

All Wales induction framework for

early years and childcare managers

Part B: Competency skills guidebook

(for mentors)

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# Leadership and management in children’s care, play learning and development part B: Practice

Part B of the All Wales induction framework for early years and childcare managers is practice-based and it allows new managers to gather evidence to demonstrate leadership and management skills. This guidebook for mentors will help you support new managers to collect evidence in a natural occurring way, through their day-to-day work which they can map into their [part B progress logs](https://socialcarewales-my.sharepoint.com/:w:/g/personal/gemma_thain_socialcare_wales/EdsSCrWLb6dNpDn82iy4bdEBZQhAruTyFpnvMHcq-D-Jwg?e=Okgtdq).

Part B aligns with the mandatory learning outcomes of the City & Guilds Level 5 Leadership and Management of Children’s Care, Play, Learning, and Development: Practice qualification. The content of the part B has been designed to build on managers knowledge and understanding developed through completion of the Level 4 Preparing for Leadership and Management in Children’s Care, Play, Learning and Development qualification. The practice qualification firmly embeds the concepts, theory and guidance developed at Level 4 into the practical application of skills and ability at Level 5. While this qualification is not required in all early years and childcare settings, it is mandatory for leadership positions in Flying Start settings. You can find the list of approved qualifications for a Flying Start leader / person in charge here: [Flying Start leader / person in charge](https://socialcare.wales/qualifications-funding/qualification-framework/job-roles/flying-start/flying-start-leader).

For new managers in other early years and childcare settings, this qualification is not mandatory. However, to elevate standards within these settings and align with the ambitions of the Welsh government, it is recommended that managers undertake the All Wales induction framework for early years and childcare for managers. This practice supports professional development and growth in their role as a manager.

# How to support new managers complete the All Wales induction framework for early years managers part B?

As the managers mentor, you must have already signed off the induction standards part A before the manager begins the All Wales induction framework for early years managers part B, apart from those individuals who hold a degree that has been approved for working as a Flying Start Manager, as the content of the degree will already align with the criteria for the Level 4 Preparing for Leadership and Management qualification. As a result, they will be eligible to proceed directly to part B.

You will be supporting the manger to collect evidence in a natural way, through their day-to-day work using a variety of evidence. It is important to note that providing more than one type of evidence for each induction standard is encouraged, as it helps to demonstrate a broader range of competency. There’s a list below of possible examples of evidence that could be collected. **This isn’t a complete list, so you should also think of other ways they can gather the evidence needed**. It's essential to focus on both the breadth and depth of their evidence to ensure sufficiency. It’s up to them how they map the evidence into their progress logs. They can collect evidence for the portfolio on paper or electronically.

All work or recordings must be redacted so that children, families, carers and staff members can’t be identified in any piece of evidence being used.

**All work must be their own. They should not use the work of others** for example, a policy they did not write or the design of the curriculum etc.

There is an [evidence log sheet](#Evidence_log_sheet) to make it easier for them to map work products as they come across them. This will support them when they complete their progress logs.

The managers have access to their own guidance document here: [part B: competency skills guidebook](https://socialcarewales.sharepoint.com/:w:/s/Earlyyearsandchildcare/EdJGry3_c9pBuUnt_UfDLZEB0hpa5ttJU5M36p8BSotuUg?e=ONecYD)

There are also some [examples](#Examples) of how to carry out and reference an observation, along with some work product evidence.

# Who can also help?

As a manager, they can include as many people to help them gather their evidence. Here are some key individuals and how they can support them:

1. Colleagues/Staff: Their colleagues can provide observations or feedback on their leadership, decision-making, and problem-solving abilities. They might also help document their involvement in planning, delivering, and evaluating programs.
2. Mentor: You will be their mentor (so long as two can meet the criteria outlined in the [guidance for mentors](https://socialcarewales-my.sharepoint.com/:w:/g/personal/gemma_thain_socialcare_wales/ER6LB0GD3lRKiyh8QkYE4zMBx500eShp0Fs4V4ygZKslZg?e=7tjuQp)) You can offer insights into their progress, review and confirm their competence skills in managing the setting, staff, and resources. You can also sign off on records of formal meetings, appraisals, or leadership initiatives they’ve been involved in.
3. Line manager/supervisor: If they have a manager/supervisor, they can help guide them in gathering evidence related to personal development, reflective practice, and leadership growth. They might document discussions or reflective conversations that show their understanding of the induction standards.
4. Parents/carers: If appropriate, they can gather feedback from parents/carers regarding their interactions with them in areas such as family engagement or support programs. This feedback can serve as evidence of their communication and partnership-building skills.
5. Children’s progress and learning records: Use records of children’s learning and development to demonstrate their practical role in embedding a child-centred environment. Observations, assessments, and planning for children’s learning can serve as evidence of their contribution to their progress.

Types of evidence you could help them collect include:

* Written observations
* Feedback forms
* Meeting notes
* Child progress reports
* Reflections on practice
* Records of team or leadership activities.

Each section of the progress logs should be dated and signed by both the manager and you as their mentor confirming that each induction standard has been achieved.

As the mentor must:

* have a working knowledge of the induction standards their confirming
* be skilled and experience in the area their confirming
* be familiar with their practice

Once all progress logs (part A and part B) have been completed and signed off, the [certificate of successful completion](https://socialcarewales.sharepoint.com/:p:/s/Earlyyearsandchildcare/EU8Biuh7d1pDkSGrh5D2ORUB0tnQ43iPhCTkOHyU94MUJA?e=rwxyLm) should be signed off by the new manager and the mentor. This will confirm that the manager has completed the full All Wales Induction Framework for early years and childcare managers fully. They can use the certificate of successful completion as evidence to Care Inspectorate for Wales as part of their monitoring visit.

Version 1: November 2024

# Examples of evidence-based practices

### Evidence: observations

What could be used as an example?

* **Leadership and management:** leading staff meetings, making decisions about resource allocation, implementing policies and procedures.
* **Staff supervision and training:** holding staff training sessions, overseeing staff performance, providing feedback and coaching.
* **Communication skills:** interacting with parents, communicating with staff, addressing concerns or issues.
* **Child development and learning environment:** planning and carrying out age-appropriate activities, making sure there’s a safe and stimulating learning environment.
* **Regulatory compliance:** making sure there’s compliance with licensing regulations, health and safety standards.
* **Problem solving and decision making:** dealing with unexpected challenges, making decisions about staffing or resource allocation.
* **Staff Training:** Lead a staff training session on a specific topic, such as new policies or child development practices.

### Evidence: oral or written questioning

What could be used as an example?

* **Policies and procedures:** reviewing, updating and setting policies.
* **Child development:** planning age-appropriate activities for different developmental stages.
* **Health and safety:** carrying out safety drills, making sure there’s a safe environment.
* **Staff training and development:** organising training sessions for staff.
* **Communication and parental involvement:** talking to parents, organising parent manager meetings.

### Evidence: work products

What could be used as an example?

* **Policies and procedures:** the setting's policy manual, mandatory policies, and procedures related to health and safety, child protection, daily operations, staff induction.
* **Curriculum planning:** daily planning, activity plans/activity calendars.
* **Staff training materials:** training manuals, presentation slides.
* **Parental communication:** newsletters, updates, social media or organising parent workshops.
* **Health and safety:** emergency evacuation plans, incident reports, accident forms.
* **Staff performance:** assessing staff performance, setting goals, appraisals, one-to-ones.

### Evidence: personal statements/reflective accounts

What could be used as an example?

* **Leadership and management:** writing reflective accounts about significant leadership decisions, team challenges, or organisational change.
* **Professional development:** providing a personal statement describing their professional goals, learning experiences, and participation in workshops or training.
* **Communication and interpersonal skills**: reflective accounts about communication successes, challenges, or situations where feedback was provided.
* **Problem solving and decision making:** reflecting on a specific problem or decision they were faced with, explaining their thought process and the outcomes.
* **Crisis Management:** Reflect on a crisis situation, such as a sudden staff shortage, setting issues, or unexpected challenges.

### Evidence: professional discussion

What could be used as an example?

* **Leadership and management theories:** discussion about their leadership style, management theory, and their vision for the setting.
* **Educational practices and curriculum development:** discussion about their approach to educational practices, curriculum development, and creating a stimulating, inclusive learning environment.
* **Staff development and training:** discussion about their initiatives for staff development, training programmes and supporting professional growth.
* **Communication and stakeholder engagement:** discussion about their communication strategies with staff, parents and regulatory bodies.
* **Problem solving and decision making:** discussing specific instances where they had to make critical decisions or solve problems within the setting.
* **Reflective practice:** have a reflective discussion about their experiences, lessons learned, and areas for personal and professional growth.
* **Parental Communication:** Discuss the discussions with parents regarding a child's development or behavioural concerns.

### Evidence: statements/witness testimony

What could be used as an example?

* **Leadership and team management:** collect statements from staff members who have observed their leadership style, communication, and team-building efforts.
* **Parental engagement:** gather witness testimony from parents who have interacted with them about their child's experiences at the setting.
* **Conflict resolution and communication:** collect statements from staff members or parents who have witnessed their addressing and resolving conflicts.
* **Implementation of policies and procedures:** obtain statements from staff members about their adherence to policies and procedures.
* **Innovation and Improvement Initiatives:** gather witness testimony about their involvement in innovating practices or improving initiatives.
* **Emergency Response:** Gather witness testimonies from emergency drill such as fire drills, medical emergencies, or evacuations.

### Evidence: recognition of prior learning

What could be used as an example?

* **Educational qualifications:** evaluation of their own professional development, certifications, or relevant qualifications gained before starting their current role.
* **Professional development and training:** reviewing their own history of putting theory into practice, professional development, workshops, and training programmes completed before starting their current position.
* **Work experience:** using their own work history and previous roles and responsibilities.
* **Innovative practices and initiatives:** recognising their own prior initiatives, innovations, or projects that have had a positive effect on the childcare or education sector.

**Each section of the workbook contains examples of evidence-based practices that will help them achieve the induction standards.**

# Section 1: Lead and manage child-centred practice

**This links to unit 501, City & Guilds Level 5 Leadership and Management of Children’s Care, Play, Learning and Development: Practice**

In this section they need to show how they bring child development theories into evidence-based practices. They must lead initiatives to uphold children's rights and voices, manage individualised learning plans, and oversee play-based approaches.

Evidence includes:

* using research
* carrying out child focused policies
* planning activities that support holistic learning and well-being

while working in line with regulatory standards.

Examples of this could be where they’ve led new or improved initiatives, for example, introducing sensory play, mindfulness practices for well-being or improving health and nutrition practices.

**Induction standards**

These are the induction standards and examples of how they can be met:

**1. Lead the use of research and evidence informed practice for the holistic development and well-being of children. Make links to self-assessments and inspection reports**

* Work products:
  + provide examples of how current research findings are included into their setting's practices to enhance children's development and well-being.
  + Use a reflective approach where they made changes to practices because of evidence-based research.
* Personal statements/reflective accounts:
  + show records of their own professional development in relation to child development theories and practices.
* Professional discussion:
  + give evidence of how they encourage ongoing learning among staff.

**2. Lead and manage practice that promotes children’s rights and the voice of the child**

* Work products:
  + provide the policies in place that make sure children’s rights are respected and promoted within the setting.
* Statements/witness testimony:
  + highlight examples where children's voices have influenced decision-making within the setting.
  + Include feedback from colleagues (internal and from other organisations such as parents/carers/families, inspection reports or discussions with inspectors.
* Observations:
  + be observed to show the methods they used to help effective communication with children, making sure their opinions and concerns are heard and considered.
* Professional discussion:
  + show how they educate staff about the importance of children’s rights, to make sure the voice of the child is integral to how the setting works.

**3. Lead and manage settings that apply an understanding of child development theories**

* Work products:
  + give evidence about how the setting's curriculum is designed based on a comprehensive understanding of child development theories.
* Observations:
  + provide examples of how they make sure age-appropriate activities are in line with developmental milestones.
* Personal statements/reflective accounts:
  + share examples of how they tailor learning plans for each child based on their unique developmental needs and stages.
* Professional discussion:
  + highlight training programmes or workshops carried out for staff to deepen their understanding of child development theories and their practical applications.

**4. Lead and manage practice that promotes and supports holistic learning, growth and development**

* Work products:
  + show how the setting uses structured observation and assessment tools to monitor and support children’s holistic development. Show examples of how assessments are used to create learning strategies.
* Observations:
  + demonstrate communication strategies that involve parents in their child’s holistic development, sharing progress and asking for input. Provide evidence of how they create an inclusive environment that considers different learning styles, backgrounds, and abilities.

**5. Lead and manage the use of play to support the holistic learning, growth and development of children**

* Work products:
  + show that play-based learning programmes are used, highlighting how they contribute to a child’s holistic development. Share records of staff training sessions or workshops about effective play-based approaches.
* Personal statements/reflective accounts:
  + provide evidence of how the setting’s physical environment is intentionally designed to encourage and help play for holistic learning.

**6. Lead and manage the planning process**

* Work products / observations:
  + provide detailed curriculum plans in line with child development theories, that show understanding of holistic learning and development.
* professional discussion/observation:
  + show examples of individualised learning plans that meet the unique developmental needs of children within the setting.

**7. Lead and manage support for change and transitions**

* Observations:
  + show how change management initiatives are successfully used within the setting.
* Work products:
  + provide evidence of child-focused transition plans and communication strategies.

**Resources**

* Care Inspectorate Wales – <https://careinspectorate.wales/our-reports>
* ESTYN –
  + Thematic review – <https://www.estyn.gov.wales/thematic-reports>
  + Annual reports - <https://www.estyn.gov.wales/annual-report>
  + Inspection guidance for non-maintained settings <https://www.estyn.gov.wales/document/guidance-handbook-inspecting-care-andeducation-regulated-non-school-settings-eligible>
* Health Inspectorate Wales - <https://hiw.org.uk/reports>
* Children’s Commissioner’s publications - <https://www.childcomwales.org.uk/publications/>
* Young Wales - <http://youngwales.wales/>
* Children’s rights and participation - <https://www.childrenscommissioner.gov.uk/wpcontent/uploads/2017/07/Childrens_participation_in_decision-making_-_survey_of_participation_workers.pdf>
* Play Wales - <http://playwales.org.uk/eng/>
  + Resources library - <https://play.wales/resources-library>
* United Nations Convention on the Rights of the Child - <https://www.gov.wales/sites/default/files/publications/2021-11/uncrc-summary-poster.pdf>
* National minimum standards for regulated childcare up to the age of 12 years - <https://www.gov.wales/sites/default/files/publications/2023-05/national-minimum-standards-for-regulated-childcare_0.pdf>
* Welsh Government:
* Childcare, play and early years workforce plan - <https://www.gov.wales/sites/default/files/publications/2022-12/early-years-workforce-plan.pdf>
* Early Outcomes Framework - <https://www.gov.wales/sites/default/files/publications/2019-07/early-years-outcomes-framework.pdf>
* Transition theory - [www.younglives.org.uk/sites/www.younglives.org.uk/files/BvLF-ECD-WP48-VoglerEarly-Childhood-Transitions.pdf](http://www.younglives.org.uk/sites/www.younglives.org.uk/files/BvLF-ECD-WP48-VoglerEarly-Childhood-Transitions.pdf)
* NICE guidance for children and young people - <https://www.nice.org.uk/guidance/population-groups/children-and-youngpeople/products?ProductType=Guidance&Status=Published>

# Section 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**

As a setting manager, they’re responsible for leading and managing an effective team. This involves creating a positive and motivating work culture, overseeing values-based recruitment, and making sure during induction that new staff fit in with the setting's values.

Their role also includes continuous professional development through supervision and performance reviews, as well as delegating tasks to improve the team's efficiency. It’s crucial that they deal with conflicts and poor performance, and they should promote innovation and adaptability to create a nurturing and a successful environment.

There is opportunity to strengthen their reflective practice within this section and produce reflections as evidence however, we would encourage them to also consider using other pieces of evidence as additional.

**Induction standards**

These are the induction standards and examples of how they can be met:

**1. Lead and manage development of a positive culture which is motivating and inspiring**

* Observations:
  + observe team interactions, morale, and the overall work atmosphere.
* Oral or written questioning:
  + explain what strategies are used to create a positive culture and give examples of their effect.
* Personal statements/reflective accounts:
  + reflect on personal approaches to developing motivation and inspiration within the team.

**2. Lead and manage effective values-based recruitment and selection processes**

* Work products:
  + provide copies of updated job descriptions that are in line with the organisation's values.
* Oral or written questioning:
  + discuss why specific questions are asked during interviews to assess how candidates align with the organisation’s values.
* Statements/witness testimony:
  + get feedback from team members involved in the recruitment process.

**3. Lead and manage workers’ values-based induction**

* Observations:
  + be observed during an induction process to show how values are embedded.
* Personal statements/reflective accounts:
  + reflect on the success of induction programmes in integrating new members into the values and culture.
* Professional discussion:
  + discuss what’s most important for an effective values-based induction.

**4. Lead and manage continuing professional development of workers through supervision and performance reviews**

* Observations:
  + be observed during a performance review to assess their approach and effectiveness.
* Work products:
  + provide samples of professional development plans created for team members.
* Oral or written questioning:
  + talk about the effect of supervision and performance reviews on individual development.

**5. Manage poor performance**

* Work products:
  + review of inconsistent or incomplete documentation.
* Observations:
  + be observed while they observe staff.
* Professional discussion:
  + discuss with staff to identify issues and improvement steps.

**6. Manage conflict within teams**

* Observations:
  + be observed while they manage a disagreement
* Professional discussion:
  + discuss an opportunity for a mediation session to address conflict and set goals.
* Statements/Witness Testimony
  + Get feedback on how they manage conflict and the impact on team performance

**7. Manage the delegation of tasks**

* Work products:
  + Share delegation plans and records of assigned tasks.
* Observations:
  + be observed while the delegation process is in action.
* Professional discussion:
  + discuss the thinking behind task delegation decisions and outcomes.

**8. Lead and manage innovation and change**

* Work products:
  + show documentation of any changes and innovations put in place.
* Personal statements/reflective accounts:
  + reflect on personal experiences leading and managing change.
* Recognition of prior learning (RPL):
  + acknowledge any relevant experiences or qualifications related to change management.

**Resources**

* Social Services and Well Being (Wales) Act 2014 - <https://socialcare.wales/resources-guidance/information-and-learning-hub/sswbact/overview>
* National minimum standards for regulated childcare up to the age of 12 years - <https://www.gov.wales/sites/default/files/publications/2023-05/national-minimum-standards-for-regulated-childcare_0.pdf>
* National Institute for Health and Care Excellence - [www.nice.org.uk/guidance](http://www.nice.org.uk/guidance)
* Welsh Language Act 1993 and Welsh Language Standards Regulations 2015 - <https://www.welshlanguagecommissioner.wales/media/hgqdctio/code-of-practice-regulations-1.pdf>
* Lone Workers Policy & Guidelines 2010 - <https://heiw.nhs.wales/files/key-documents/policies/human-resources-policies/heiw-lone-working-policy-and-procedure-january-2021-v1-pdf/>

# Section 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**

This section focuses on how they enhance the quality of childcare by:

* understanding the foundations
* implementing effective monitoring systems
* using feedback from parents, staff, children, regulatory bodies, audits, incident reports, professional development sessions, peer reviews, and community engagement.

This approach makes sure there’s continuous improvement for the well-being and development of children in the setting.  
 **Induction standards**

These are the induction standards and examples of how they can be met:

**1. Understand theories, methods and models which can be used to support the service provision to meet the requirements for quality standards**

* Observations:
  + regularly observe staff interactions with children, making sure they’re in line with recognised theories.
* Oral/written questioning:
  + have discussions and write down explanations about applying relevant theories in daily activities.
* Work products:
  + show how staff use theories in their practices.
* Reflective accounts:
  + write reflections on applying theories to enhance care and education.

**2. Lead and manage the implementation of systems, procedures and practice to monitor, measure and improve performance of the workplace/setting**

* Observations:
  + in a team meeting, guide staff through an observation of implementing a new monitoring system.
* Professional discussion:
  + discuss current systems, identify areas for improvement, and plan implementation.
* Recognition of prior learning:
  + acknowledge and include team members' past experiences into current practices.

**3. Lead the implementation of systems, procedures and practice to monitor, measure and improve performance of the service provision**

* Statements/witness testimony:
  + gather testimonials from staff witnessing improvements in the service.
* Professional discussion:
  + identify key performance indicators and set targets for continuous improvement.

**4. Lead and manage the use analysis of incidents, compliments, concerns and complaints to improve the workplace/setting**

* Observations:
  + regularly observe and analyse how incidents and concerns are handled, providing feedback for improvement.
* Statements/witness testimony:
  + gather statements from staff effectively dealing with incidents and showing contributions to improvement.
* Professional discussion:
  + discuss specific incidents and talk about ideas for future workplace improvements.

# Section 4: Professional practice

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

This section is about understanding managerial roles and responsibilities and developing leadership skills that value equity, equality, and diversity. It covers:

* effective partnership management
* leading requirements for presenting and storing information
* making sure ongoing professional development is in line with legislative requirements, standards, and codes of conduct and professional practice.

**Induction standards**

These are the induction standards and examples of how they can be met:

**1. Understand the role, responsibilities and accountabilities of a manager:**

* Observations:
  + show how to effectively delegate tasks, resolve conflicts, and make informed decisions every day.
* Oral or written questioning:
  + write an assessment of the legal responsibilities and ethical considerations involved in managing a setting.
* Personal statements/reflective accounts:
  + discuss a challenging situation they faced, explaining how they applied their managerial skills and what they learned from the experience.

**2. Develop leadership skills and ethical practice that recognises and values equity, equality and diversity**

* Work products:
  + show how policies and practices promote diversity and inclusion within the setting.
* Statements/witness testimony:
  + gather testimonials fromworkers showing how they’ve addressed an ethical dilemma relating to equity or diversity, showing their ability to make fair decisions.
* Professional discussion:
  + discuss strategies used to create an inclusive environment, where they considered the different needs of children, parents, and staff.

**3. Lead and manage effective partnership working**

* Statements/witness testimony:
  + gather testimonials from stakeholders, such as parents or external partners, that acknowledge their effective collaboration and partnership skills.
* Recognition of prior learning:
  + make a note of successful collaborative projects from past experiences, showing their ability to lead effective partnerships.

**4. Lead and manage information requirements for presenting, recording, reporting and storing information**

* Work products:
  + provide examples of well-organised and accurate records, reports and presentations related to the setting’s operations and child development.
* Professional discussion:
  + discuss how they would handle information confidentially and securely, while complying with legal and regulatory requirements.

**5. Ensure their own continuing professional development meets legislative requirements, standards and the codes of conduct and professional practice**

* Professional discussion:
  + discuss their own professional development plan, including attendance at relevant training, conferences and professional networks that adhere to codes of conduct.
* Oral or written questioning:
  + provide a written assessment of their knowledge of current legislative requirements and professional standards, making sure their professional development is in line with these.
* Personal statements/reflective accounts:
  + reflect on how they’ve applied new knowledge gained through professional development activities, showing the effect on their practice.

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

**This links to unit 505, City & Guilds Level 5 Leadership and Management of Children’s Care, Play, Learning and Development: Practice**

This section focuses on leading and managing practices so that children are safe and well. It involves:

* legal and organisational safeguarding requirements
* continuous development of knowledge in child safeguarding
* the use of practices that prevent harm and abuse.

It emphasises promoting children's rights, choices, well-being, and positive relationships, while making sure they’re kept safe.

They should consider the specific context of their setting and adapt these examples to fit-in with their own setting's practices and policies.

**Induction standards**

These are the induction standards and examples of how they can be met:

**1. Lead and manage compliance with legislative, regulatory and organisational requirements for the safeguarding of children**

* Observations:
  + be observed making sure staff follow relevant legislative and regulatory requirements. For example, observing staff checking identification before allowing someone to collect a child.
* Work products:
  + review and analyse policies, procedures, and records they’ve developed so they comply with safeguarding legislation and organisational requirements.
* Statements and witness testimony:
  + collect statements from staff members confirming the guidance they’ve given and actions taken to maintain compliance.

**2. Develop and maintain knowledge and understanding of the safeguarding of children**

* Oral or written questioning:
  + write assessments that show their knowledge of current safeguarding practices, relevant laws, and emerging issues.
* Professional discussion:
  + have a discussion where they can show their continuous efforts to stay up-to-date on safeguarding developments through training, conferences, or professional networks.

**3. Lead and manage practice that safeguards children from harm and abuse**

* Statements/witness testimony:
  + gather statements from staff or parents who’ve witnessed them effectively handling situations involving potential harm or abuse, and where they’ve had to respond to potential safeguarding issues, showing their ability to quickly take appropriate action.
* Recognition of prior learning:
  + acknowledge and document times when they’ve successfully prevented harm or abuse through previous experiences and practices.

**4. Lead and manage practice that supports rights, choice, well-being and positive relationships to promote safeguarding**

* Personal statements/reflective accounts:
  + provide reflective accounts about how their leadership style creates positive relationships, respects children's rights, and promotes overall well-being.
* Professional discussion:
  + Discuss their approach to balancing safeguarding requirements with promoting positive relationships and individual rights within the setting.

**5. Lead and manage practice that supports children to be kept safe**

* Observations:
  + be observed putting safety measures in place within the setting, such as secure entry systems, supervised outdoor activities, or clear communication channels for reporting concerns.
* Statements/witness testimony:
  + gather statements from staff where they’ve carried out emergency situations that assess their ability to coordinate and lead the staff in keeping the children safe.
* Recognition of prior learning:
  + recognise and document past experiences where they’ve successfully put in place practices to keep children safe.

**Resources**

* Office of the Public Guardian – safeguarding - [https://www.gov.uk/government/publications/safeguarding-strategy-2019-to-2025-](https://www.gov.uk/government/publications/safeguarding-strategy-2019-to-2025-office-of-the-public-guardian)
* [office-of-the-public-guardian](https://www.gov.uk/government/publications/safeguarding-strategy-2019-to-2025-office-of-the-public-guardian)
* Charitable organisation safeguarding - <https://www.gov.uk/government/publications/strategy-for-dealing-withsafeguarding-issues-in-charities> and <https://www.gov.uk/guidance/charities-how-to-protect-vulnerable-groups-includingchildren>
* DBS checks - <https://www.gov.uk/government/organisations/disclosure-and-barringservice>
* Eligibility - <https://www.gov.uk/government/collections/dbs-eligibility-guidance>
* DBS referrals - <https://www.gov.uk/guidance/making-barring-referrals-to-the-dbs>
* SSWBA part 7 safeguarding - <https://socialcare.wales/hub/statutory-guidance>
* Live Fear Free - <https://www.gov.wales/live-fear-free>
* Modern Slavery - <https://www.gov.wales/welsh-government-modern-slavery-statement>
* National Independent Safeguarding Board - practice reviews - <https://safeguardingboard.wales/2020/01/28/findings-from-a-thematic-analysis-of-child-practice-reviews-in-wales/>
* North Wales RSB (good example of RSB website - <https://www.northwalessafeguardingboard.wales/>
* All Wales Basic Awareness Safeguarding Pack - <https://socialcare.wales/learning-anddevelopment/safeguarding>
* Prevent duty guidance: England and Wales (2023) - <https://www.gov.uk/government/publications/prevent-duty-guidance>

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

**This links to unit, 506, City & Guilds Level 5 Leadership and Management of Children’s Care, Play, Learning and Development: Practice**

This section focuses on health, safety, and security management in the workplace. The objectives include:

* making sure legal requirements are complied with
* overseeing health and safety risk assessments for children
* effectively managing the risks associated with work-related ill-health.

It gives them the skills to create a secure and healthy environment for both staff and children, while complying with regulations and standards.

**Induction standards**

These are the induction standards and examples of how they can be met:

**1. Understand legislative and regulatory requirements for health, safety and security in the workplace/setting**

* Observations:
  + observe staff and children to make sure they’re following safety protocols and procedures required by law.
* Oral or written questioning:
  + be questioned about their understanding of specific regulations, such as fire safety requirements, and how they make sure the setting complies with them.
* Work products:
  + provide documentation, such as a comprehensive policy manual, explaining how the setting follows legislative and regulatory requirements.
* Personal statements/reflective accounts:
  + reflect on a situation where they’ve had to address a compliance issue, showing their understanding and how they’ve applied relevant regulations.

**2. Monitor and maintain compliance with health, safety and security requirements**

* Observations:
  + carry out safety checks, making sure fire exits are clear, and that safety equipment works.
* Work products:
  + show records of safety audits, inspection reports, and action plans developed to deal with any non-compliance issues.
* Personal statements/reflective accounts:
  + reflect on making sure there’s ongoing compliance, perhaps through regular staff training sessions or updates on safety procedures.

**3. Lead and manage health and safety risk assessments for children**

* Observations:
  + carry out a risk assessment for a new play area, taking into consideration any potential hazards and dealing with them as necessary.
* Professional discussion:
  + discuss how they involve staff in risk assessments, making sure there’s collective responsibility for identifying and mitigating risks.
* Work products:
  + give examples of risk assessments for different activities, showing a systematic approach to identifying and managing risks.

**4. Lead and manage the risks of work-related ill-health**

* Statements/witness testimony:
  + collect testimonials from staff about their efforts to create a healthy work environment and prevent work-related ill-health.
* Recognition of prior learning:
  + show evidence of how they’ve implemented successful initiatives in the past that reduced work-related ill-health.
* Professional discussion:
  + discuss their approach to promoting staff well-being, perhaps by providing examples of initiatives such as ergonomic improvements or stress management programmes.

**Resources**

* Control of Substances Hazardous to Health (COSHH) - <http://www.hse.gov.uk/coshh/index.htm>
* Dermatitis in health and social care - <http://www.hse.gov.uk/healthservices/dermatitis.htm>
* Electrical safety at work - <http://www.hse.gov.uk/electricity/index.htm>
* Equipment safety - <http://www.hse.gov.uk/healthservices/equipment-safety.htm>
* Falls from windows or balconies in health and social care - <http://www.hse.gov.uk/pubns/hsis5.htm>
* Falls from windows - <http://www.hse.gov.uk/healthservices/falls-windows.htm>
* How the Lifting Operations and Lifting Equipment Regulations apply to health and social care - <http://www.hse.gov.uk/pubns/hsis4.htm>
* Infections at work - <http://www.hse.gov.uk/biosafety/infection.htm>
* Legionella - <http://www.hse.gov.uk/healthservices/legionella.htm>
* Managing the risk from hot water and surfaces in health and social care - <http://www.hse.gov.uk/pubns/hsis6.htm>
* Managing stress in the workplace - <http://www.hse.gov.uk/stress/standards/index.htm>
* Moving and handling: <http://www.hse.gov.uk/healthservices/moving-handling.htm>
* Public Health Wales infection prevention control -
* <http://www.wales.nhs.uk/sitesplus/888/page/95109>
* Reporting injuries, diseases and dangerous occurrences in health and social care -
* <http://www.hse.gov.uk/pubns/hsis1.htm>
* RIDDOR - <http://www.hse.gov.uk/riddor/index.htm>
* Sensible risk assessment - <http://www.hse.gov.uk/healthservices/sensible-riskassessment-care-settings.htm>
* Scalding and burning - <http://www.hse.gov.uk/healthservices/scalding-burning.htm>
* Sharps injuries - <http://www.hse.gov.uk/healthservices/needlesticks/index.htm>
* Slips and trips - <http://www.hse.gov.uk/healthservices/slips/index.htm>
* Workplace violence - <http://www.hse.gov.uk/healthservices/violence/index.htm>
* Work related ill health - <http://www.hse.gov.uk/statistics/industry/health.pdf>

# Appendices

## Evidence log sheet

* Induction standards (LO) should be covered several times (LO refers to the learning outcome number in the progress logs)

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| **Item of evidence** | **Location** | **Reference number** | **Link to learning outcomes (√)** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Section 1** | | | | | | | **Section 2** | | | | | | | | **Section 3** | | | **Section 4** | | | | | **Section 5** | | | | | **Section 6** | | | |
| **LO1** | **LO2** | **LO3** | **LO4** | **LO5** | **LO6** | **LO7** | **LO1** | **LO2** | **LO3** | **LO4** | **LO5** | **LO6** | **LO7** | **LO8** | **LO1** | **LO2** | **LO3** | **LO1** | **LO2** | **LO3** | **LO4** | **LO5** | **LO1** | **LO2** | **LO3** | **LO4** | **LO5** | **LO1** | **LO2** | **LO3** | **LO4** |
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* Location key: P = portfolio, O = office (add further categories as appropriate)
* Reference Number = create a reference number to locate evidence within their portfolio

## Examples

### Example of an observation:

This observation has been referenced in the [example of an evidence log sheet](#Example_evidence_log_sheet)

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| Setting: Sunny Kids Flying Start, Merthyr Tydfil  The observation takes place on a Tuesday morning, during the busy hours of 8.40am to 9.40am.  The nursery manager's office is opposite to the main play area, so the children can be easily supervised. The office is organised, with a desk, computer, and shelves displaying staff files, policies and procedures. The setting is light, bright and airy, creating a warm and welcoming atmosphere.  The manager begins the day by holding a brief staff meeting. She discusses the day's schedule, highlights any special instructions, and emphasises the importance of maintaining a safe and nurturing environment for the children. She communicates clearly and sets a positive tone for the day.  During drop-off time, the manager greets parents warmly and deals with any concerns they may have. She takes time to talk to parents about their child's day, showing genuine interest and reinforcing the setting’s commitment to open communication.  The manager visits each room, making sure that practitioners are engaged with the children. She actively interacts with the children, asking about their activities and well-being. The manager offers support and suggestions to practitioners when needed, helping to create an atmosphere where everyone works together.  The manager notices a practitioner finding it difficult to positively interact with a child, and she step in to help. She uses effective behaviour management techniques, emphasising a positive approach. Her support encourages the practitioner and keeps a consistent and calm atmosphere in the room.  The manager goes to her office to handle administrative tasks. She responds promptly to emails, updates attendance records, and reviews upcoming events. Her organisational skills and efficiency contribute to the smooth running of the setting.  The observation ends with the manager overseeing outdoor playtime. She actively engages with the children, making sure they’re safe and having fun. Her presence gives a sense of security, and she takes the opportunity to watch the children interacting, stepping-in when needed to promote positive social behaviour. |

**What sections and induction standard would they reference this observation to and why?**

* **Section 1, induction standard 1**: The nursery manager uses evidence-based practices and child development theories in her interactions and decision-making. You can see this in how she supports the practitioner and in her emphasis on a positive, research-informed approach to managing behaviour.
* **Section 1, induction standard 2**: The manager promotes children's rights by actively engaging with the children and making sure their voices are heard. She has open communication with parents, respecting and advocating for the rights of both children and their families.
* **Section 1, induction standard 3**: Throughout the observation, the manager shows a clear understanding of child development theories. Her interactions with children and support for practitioners are in line with theories that promote positive and holistic development.
* **Section 1, induction standard 4:** The manager's involvement in outdoor play supervision and her interactions with children and staff reflect her commitment to holistic learning and development. She makes sure there’s a well-rounded approach to the children's educational and emotional well-being.
* **Section 1, induction standard 5:** The manager actively takes part in outdoor play, recognising the importance of play in children's development. Her interaction with the children creates a positive and supportive environment that promotes learning through play.
* **Section 1, induction standard 6:** The manager's morning briefing and classroom walkthrough show her leadership in the planning process. She makes sure the practitioners are well-informed and prepared, contributing to a well-organised and effective childcare programme.
* **Section 1, induction standard 7:** During the observation, the manager supports a practitioner dealing with a challenging situation, showing her ability to manage change and transitions effectively. Her hands-on approach and guidance contributes to a smooth transition for both the practitioner and the child.
* **Section 2, induction standard 1:** The manager's positive and supportive interactions with both staff and children contribute to the development of a positive and motivating culture within the setting.
* **Section 2, induction standard 6:** The observation doesn't directly cover team conflict or poor performance, but the manager's proactive support for the practitioner facing challenges shows a potential ability to deal with conflict and performance issues constructively.
* **Section 2, induction standard 7:** The manager's hands-on approach and support for practitioners during challenging situations showed her readiness to embrace innovation and manage change effectively.

This observation has been referenced in the [example of an evidence log sheet](#Example_evidence_log_sheet)

### Example of work products:

These work products have been referenced in the [example of an evidence log sheet](#Example_evidence_log_sheet)

|  |  |  |
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| **Work products** | **Mapped to** | **Why** |
| **Annual strategic plan for the nursery (innovation)** | Section 1  Induction standard 1  Induction standard 7 | The strategic plan should include research and evidence-based practices to ensure children’s holistic development and well-being.  The strategic plan should encourage innovation and include strategies for managing and implementing change. |
| **Policies and procedures manual (quality standards)** | Section 1  Induction standard 2  Section 3  Induction standard 5  Section 5  Induction standard 5 | The policies should promote children's rights and include ways of considering the voice of the child in decision-making.  The policies should reflect relevant theories and models to meet quality standards in the service provision.  The quality assurance plan includes practices to make sure children are kept safe within the nursery. |
| **Staff training and development programme**  **Continuing professional development training plan** | Section 1  Induction standard 3  Section 4  Induction standard 5  Section 5  Induction standard 2 | The training programme should include the latest child development theories to enhance staff understanding and use in practice.  The policies may include guidelines so that continuing professional development is in line with legislative requirements and professional standards. |
| **Recruitment and onboarding process, induction, performance appraisals** | Section 2  Induction standard 1  Section 2  Induction standard 2 | The recruitment and onboarding process should contribute to creating a positive and motivating culture within the nursery.  The performance appraisal system should be in line with the values-based recruitment and selection processes, so there’s consistency in evaluating staff. |
| **Safeguarding policies and procedure** | Section 5  Induction standard 1  Section 5  Induction standard 2  Section 5  Induction standard 3 | Safeguarding policies in the manual make sure there’s compliance with legislative, regulatory, and organisational requirements.  The training programme helps staff have the right knowledge and understanding of safeguarding children.  The emergency readiness plan should include provisions for supporting the rights, well-being, and positive relationships of children, to promote safeguarding. |

These work products have been referenced in the [example of an evidence log sheet](#Example_evidence_log_sheet)

### Example of an evidence log sheet

Induction standards should be covered more than once

This would also be mapped into the [part B progress logs AWIF EYCC Managers](https://socialcarewales-my.sharepoint.com/:w:/g/personal/gemma_thain_socialcare_wales/ETNVsg2MpcRLuVV-cym8J0cBINJ8Mgv15r1fMV_Vjdw04Q?e=mUOMMJ)

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| **Item of evidence** | **Location** | **Reference number** | **Link to induction standards (√)** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Section 1** | | | | | | | **Section 2** | | | | | | | **Section 3** | | | **Section 4** | | | | | **Section 5** | | | | | **Section 6** | | | |
| **LO1** | **LO2** | **LO3** | **LO4** | **LO5** | **LO6** | **LO7** | **LO1** | **LO2** | **LO3** | **LO4** | **LO5** | **LO6** | **LO7** | **LO1** | **LO2** | **LO3** | **LO1** | **LO2** | **LO3** | **LO4** | **LO5** | **LO1** | **LO2** | **LO3** | **LO4** | **LO5** | **LO1** | **LO2** | **LO3** | **LO4** |
| *Observation* |  |  | √ | √ | √ | √ | √ | √ | √ | √ |  |  |  |  | √ | √ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| *Strategic plan* |  |  | √ |  |  |  |  |  |  |  |  |  |  |  |  | √ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| *Policies and procedures (quality)* |  |  |  | √ |  |  |  |  |  |  |  |  |  |  |  |  | √ |  |  |  |  |  |  |  |  |  |  |  | √ |  |  |  |  |
| *Training & development plan* |  |  |  |  | √ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | √ |  | √ |  |  |  |  |  |  |  |
| *Recruitment process* |  |  |  |  |  |  |  |  |  | √ | √ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| *Safeguarding process* |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | √ | √ | √ |  |  |  |  |  |  |
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