

All Wales induction framework for early years and childcare managers

Progress log example

**What do the columns in the progress log mean?**

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| --- | --- | --- | --- | --- | --- |
| **Learning outcome** | **Induction standards:** | **This means I have the understanding and ability to:** | **How I have met this standard** | **Comments from the person signing to confirm the standard has been met** | **Date and signatures** |
| This is the number of the induction standard | An *induction standard* is a set of learning outcomes that outlines the essential skills, knowledge, and behaviours expected of a new manager during their induction. These standards serve as a benchmark to ensure that the new manager can competently fulfil their managerial responsibilities. | This section supports the new manager understand more about what the induction standards mean so that they are able to evidence their skills, knowledge and behaviour to sign off the induction standard.  | This is where the new managers records the evidence used to show that the induction standard has been met by them. If there is suitable evidence of prior learning or skills covering the learning outcomes, these should be recorded in this column. This may include certificates / qualifications e.g food safety or a previous qualification. | This should be done by the person who is reviewing and confirming that the new manager has demonstrated this induction standard.  | The new manager and the mentor who is making the judgement should sign and date here to confirm induction standards have been successfully achieved. A signature will also confirm they have seen and accepted any certification / qualification as evidence of prior learning. |

**Example of a completed progress log for Part A**

This is an example of a completed progress log showing how you can record the different types of evidence that has been used for Part A section 1: Leading child centred practice, learning outcome 2: Understand how to promote equity, equality, diversity and inclusion

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| --- | --- | --- | --- | --- | --- |
| **Learning outcome** | **Induction standards:** | **This means that I understand:** | **How I have met this standard** | **Comments from the person signing to confirm the standard has been met** | **Date and signatures** |
| **2** | **Understand how to promote equity, equality, diversity and inclusion** | 2.1 Legislation and policy that support equity, equality, diversity and inclusion  2.2 How behaviours and values in the workplace/setting promote equity, equality, diversity and inclusion 2.3 The impact of discrimination, stereotyping, prejudice and power imbalances on equity, equality, diversity and inclusion  | 1. Workbook completion: I completed the workbook activity that covers legislation, inclusive behaviours, and the impact of discrimination, highlighting reflective answers and practical applications within the setting.
2. Policy documents and implementation examples: I written the setting's policies on equity, equality, diversity, and inclusion, along with examples of how these are applied in everyday practices (e.g., inclusive recruitment practices, fair admissions policies). Regular policy review dates and evidence of updates would further support this.
3. Training records and meeting minutes: I have records of staff training on relevant legislation and values, such as cultural competence and anti-bias workshops. Meeting minutes where diversity and inclusion were discussed would show ongoing commitment and staff involvement.
4. Observational notes: I have an observation or feedback showing how my behaviour aligns with inclusive values, such as respectful communication and conflict resolution.
5. Reflective account: I have a reflection / evaluations, describing specific instances where I addressed discrimination, modelled inclusive values, or supported diverse families.
6. Feedback from staff or families: I have feedback / testimonials that highlight the positive impact of my practices in creating a supportive, inclusive environment.
 | I as the mentor have seen the workbook completion – I can confirm that J.Bloggs has been able to demonstrate their knowledge for this induction standard | *J.Blogs**(manager)**07.11.2024**J.Smart**(mentor)**07.11.2024* |

**Example of a completed progress log for Part B**

This is an example of a completed progress log showing how you can record the different types of evidence that has been used for Part B section 4: professional practice, learning outcome 4: Use analysis of incidents, compliments, concerns and complaints to improve the workplace/setting

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| --- | --- | --- | --- | --- | --- |
| **Learning outcome** | **Induction standards:** | **This means that I have the understanding and ability to:** | **How I have met this standard** | **Comments from the person signing to confirm the standard has been met** | **Date and signatures** |
| **3** | **Use analysis of incidents, compliments, concerns and complaints to improve the workplace/setting** | 3.1 Implement policies, procedures and practice to ensure that lessons are learned from incidents, compliments, concerns and complaints  3.2 Develop a culture where incidents, compliments, concerns and complaints are perceived as a tool to improve the workplace/setting  3.3 Lead work to routinely review incidents, compliments, concerns and complaints to identify trends, areas of good practice and areas for improvement within the workplace setting  3.4 Ensure that workers and children/families/carers are made aware of areas of good practice and areas for improvement within the workplace/setting  3.5 Use reviews of incidents, compliments, concerns and complaints to improve the quality of the workplace/setting  3.6 Record and report changes made in response to reviews of incidents, compliments, concerns and complaints in line with legislative, quality and organisational requirements  | I have written the setting’s policies that detail the procedures for handling incidents, compliments, concerns, and complaints. I have evidence of how feedback is documented, followed up on, and reviewed and how they are tracked over time (kept in the office).I have minutes from staff meetings where incidents and feedback was discussed, highlighting how they are seen as opportunities for growth rather than criticism. I also have statements from staff members that show how the feedback culture is embedded in the workplace (e.g., staff being encouraged to bring up concerns or share positive feedback).I have reports from team meetings where incidents, compliments, and complaints are analysed to identify trends and areas of improvement and action plans are taken in response to patterns identified in feedback (e.g., changes made to policies or procedures based on common themes in complaints).I ensure that feedback results are shared with parents/carers, such as through newsletters, noticeboards, or family meetings, detailing improvements based on their input and for staff to be kept informed about changes and improvements (see paperwork)I have an example of improvement to our outdoor space has been improved as a result of feedback especially when children kept tripping up on a raise piece of concrete but the log of all of the changes are stored <<file/here>>I can present an audit trail that tracks the changes, from the feedback being received, to the analysis, actions taken, and the impact of those actions, showing consistency with required standards. | I as the mentor have seen the workbook completion – I can confirm that J.Bloggs has been able to demonstrate their skill for this induction standard*And/or/both*I as the mentor have seen the evidence that J.Blogs has refenced here and I have also observed J.Blogs carry out a staff meeting covering this induction standard | *J.Blogs**(manager)**07.11.2024**J.Smart**(mentor)**07.11.2024* |