * **Regular feedback sessions:** Schedule monthly feedback meetings where families can share their experiences, ask questions, and receive updates on the platform’s performance. Include a digital feedback form for easy access. * **One to one support for families:** Offer support sessions for families who may need extra help with the platform, such as navigating its features or adjusting privacy settings.   **Incorporating input:** Family feedback will inform adjustments to the platform’s communication features, helping to improve usability and ensuring that it meets the needs of all families.  **3. External partners and technology experts**   * **Initial consultation with technology experts:** Engage technology experts in the planning stages to advise on data security, platform features, and best practices for user training. * **Collaborative training workshops:** Involve technology experts in staff workshops to provide deeper technical insights and demonstrate the platform’s functionalities. * **Ongoing support and troubleshooting:** Establish a partnership with the platform provider or tech support service to ensure access to help during implementation, troubleshooting, and long-term use.   **Incorporating input:** Feedback from technology experts will guide the setup, security protocols, and future tech support, ensuring that Sunny Days Nursery adopts best practices for digital implementation. |

Here’s a sample answer to Task 4: applying project management approaches. The leader/manager will create a project plan that includes a timeline, key milestones, roles and responsibilities, risk management strategies, and evaluation criteria that is tailored to the needs of the setting.

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| **Roles and responsibilities**   * **Project manager (setting leader/manager):** Oversee the entire project, coordinate between stakeholders, monitor timelines, and ensure tasks are completed * **Digital mentors (selected staff):** Provide hands-on support and training to colleagues, offer technical assistance, and communicate staff feedback to the project manager * **IT consultant/platform expert:** Advise on technical setup, data security, and troubleshooting during and after the launch. * **Family liaison (selected staff):** Act as the primary contact for families, conduct informational sessions, gather family feedback, and report to the project manager   **Risk management strategies**   * **Resistance from Staff or Families:** Schedule regular meetings to address concerns, provide targeted training, and share success stories to promote buy-in – medium risk level * **Technical difficulties**: Engage IT support for technical setup and ongoing troubleshooting. Conduct a pilot phase to identify issues early – high risk level * **Data security concerns:** Partner with platform providers to clarify data security protocols, share privacy assurances with staff and families, and ensure compliance with regulatory standards – high risk level * **Insufficient staff training:** Provide ongoing, hands-on training with digital mentors, allowing staff to gain confidence and proficiency – medium risk level   **Evaluation Criteria**   * **User satisfaction:** Gather feedback from staff and families to gauge satisfaction and address any issues * **Utilisation:** Track how frequently the platform is used and identify areas where usage may be low * **Time efficiency:** Compare time spent on record-keeping and communication before and after implementation to measure time savings * **Data security compliance:** Ensure that the platform meets all required security standards and that privacy concerns from families are addressed   **Monitoring Progress and Making Adjustments**  **Progress monitoring:** Regular weekly check-ins will track the completion of milestones, with adjustments made as needed based on feedback. A project update meeting will be held at the end of each milestone to assess achievements, review any issues, and implement solutions.  Example of a project plan.   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Phase** | **Milestones** | **Timeline** | **Who** | **Risk management strategy** | **Outputs / impact / evaluation** | | Preparation | Platform selection and setup | Weeks 1-2 | Project manager, IT consultant | Schedule meetings to clarify needs and address concerns. | Selected platform aligns with needs; initial setup completed | | Initial training for project leads | Weeks 3-4 | Project manager, digital mentors | Provide targeted training sessions; gather feedback from participants | Project leads are prepared; staff confidence is built | | Pilot launch | Begin small-scale testing | Weeks 5-6 | Digital mentors, selected staff | Monitor pilot closely; adjust based on feedback | Early insights into platform usability; identify potential issues | | Collect pilot feedback | Week 7 | Family liaison, digital mentors | Create feedback channels (surveys, meetings) for honest input | Feedback collected to refine the platform before full launch | | Full implementation | Launch full platform for all users | Week 8 | All Staff | Ensure comprehensive training is complete; provide support as needed. | Full rollout of the platform; all users engaged. | | Complete additional training | Weeks 9-10 | Digital mentors, project manager | Schedule follow-up training sessions to address ongoing concerns. | Increased staff proficiency; confidence in using the platform. | | Monitoring and Review | Conduct first review and make adjustments | Weeks 12 and ongoing | Project manager, digital mentors | Regular check-ins and feedback loops to assess usage and satisfaction | Data on platform usage; adjustments made for continuous improvement | |

Here’s a sample answer to Task 5: reflecting on practical experience. The leader/manager may have already experienced a significant change or innovation previously. This is their opportunity to reflect on how they previously applied theories and approaches to change.

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| In a previous role as a group leader of an early years and childcare setting, I led a significant change initiative to modernise our record-keeping and communication processes, similar to what we are currently undertaking at Sunny Days Nursery. We faced challenges similar to those outlined in the case study, such as resistance from staff and parents, technical issues, and the need for robust training.  **Steps I took:**   1. **Created awareness of the need for change:** Much like the feedback received from CIW and parents/carers at Sunny Days Nursery, we initially identified the need for modernisation through surveys and discussions. I organised meetings with staff and parents to communicate the shortcomings of our existing methods and shared data highlighting how a new digital platform could enhance efficiency and communication. 2. **Applied Kurt Lewin’s change management model:**    * **Unfreezing:** During this stage, I focused on addressing concerns and building trust, similar to the strategies suggested for Sunny Days. Many staff members expressed anxiety about using new technology. I realised that this fear stemmed from a lack of familiarity with digital tools.    * **Changing:** I implemented targeted training sessions, where staff could practice using the new platform in a supportive environment. We piloted the platform with a small group of staff and parents, gathering feedback and making necessary adjustments before full rollout. This pilot phase allowed us to identify potential issues early, ensuring a smoother transition.    * **Refreezing:** Once the platform was fully operational, I established ongoing support systems, including a digital resource guide and regular check-in meetings to discuss user experiences. This helped reinforce the platform as part of our daily operations.   **Challenges faced:** We encountered a bit of resistance from some staff who were reluctant to shift away from traditional practices. This challenge was compounded by concerns from parents about data security and the potential for communication gaps during the transition. I addressed these challenges through transparent communication, ensuring that all stakeholders felt heard and valued in the process.  **Applying theoretical models:** I applied the principles of partnership working by involving staff and families in decision-making, which is crucial in the current case study scenario. Regular meetings and feedback sessions allowed us to refine our approach, ensuring that everyone felt invested in the change.  **Outcomes and lessons learned:** The successful implementation of the digital platform significantly improved our communication with families and streamlined record-keeping processes. Parents expressed greater satisfaction with the accessibility of information regarding their children’s progress, and staff reported increased efficiency in managing administrative tasks.  One key lesson learned was the importance of ongoing support and training. Ensuring that staff felt comfortable and confident using the platform was essential to its long-term success. For future innovations, I would prioritise building a culture of openness to change, reinforcing the idea that everyone’s input is valuable and necessary for successful implementation. |

# **Section 3: Understand how to lead and manage effective team performance**

## 3.4 Values-based recruitment and induction

This activity involves whether the leader/manager has or hasn’t already undertaken the values – based recruitment before. If they have then they should develop a comprehensive review and improvement plan, including a detailed report on your findings and recommendations to enhance future recruitment and induction practices. The example for this is here; [Comprehensive review](#Compreview)

If an individual has not carried out values based recruitment and induction then they will work through the following steps in the workbook. Here are some examples of the answers

Here’s a sample answer to step 1: Plan and prepare for recruitment

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| **Define the Role**  For this recruitment, we’ve identified the need for an Early Years Practitioner who will support the day-to-day care and development of children within our setting. This role is essential to delivering high-quality, child-centred care and embedding an inclusive environment where each child feels safe, supported, and valued.  The practitioner will be responsible for:   * Providing direct care to children, supporting their physical, emotional, and cognitive development. * Planning and implementing age-appropriate activities in line with the curriculum for Wales framework. * Ensuring children’s safety, following health and safety and safeguarding procedures. * Collaborating with parents, guardians, and the childcare team to ensure continuity of care and support each child’s unique needs.   We’re looking for someone who embodies our core values of empathy, patience, inclusivity, and a commitment to child-centred practices.  **Create a Job Description**  **Job Title**: Early Years Practitioner **Location**: Bright stars nursery **Hours**: Full-time (40 hours per week) **Salary**: Competitive, based on experience and qualifications  **Role Summary**: We are seeking a dedicated and compassionate Early Years Practitioner to join our team. This role is ideal for someone who is passionate about supporting young children’s development in a nurturing, inclusive, and engaging environment. The practitioner will work with children aged 0-5 years, ensuring their well-being, safety, and developmental needs are met through empathetic, values-based interactions.  **Key Responsibilities**:   * **Childcare**: Provide high-quality, direct care to children, ensuring their physical, emotional, and developmental needs are met. * **Activity planning**: Create and deliver age-appropriate, stimulating activities that support the curriculum for Wales framework and promote a love of learning. * **Safety and safeguarding**: Ensure all health, safety, and safeguarding policies are adhered to, maintaining a safe environment for all children. * **Communication and collaboration**: Engage effectively with parents, guardians, and team members to support each child’s holistic development. * **Values-based care**: Model our setting’s values of empathy, inclusivity, and respect in all interactions with children and staff.   **Requirements**:   * Level 3 Childcare qualification or equivalent. * Previous experience in an early years setting. * DBS check (required). * Knowledge of curriculum for Wales and safeguarding regulations. * Strong communication skills and the ability to work well in a team.   **Values and personal qualities**:   * Demonstrated empathy, patience, and a genuine love for working with children. * Commitment to inclusivity and respect for diversity. * Flexibility, resilience, and a proactive approach to supporting children’s needs.   **Prepare values-based interview questions and assessment criteria**  **Interview questions**:   1. *Empathy and patience*: Can you tell us about a time when you supported a child facing a challenging situation? How did you approach this, and what was the outcome?    * *Assessment criteria*: Look for signs of empathy, patience, and an ability to remain calm and supportive in a difficult situation. 2. *Inclusivity*: Describe a situation where you worked with a diverse group of children. How did you ensure each child felt included and valued?    * *Assessment criteria*: Assess their understanding of inclusivity, ability to adapt activities, and create an environment that respects diversity. 3. *Teamwork and collaboration*: Give an example of a time when you worked closely with parents/carers or colleagues to support a child’s specific needs.    * *Assessment criteria*: Evaluate their communication skills, teamwork, and approach to collaborative problem-solving. 4. *Problem solving and resilience*: How would you handle a situation where a child was struggling to adapt to the setting? What steps would you take to support them?    * *Assessment criteria*: Assess their proactive approach, creativity in problem-solving, and resilience. 5. *Commitment to values*: Why do you feel our setting’s values of empathy, inclusivity, and child-centred care are important? How would you model these in your role?    * *Assessment criteria*: Look for personal alignment with the setting’s values and a clear understanding of how they would integrate these into their daily practice.   **Assessment Rubric**: For each question, we would score candidates on a scale of 1-5, based on the following:   * Clear examples and relevant experience. * Demonstration of key values, such as empathy, patience, and inclusivity. * Ability to apply theoretical knowledge in practical, real-world situations. * Proactivity in supporting the needs of children and adapting to changing circumstances.  |  | | --- | | **Advert for the Post**  **Job Advert: Early Years Practitioner**  Are you passionate about making a difference in the lives of young children? Do you believe in the importance of empathy, inclusivity, and child-centred care? If so, we would love to meet you!  **Position**: Early Years Practitioner **Location**: Bright stars nursery **Salary**: Competitive and based on experience **Hours**: Full-time  Bright stars nursery is a nurturing and inclusive early years setting that places children at the heart of everything we do. We are currently seeking a committed and compassionate Early Years Practitioner to join our team. This is an exciting opportunity for someone who shares our core values and is eager to embed a warm, engaging, and supportive environment where every child can thrive.  **What you’ll do**:   * Care for and support young children, helping them learn and grow through fun, engaging activities aligned with the curriculum for Wales framework. * Promote a safe, inclusive, and respectful environment for all children. * Collaborate with parents, guardians, and team members to support each child’s holistic development. * Model our core values in every interaction, ensuring each child feels valued and supported.   **What you’ll bring**:   * Level 3 Childcare Qualification or equivalent. * Experience in an early years setting and a commitment to ongoing professional development. * Empathy, patience, and a genuine love for working with children. * A commitment to inclusivity and respect for diversity.   **Why join us?** At Bright stars nursery, you’ll be part of a team dedicated to creating a nurturing, child-centred environment. We offer professional development opportunities and a supportive team culture.  **How to apply**: If this sounds like the perfect role for you, we’d love to hear from you! Please send your CV and a brief cover letter to [brightstarsnursery@email.com](mailto:brightstarsnursery@email.com) by 31 October. Tell us why you’re excited about joining our team and how you would help support our values of empathy, inclusivity, and child-centred care. | |

Step 2 the leader will be carrying out the recruitment process the workbook doesn’t require the leader to write a reflection as this will be covered in step 5, however, a letter of offering the individual would look something like this.

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| Bright stars nursery Scoobie doo road Space, AB12 3CD 30 October 2024  Barbie Thomas Barbies house Barbie City  Dear Barbie  **Offer of employment – Early years practitioner**  We are delighted to inform you that following your recent interview, we would like to offer you the position of Early Years Practitioner at Bright stars nursery. We were impressed with your experience, your passion for child-centred care, and your commitment to embedding a nurturing and inclusive environment for young children.  This role will commence on 10/11/2014 with an initial probationary period of 3 months, during which time we will provide ongoing support and feedback as part of your integration into the team. The terms of employment for this position are as follows:  **Position**: Early Years Practitioner **Salary**: £XX,XXX per annum, paid monthly **Working Hours**: Full-time, 40 hours per week **Location**: Bright stars nursery, Scoobie doo road, Space, AB12 3CD  As part of your induction, you will participate in our comprehensive training programme aligned with the All Wales Induction Framework includes training on health and safety, safeguarding, and child development practices, along with an introduction to our setting’s values, policies, and procedures.  We are excited to welcome you to our team and believe that your contributions will have a positive impact on the children and families we serve. Please confirm your acceptance of this offer by signing and returning the attached acceptance form by 07/11/2024.  Should you have any questions about the position or the terms outlined, please feel free to reach out to me on 01234 56789. We look forward to having you join our dedicated team at Bright stars nursery.  Warm regards,  James Smart  Nursery Manager Bright stars |

Here’s a sample answer to Step 3: implement the induction process. This is a basic example of an induction program. Some settings may already have an in depth induction program where days and times of the activities are broken down further.

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| **Induction programme plan for Early Years Practitioner**  Following the **All Wales Induction Framework**, this induction programme will guide new staff members in understanding their role, responsibilities, and the setting’s core values, ensuring they are fully prepared to provide a safe, nurturing, and supportive environment for children.  **Day 1: Welcome and orientation**   * Meet with team members, tour the setting, and introduce the setting’s mission, core values (empathy, inclusivity, child-centred care), and goals. * Discuss the Early Years Practitioner’s key responsibilities, daily tasks, and expectations for the role. * Review key policies, including health and safety, safeguarding, equal opportunities, and the code of conduct. Provide a staff handbook for future reference.   **Week 1: Core training**   * **Health and safety training**   + Walk through emergency exits, first aid stations, fire safety protocols, and accident reporting procedures.   + Introduction to daily risk assessments, safe play practices, hygiene routines, and safe equipment use.   + Perform guided risk assessments in different areas of the setting to reinforce training   + Complete Social Care Wales e-learning modules. * **Safeguarding and child protection**   + Review the setting’s safeguarding procedures, including identifying signs of abuse and neglect, mandatory reporting, and confidentiality requirements.   + Explain the procedure for reporting safeguarding concerns within the setting and to external authorities if needed.   + Work through common safeguarding scenarios, allowing the new staff member to practice responses under guidance.   + Complete Social Care Wales e-learning modules. * **Introduction to child development practices**   + key child development milestones relevant to ages served, such as social, emotional, and cognitive growth.   + Explore play-based learning and structured activities that support development in line with the curriculum for Wales framework.   + Train on techniques for observing and documenting children’s progress and identifying areas where additional support may be needed. * **Equality, diversity, and inclusion (EDI) and anti-racism training**   + Introduce the setting’s Equality, Diversity, and Inclusion Policy, emphasising the setting’s commitment to an anti-racist, inclusive, and supportive environment for all.   + Provide foundational training on recognising and addressing racial bias, including specific examples and scenarios related to early years settings. Discuss the importance of cultural sensitivity, equal opportunities, and the impact of diversity in children’s development.   + Explore how to promote inclusivity in the classroom, from materials selection (e.g., diverse books, toys) to inclusive language and positive representation.   + Explain procedures for addressing incidents of discrimination or bias, ensuring staff feel empowered to act in alignment with anti-racist values and the EDI policy.   + Complete Social Care Wales e-learning modules   **Week 2: Policies and procedures**   * **Values and culture**   + Read through the settings policies and procedures ensuring all have been covered;     - Safeguarding policy     - Health and safety policy     - Child protection policy     - Admissions policy     - Equality and diversity policy     - Behaviour management policy     - Complaints procedure     - Staff recruitment and training policy     - Data protection policy     - Medication policy     - Nutrition and food safety policy     - Accident and incident reporting policy     - Emergency procedures     - Communication policy     - Curriculum and learning policy     - Parent/carers involvement policy     - Confidentiality policy     - Online safety policy     - Outings and trips policy     - Transition policy   + Complete Social Care Wales e-learning modules on effective communication   + A senior team member observes the new practitioner and provides constructive feedback on their interactions and adherence to values.   **Weeks 3-4: Role and ongoing support**   * **Shadowing and observation**   + The new staff member shadows experienced practitioners, gaining insight into day-to-day practices, routines, and problem-solving.   + Senior staff provide feedback and encourage reflection, supporting the new hire in refining their approach and understanding their role.   + Encourage the practitioner to keep a daily journal to reflect on their learning, questions, and experiences.   + Hold one-on-one meetings to discuss progress, review any questions about policies or procedures, and provide feedback on specific strengths and areas for improvement.   + Set initial goals, review them with the new practitioner, and discuss their progress. Reinforce expectations around core values, performance, and adherence to policies.   + At the end of the induction, hold a feedback session to summarise the new staff member’s achievements, address remaining questions, and plan further support if needed.   After the induction period, the new Early Years Practitioner will continue with continuous learning opportunities and will work towards completion of the All Wales Induction Framework. |

Step 4 is about monitoring and assessment during the probationary period. This means the leader/manager will hold regular meetings to provide feedback, discuss progress, and address any concerns. They will use the probationary period to assess the new staff member's fit with the setting’s values and their ability to perform the role effectively – this is a good opportunity to review the progress made within the All Wales Induction Framework. The leader/manager will then carry out a final evaluation at the end of the probationary period.

Step 5 is about reflection and document learning. The leader/manager if they haven’t already will need to write a comprehensive review and improvement plan or create a presentation summarising the effectiveness of their recruitment, induction, and probationary period, showing compliance with regulatory standards and alignment with values-based practices. An example of a **Comprehensive review and improvement plan for recruitment and induction practices** can be found below

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| **Setting:** Bight stars nursery **Date:**  **Prepared by:**  **Role:**  **Summary**  This report evaluates the recent recruitment and induction process for new staff at Bright stars nursery. The goal was to ensure alignment with our core values of empathy, inclusivity, and child-centred care while meeting regulatory requirements. The findings reveal strengths in our current practices but also highlight areas for improvement. This plan outlines actionable recommendations aimed at enhancing the recruitment and induction processes through a values-based approach.  **Findings**   1. **Strengths in recruitment practices:**    * **Values-based interviewing:** The use of behavioural interview techniques effectively highlighted candidates past experiences related to our core values. Many candidates provided strong examples of empathy and child-centred care.    * **Job descriptions:** The job descriptions and person specifications clearly outlined the expectations and values of the setting, attracting applicants aligned with our ethos.    * **Diverse recruitment platforms:** Advertising the roles through various platforms, including social media, local community boards, and childcare networks, successfully reached a broad audience. 2. **Strengths in induction practices:**    * **Structured induction program:** The induction followed the All Wales induction framework, covering essential topics such as safeguarding, health and safety, and child development, which provided a solid foundation for new staff.    * **Hands-on learning opportunities:** Shadowing experienced staff members allowed new hires to observe values in action, facilitating a smooth transition into their roles. 3. **Areas for improvement:**    * **Limited scenario-based training:** While induction included some scenario-based learning, it lacked depth in critical areas such as conflict resolution and behaviour management.    * **Feedback mechanisms:** There were limited opportunities for new staff to provide feedback on the induction process itself, which could inform future improvements.    * **Support during probation:** Regular check-ins were beneficial, but the structure of these sessions could be enhanced to ensure consistent support throughout the probationary period.   **Recommendations**  **1. Enhance values-based recruitment techniques**   * Develop a broader range of values-based interview questions to explore candidates’ adaptability and resilience in challenging situations. For example, include questions like, “Describe a time when you had to adapt your approach to meet a child’s needs.” * Introduce group interviews or panel interviews to assess candidates’ teamwork and collaborative skills in real-time. This could involve group activities that reflect the values of teamwork and inclusivity.   **2. Improve job descriptions and advertising strategies**   * Ensure all job descriptions include specific language that reflects our core values and the importance of these values in daily operations. * Highlight testimonials from current staff about how the values guide their work in the recruitment advertising materials. This can attract like-minded candidates.   **3. Strengthen the induction programme**   * Expand the induction program to include more comprehensive scenario-based training focusing on real-life situations that staff may encounter. For example, role-playing conflict resolution with children could be included. * Implement a peer mentorship program where new staff are paired with experienced colleagues for the first few months. This would provide ongoing support and facilitate the sharing of values-based practices.   **4. Enhance feedback mechanisms**   * Create anonymous feedback surveys for new staff to complete at the end of their induction. This will help gather insights on their experience and identify areas for improvement. * Schedule regular debriefing sessions with new staff during the induction process to discuss their experiences and any challenges they face. This ensures they feel supported and heard.   **5. Enhance feedback mechanisms**   * Establish a structured schedule for check-ins throughout the probationary period, ensuring these meetings focus on specific values-based competencies and areas of growth. * Introduce a formal evaluation halfway through the probationary period to assess alignment with values and provide constructive feedback. This allows for adjustments before the final evaluation.   **Implementation**   |  |  |  |  | | --- | --- | --- | --- | | **Recommendation** | **Action Items** | **Responsible Party** | **Timeline** | | Enhance values-based recruitment techniques | Expand behavioural interview questions, incorporate group interviews | Senior/leadership team | Month 1 | | Improve job descriptions and advertising strategies | Revise job descriptions, promote success stories | Senior/leadership team | Month 2 | | Strengthen the induction programme | Add scenario-based training, implement peer mentorship | Senior/leadership team | Month 3 | | Enhance feedback mechanisms | Develop feedback surveys, conduct regular debriefings | Senior/leadership team | Month 3 | | Enhance feedback mechanisms | Create structured check-in schedule, conduct mid-probation evaluations | Senior/leadership team | Ongoing |   The review of the recruitment and induction practices at Bright stars nursery has revealed significant strengths, particularly in the use of values-based approaches. However, there are clear opportunities for improvement that could further enhance the effectiveness of these processes. Implementing the recommendations outlined in this plan will ensure we attract and support staff who are aligned with our core values, ultimately benefiting the children and families we serve. |

The leader/manager will then be required to reflect on the questions within the workbook.

Here’s a sample answer to Step 5: reflection.

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| **1. How well did the job description and person specification align with the setting’s core values and regulatory requirements, and what adjustments could improve their effectiveness in attracting suitable candidates?**  Reflecting on the job description and person specification, I feel they successfully communicated the setting’s core values, such as empathy, inclusivity, and a child-centred approach. I made sure to incorporate these values explicitly in the person specification, emphasising that we seek new staff who demonstrate a genuine commitment to child welfare and development. Additionally, I included clear regulatory requirements, like qualifications, DBS checks, and safeguarding knowledge, to ensure we met the necessary legal standards.  One area where I could improve is adding more real-life examples that illustrate these values in practice. For example, including statements like, “The candidate should demonstrate empathy by being able to actively listen and respond appropriately to children and families,” would help potential applicants better understand the kind of person we’re looking for. I also realised that adding phrases that highlight the importance of teamwork and resilience in a childcare setting could attract individuals who are prepared for the challenges of the role.  **2. In what ways did the values-based interview questions and scenarios effectively assess candidates' alignment with the setting’s values, and how might these tools be refined for future interviews?**  In the interview process, I used behavioural interview techniques to gain insight into each candidate’s values and past experiences, which I believe provided a strong assessment of their alignment with our core values. One of the techniques I used was to ask candidates to describe specific situations that showcased their ability to embody values like patience, empathy, and teamwork. For example, I asked, “Can you describe a time when you helped a child who was struggling emotionally?” This allowed me to see how they responded to a real-world scenario, assessing their empathy, problem-solving skills, and dedication to child-centred care.  I also incorporated scenario-based questions that required candidates to respond as if they were already in the role. For instance, I asked, “Imagine a child is upset and refusing to join in an activity. How would you handle this situation?” This question enabled me to observe the candidate’s practical approach to empathy, patience, and conflict resolution.  For future interviews, I think refining the values-based questions to probe deeper into resilience and adaptability would strengthen the process. For example, asking, “Tell me about a time you faced a challenging situation with a child or parent and how you managed it,” could reveal how candidates handle stress and maintain a positive outlook. I also found that using a scoring rubric based on values alignment helped me objectively evaluate responses, and I plan to continue using this tool to ensure consistency and fairness in the assessment.  **3. How comprehensive and effective was the induction programme in covering all essential areas, such as health and safety, safeguarding, and setting policies, and what aspects of the programme could be enhanced to better support new staff members?**  I believe the induction programme covered essential areas quite comprehensively. By following the All Wales induction framework, I ensured that new staff received structured training on health and safety, safeguarding protocols, child development, and the setting’s policies. During the induction, I included hands-on experiences such as shadowing experienced staff, which I found particularly effective in helping new employees understand how to apply our values in real-life situations.  One area I noticed could be enhanced is the pacing of the induction. For example, rather than presenting all policies and procedures in the first week, I could stagger training sessions over a longer period to prevent information overload. I think this approach would also allow new staff more time to absorb the information and ask questions as they experience the setting firsthand.  Additionally, I realised that incorporating scenario-based training specific to safeguarding and child development could further reinforce the setting’s values. Scenarios where new staff role-play situations like managing a child’s behaviour or responding to potential safety risks could better prepare them for similar situations on the job. Finally, adding more opportunities for reflective learning, where new staff could discuss their experiences and insights with mentors, would support their integration and embed a stronger commitment to our core values.  **4. What were the main outcomes from the regular check-ins and final evaluation during the probationary period, and how did these assessments influence the new staff member’s integration and performance?**  Throughout the probationary period, I conducted regular check-ins with the new staff member, which I found invaluable for monitoring progress, reinforcing the setting’s values, and providing feedback. In the first few weeks, these check-ins focused on understanding how the new employee was settling into the role and their initial interactions with the children and team. I provided specific feedback on how they demonstrated empathy and patience, especially in situations where children required extra support or attention.  These regular assessments helped us identify any areas where further support was needed. For example, in one meeting, we discussed the importance of consistently applying our child-centred approach when planning activities. This feedback allowed the new staff member to adjust their approach and become more intentional about involving the children in decision-making, which strengthened their connection to our values.  By the end of the probationary period, the final evaluation reflected the positive impact of these ongoing assessments. The new staff member showed clear alignment with the setting’s values and had gained confidence in their ability to meet the role’s demands. I believe these regular check-ins not only helped the staff member integrate smoothly but also fostered a supportive environment where they felt comfortable asking questions and seeking guidance. Moving forward, I plan to continue using this approach, as it seems essential for reinforcing values and maintaining high-quality care.  **5. Based on feedback from senior staff and your own observations, what were the major strengths and weaknesses of the recruitment and induction process, and what specific improvements would you implement for future processes?**  Reflecting on the entire recruitment and induction process, I believe there were several strengths, particularly in the way we used values-based recruitment techniques and structured induction to support new staff. The recruitment phase was successful in identifying candidates who truly embodied our core values, thanks in part to the behavioural interview techniques and values-based assessments. I also feel that the induction programme was thorough, covering essential topics and ensuring new staff understood our expectations.  However, one area I identified for improvement is providing more ongoing support throughout the induction. Based on feedback from senior staff, I think that extending the induction period slightly and incorporating more interactive training methods would benefit future recruits. For instance, including more real-life scenarios in training, such as managing group dynamics or responding to challenging behaviour, could offer practical experience that builds confidence.  Additionally, I realised that involving current team members more actively in the recruitment process could provide valuable perspectives. Having senior staff participate in interviews or lead parts of the induction could enhance the alignment between our team’s values and the expectations set for new recruits. By making these adjustments, I hope to strengthen the process further, ensuring that all new staff feel fully prepared and supported to deliver the high-quality, values-driven care that is central to our setting. |