



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



All Wales induction framework for early years and childcare

Introduction and guidance

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Introduction

The Welsh Government's ambition is to develop a skilled childcare and play workforce, which is highly regarded as a profession and a career of choice, and recognised for the vital role the sector plays in supporting our children's development.

As part of the wider training support, the Welsh Government's *Childcare, Play and Early Years Workforce Plan – December 2017*¹ expects every early years setting to provide an induction for all new workers to help them understand the importance of child-centred practice and the values that underpin work in early years.

Social Care Wales has developed this early years and childcare induction framework for Wales to support a values-based induction for those working in the sector. This framework will provide settings with a robust structure for induction, and ensure new workers are clear about the knowledge and skills they need to be able to evidence in their first six months of employment.

The importance of a planned and well thought-out induction, and the positive impact this has on the quality of the service provision cannot be underestimated. A good induction makes sure workers understand the importance of child-centred practice and the values that underpin work in the early years and childcare sector. A well-structured induction will help workers settle and become more effective in their role. It can increase employee commitment and job satisfaction.

The *All Wales induction framework for early years and childcare* (induction framework) creates a firm foundation for new workers to develop their practice and future careers, in and across the early years and childcare sectors. It also provides employers with a clear benchmark of the professional knowledge, skills and values that need to be evidenced to make sure new employees are safe and competent to practice, at this stage of their development.

The induction framework provides assurance that all new workers are receiving the learning and support they need during their first period of employment. This can also contribute towards the achievement of the CCPLD at Level 2 and 3.

For those who are not in an employed role (for example, registered childminders), the induction framework is useful to support self-reflection on entry to the sector or following a change of role.

For the purpose of this document, the terms "worker" and "manager" are used for consistency and ease of guidance. It should be noted that for a registered childminder the guidance for both worker and manager may apply to them depending on their role within the sector and can be used to support self-reflection.

In addition for those in an employed role who line manage or supervise staff in an early years or childcare setting but are also line managed by another manager, the guidance for both worker and manager will apply as they will be considered a "worker" and a "manager" within this guidance in different situations.

¹ Welsh Government's *Childcare, Play and Early Years Workforce Plan – December 2017*

Background and current status

The *Early years and childcare induction framework for Wales* was first published in 2011. The framework set out learning outcomes that workers joining the sector, a new organisation, or undertaking a new role, should meet within the first 12 weeks of employment.

This new induction framework for the early years and childcare workers provides a structure for a common understanding to induction, and outlines the knowledge and skills new workers need to meet in the first **six months** of employment. The title of the induction framework has also been changed to the **All Wales induction framework for early years and childcare**.

Following the early years and childcare qualifications review by Qualifications Wales in 2016, a new range of qualifications have been developed. The revised induction framework will align with the core content of the new qualifications at level 2 and 3.

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Section 1:

Guidance for managers

This guidance is for those responsible for workers during an induction period.

The term manager used in this guidance relates to the individual responsible for the worker during their induction period.

Why use the *All Wales induction framework for early years and childcare*?

The induction framework is a tool for managers to assess the skills, knowledge and experience of new staff, and will help you identify, record and plan for their development needs.

We expect it will take up to six months to complete the whole induction framework. However, we recognise there may be exceptional circumstances where extra time is needed. The induction framework should only be signed off once all the outcomes have been achieved.

It is your responsibility to make sure the worker has enough time and support to complete the induction framework.

What does the *All Wales induction framework for early years and childcare* cover?

There are five sections in the induction framework that are aligned to the core qualification:

- Section 1 – Principles and values
- Section 2 – Health, well-being, learning and development
- Section 3 – Professional practice as an early years and childcare worker
- Section 4 – Safeguarding children
- Section 5 – Health and safety in children’s care, learning, development and play

Each section:

- identifies the early years and childcare principles and values that workers need to demonstrate
- identifies the knowledge, understanding and skills that new workers need to evidence during their induction period.

Who should complete the *All Wales induction framework for early years and childcare*?

The induction framework can be used as the basis for developing or enhancing the induction process within your work setting.

Furthermore, there is a requirement within the **National Minimum Standards for Regulated Childcare for Children up to the age of 12 years – Welsh Government April 2016**, that all workers should receive induction training, which includes health and safety, and child protection policies and procedures, during their first week of employment.

The induction framework helps you as a manager provide an effective induction by:

- providing a framework you can use as the basis for the induction or to inform your setting's induction programme
- providing a clear process and tool to assess your workers' skills, knowledge and experience, and identify their strengths and development needs
- supporting you to identify and provide training and development opportunities to enable your workers to do their job effectively and safely
- making sure that every induction across the sector is of a similar nature, thus providing a benchmark.

The induction framework helps new workers by:

- making it clear what is expected of them
- providing an opportunity to develop the knowledge, understanding and skills essential for early years and childcare practice; in particular, the principles and values that underpin all care and support
- providing support for new and changing roles and responsibilities
- generating evidence that can be used towards the achievement of the qualifications required for practice
- providing evidence of transferrable knowledge and skills across the sector.

Regardless of whether they are employed full-time, part-time, sessional or as a volunteer, the induction framework should be completed by any worker who:

- is new to the early years sector
- is new to an organisation
- is undertaking a new role
- has previous experience in a different sector
- is returning after a career break
- is a current member of staff, as a tool to support continuing professional development.

Workers new to the early years and childcare sector

Workers new to the early years sector should undertake and complete planned learning, and be assessed on all five learning outcomes of the induction framework.

Workers new to an organisation or setting

Workers who are new to the organisation or setting may not need to complete the full induction framework. Evidence of successful achievement of a relevant qualification and/or induction programme can act as a "passport" and give managers confidence that some areas of induction common to all workplaces have already been covered.

Workers undertaking a new role

It is good practice to consider the learning needs of **all** workers. Workers who have completed an induction and/or already hold relevant qualifications will also benefit from the opportunity to refresh their learning and keep their knowledge and skills up-to-date.

Workers with previous experience in a different sector

It is important that these workers complete the learning outcomes that are specific to the setting in which they are now working and they may be able to evidence transferrable knowledge.

Workers returning after a career break

It is important that workers returning to the sector following a career break, such as maternity leave or long-term sick leave, reflect, and have the opportunity to revisit any learning outcomes and identify any gaps in knowledge.

Current members of staff as a tool to support continuing professional development (CPD)

It can be advantageous to use the induction framework as a tool for existing staff in relation to their CPD.

As a manager, you can use the induction framework to confirm and evidence which learning outcomes have already been met by the worker. You can record and sign off this evidence in the workbook.

There is a section in the **workbook** (recording assessment) where you can record and sign off this evidence. If the worker does not hold a relevant qualification that directly covers the areas identified for induction, you should consider the relevance of the worker's past experience. Workers new to a setting will still need to meet the learning outcomes that are specific to the workplace – for example, those relating to policies, procedures, and working practices or specific service settings.

How does the *All Wales induction framework for early years and childcare* link to qualifications?

Links to new qualifications from September 2019

From September 2019, the “core” qualification for all the level 2 and 3 early years, childcare and play qualifications in Wales will reflect the generic knowledge and understanding of the induction framework. The practice elements of the induction framework will also be reflected in the practice qualifications for health and social care. This means, that as new workers undertake the induction framework, they will start generating evidence that can be used towards achieving the qualifications they need to practice.

Workbooks

To help implement the induction framework and to support new workers generate the evidence they need to achieve the “core” qualification, workbooks have been developed for each section of the framework.

The workbooks are made up of sample questions and guidance. As a manager, you may wish to change, use experiential learning or add to these to reflect the part of the sector you are working in.

The workbooks are not a mandatory requirement, but we hope they will be a helpful tool for you as managers and would strongly recommend that you use them.

Completing the workbooks will provide evidence to the regulators of service that you are carrying out robust induction processes, as well as supporting evidence that workers can use towards attaining their qualifications.

Using the workbooks

The workbooks have been designed to be used as a web-based resource, but they can also be printed and completed.

You will need to make sure your workers have access to a computer and the internet to use the web-based version of the induction framework.

Workers can record their learning as they go along, and you as their manager, can record your feedback. Remember to record any extra learning so that it can be used towards qualifications.

There is a glossary that covers all the workbooks and provides some definition of the terms used. There are also some links and references at the end of the document that the worker may find helpful. As the worker is progressing through the learning activities in the workbook, you will need to meet with them to see how they are doing, complete the progress log and provide support if required.

It is important that the worker keeps the evidence generated through completing the workbooks and that you as the manager keep a copy in the staff files. This evidence may be used towards achieving the qualifications they will need for practice, avoiding duplication of learning. Regulatory bodies may also want to sample them to make sure that the induction you are providing is robust and meets the regulation requirements.

Supporting the learning of workers

People learn in many different ways. As long as the worker meets the learning outcomes set out in the induction framework, you are free to use a mix of methods that will best meet the worker's needs.

These methods may include:

- mentoring by a more experienced colleague
- coaching
- distance learning
- e-learning
- guided reading
- structured use of supervision
- shadowing
- taught programmes / training
- group work
- practical experience
- reflective practice.

Workers need to demonstrate that they have successfully met the induction framework learning outcomes. The progress log is a useful tool that they should use to log and track their achievements.

There are a variety of methods that can be used to judge a worker's understanding of their role and responsibilities, and their practice, including:

- completing the workbooks
- verbal questioning
- direct observation of practice
- feedback from others – such as individuals, other workers
- self-assessment / reflective accounts
- evidence of accredited training / qualifications.

Section 2:

Guidance for workers

What is the purpose of induction?

If you are new to the sector or in a new position, the first few days and weeks can be exciting and overwhelming. An induction will help you:

- understand your role – what is required of you and what support you can expect
- get to know your working environment and the important information you need to do your role well
- develop good working relationships
- understand how you can best support children and families.

Induction is an important part of your professional development. Completing the induction framework will help you gain, develop and strengthen the knowledge, skills and understanding that are essential for your role, and for early years and childcare practice in general. It provides a basis for your future learning and development, and shows the progress you have made to date.

Your manager will outline the arrangements for your induction. This may involve being assigned a mentor or “buddy” who will be a more experienced colleague or peer to support your learning. Regular **supervision** will allow you to reflect on what you have learned and you will receive feedback on your progress.

It is important that you take an active part in your induction to make the most of this learning experience. Asking questions helps check your understanding and will help you learn.

As this is a framework that has been developed for use across the early years and childcare sector, your manager will need to include learning that’s specific to your organisation and work setting. If you change jobs within your setting or the wider sector, it will be important to review the sections you have completed to make sure they meet the needs of your new role.

There are five sections in the induction framework:

- Section 1 – Principles and values
- Section 2 – Health, well-being, learning, development and play
- Section 3 – Professional practice as an early years and childcare worker
- Section 4 – Safeguarding children
- Section 5 – Health and safety in children’s care, learning, development and play

Each section:

- identifies the knowledge, understanding and skills you will need within the first six months of your role
- identifies the principles and values you need to understand and show in your work.

We anticipate that it will take up to six months for you to complete the whole induction framework. However, we recognise that there may be exceptional circumstances where extra time is needed. The induction framework should only be signed off once all the outcomes have been achieved.

Getting started

Each section of the induction framework includes a number of headings. Under each heading, you will find the core knowledge learning outcomes that you will cover during your induction.

People learn in many different ways. As long as the learning outcomes are met, you can discuss with your manager the methods that best suits your needs. These methods may include:

- attending training or undertaking e-learning
- guided reading
- one-to-one discussion, for example, in supervision
- observing other staff members
- having a mentor
- team meetings
- self-reflection.

These learning outcomes can be used to show how you understand, and can put into practice what you have learned about that particular topic. You might be asked to show what you've learned by:

- answering questions, written or verbally
- being observed at work
- reflecting on what you have learned and how you might improve your practice further.

Any evidence from completing your induction framework can be used towards achieving future qualifications for your role. It is important to keep it safe as this will also provide evidence of your learning for your employer, regulators of services and other employers if you were to change jobs in the future.

Your manager has a responsibility to make sure you have enough time and support to complete the induction framework.

You should show what you've learned by completing and updating the progress log for each section, on a regular basis. The progress log will help you and your manager record your learning and the learning outcomes you've achieved.

Supporting and monitoring your induction

Your manager will be supporting and monitoring your progress throughout the induction period to make sure you understand and are able to apply what you have learned in practice.

Your manager will be expected to:

- agree and plan with you how you will be supported and monitored – linking to your organisation's probationary process if they have one
- guide you in gathering evidence of what you have learned and how this is recorded
- meet with you regularly throughout your induction to make sure you get feedback, guidance and support
- help you complete the progress log that records the learning outcomes you have achieved.

Progress log example:

Activity undertaken	Witnessed by whom and feedback	Signatures and date
<p>Record of activity carried out to demonstrate that the worker met the learning outcome.</p> <p>If the worker already has appropriate evidence of prior learning or skills that cover the learning outcomes, these should be recorded in this column. This may include certificates/ qualifications. For example, attending a workshop or meetings, or shadowing a colleague or peer.</p>	<p>This can be completed by a manager, supervisor or an appropriate member of staff.</p> <p>If the worker already has appropriate evidence of prior learning, please state here the title of the certificate/ qualification, the name of the awarding organisation and the date the worker achieved the award.</p>	<p>The manager and worker should sign and date here to confirm that the learning outcomes have been successfully achieved or to confirm they have seen and accepted any certification/ qualification as evidence of prior learning.</p> <p>It is always the manager's responsibility to sign off evidence in achieving the learning outcomes.</p>

Workbooks

A series of five workbooks have been developed to help you with your learning. Each workbook covers the "core knowledge" and the additional practice learning outcomes that show how you are applying this knowledge in your work – if you are employed, this needs to be in the context of your role.

The core knowledge can be completed either before you start work (pre-employment) or when you start in your new role. If you are employed, the whole induction framework needs to be completed within six months of your start date.

The workbooks use a range of learning and assessment methods. They have been designed to be used as an online, web-based resource, and are available as an editable PDF and as a plain word version.

You will need to make sure you have access to a computer and the internet to use the web-based version of the induction framework.

The workbook has spaces for you to record your learning as you go along and for your manager to record their feedback. Your manager or employer may wish to use other learning activities or case studies in addition to those in this workbook. Remember to record any extra learning so that it can be used towards your qualification.

If you are completing this workbook before you start work, there will be some questions you cannot answer yet. You can complete these when you start in your new role.

There is a glossary that covers all the workbooks and provides some definitions of the terms used, anything marked in **bold** will be included here. There are also some links and references at the end of the document that you may find helpful.

As you are working your way through the learning activities in the workbook, your manager will meet with you to see how you are doing and discuss any extra support or help that you need. They will complete the progress log with you and help if there are any gaps.

Section 3:

The framework

1. Principles and values

Main area	Outcome
1.1 Legislation, national policies, guidance and frameworks	<p>You are able to work in ways that:</p> <ul style="list-style-type: none"> • relate the principles that underpin children’s care, learning, development and play to your practice • uphold the Codes of Conduct and Professional Practice in your work.
1.2 Rights-based approaches	<p>You are able to work in ways that:</p> <ul style="list-style-type: none"> • embed a rights-based approach in your work.
1.3 Equality, diversity and inclusion	<p>You are able to work in ways that:</p> <ul style="list-style-type: none"> • respect and promote equality and diversity towards children, their families and carers, and others.
1.4 Child-centred approaches	<p>You are able to work in ways that:</p> <ul style="list-style-type: none"> • embed child-centred approaches in practice • support children to engage in activities and experiences that reflect their preferences, and are meaningful and enjoyable • understand the duty to make the best interests of the child paramount and demonstrate this in practice.
1.5 Allowing children to take risks	<p>You are able to work in ways that:</p> <ul style="list-style-type: none"> • balance a child’s need to experiment and take some risks with your duty to keep them safe • use risk assessments in your work setting to support children and to take risks for positive outcomes.
1.6 Well-being	<p>You are able to work in ways that:</p> <ul style="list-style-type: none"> • promote the importance of the child’s family / significant others, and work in a way that supports and develops these relationships in the interest of the child.
1.7 Positive relationships and professional boundaries	<p>You are able to work in ways that:</p> <p>develop positive relationships in the context of “professional boundaries” .</p>

Main area	Outcome
1.8 Communication	<p>You are able to work in ways that:</p> <ul style="list-style-type: none"> • identify and use a range of communication methods that are appropriate to their age, abilities and level of development to meet the needs and preferences of the children in your care • take action if you observe any important changes in a child's communication.
1.9 Welsh language and culture	<p>You are able to work in ways that:</p> <ul style="list-style-type: none"> • support the child's and their parents' /carers' communication and language needs, wishes and preferences in your work • show you adhere to legislation and policies in your practice.
1.10 Positive approaches for positive behaviour support	<p>You are able to work in ways that:</p> <ul style="list-style-type: none"> • embed the use of positive approaches in your work • follow workplace policies and procedures that are in place for behaviour support.
1.11 Change and transitions in children's care, learning, development and play	<p>You are able to work in ways that:</p> <ul style="list-style-type: none"> • support the types of change and transitions that may occur in the course of a child's life • take account of the factors that make these changes and transitions either positive or negative • support children to develop the skills, confidence and knowledge that will prepare them for change and transitions.
1.12 Reflection	<p>You are able to work in ways that:</p> <ul style="list-style-type: none"> • reflect on how your attitude and behaviour impact on the children you support.

2. Health, well-being, learning, development and play

Main area	Outcome
2.1 Factors that affect health, well-being, learning, development and play	<p>You are able to work in ways that:</p> <ul style="list-style-type: none"> • promote ways of working with children that supports them to participate in a range of activities and experiences, and make developmental progress at a level appropriate to their age, needs and abilities • support children in ways that promote their self-esteem, sense of security and belonging • support children to recognise and celebrate their abilities, talents and achievements.
2.2 Positive environments for the health, well-being, learning development and play of children	<p>You are able to work in ways that:</p> <ul style="list-style-type: none"> • support a positive and safe environment that meets the health, well-being, development and individual needs of children • contribute to the planning and organisation of a positive and safe environment that supports children's development • provide a safe, caring, nurturing and responsive environment that values children and their families.
2.3 Play	<p>You are able to work in ways that:</p> <ul style="list-style-type: none"> • provide a range of opportunities for different types of play • adapt the environment and activities to make sure that every child is able to participate • meet the individual needs and preferences of children.
2.4 Personal care of children	<p>You are able to work in ways that:</p> <ul style="list-style-type: none"> • support personal care routines that meet the individual needs of children • support the personal care routines of children in a way that treats them with dignity and respect, and protects the child and yourself from harm or allegations of harm.
2.5 Administering medicine	<p>You are able to work in ways that:</p> <ul style="list-style-type: none"> • follow your organisation's policies and procedures in supporting the administration and use of medication.

3. Professional practice as an early years and childcare worker

Main area	Outcome
3.1 Roles and responsibilities of the early years and childcare worker	<p>You are able to work in ways that:</p> <ul style="list-style-type: none"> • embed the ethos and structure of the organisation or setting you work for and your role within it • take into account the ethos and structure of other organisations you work with and the links with your role and organisation or setting • take into account your own roles and responsibilities, what it requires you to do and the limits of your role • make use of support for yourself in undertaking your role • promote good practice by reporting matters that affect the welfare and safety of individuals or their carers, or practices that are unsafe or conflict with the ethos, policies and procedures of the organisation or setting • follow workplace policies and procedures.
3.2 Partnership working	<p>You are able to work in ways that:</p> <ul style="list-style-type: none"> • recognise the range and roles of other workers in your organisation or setting, and other agencies that you may come into contact with • apply the principles of partnership working in your work with others • apply the principles of confidentiality in all communication with others • develop good working relationships with other workers and professionals while maintaining professional boundaries.
3.3 Team working	<p>You are able to work in ways that:</p> <ul style="list-style-type: none"> • demonstrate your understanding of the structure, purpose and make up of your own team, and how you contribute to its work.

Main area	Outcome
3.4 Handling information	<p>You are able to work in ways that:</p> <ul style="list-style-type: none"> • follow your organisation's or setting's policies and procedures on the handling of information, including storing, recording, confidentiality and sharing • record written information with accuracy, clarity, relevance and an appropriate level of detail in a timely manner.
3.5 Personal conduct of early years and childcare workers	<p>You are able to work in ways that:</p> <ul style="list-style-type: none"> • uphold the early years and childcare profession, and role model best practice in your work.
3.6 Continuing professional development	<p>You are able to work in ways that:</p> <ul style="list-style-type: none"> • meet the regulatory and/or workplace requirements regarding learning and development in your role • actively identify your own learning and support needs, and work with your manager to develop and follow a personal development plan to meet these • actively prepare for and contribute to supervision and appraisal • reflect on your practice to support your professional development • develop the literacy, numeracy and digital competency skills needed to meet the requirements of your role.

4. Safeguarding children

Main areas	Outcomes
4.1 Legislative frameworks for safeguarding	You are able to work in ways that: <ul style="list-style-type: none">• follow your local and workplace policies and procedures for safeguarding individuals• record and report any concerns or incidents.
4.2 Safeguarding children from harm, abuse or neglect	You are able to work in ways that: <ul style="list-style-type: none">• demonstrate child-centred practice in your work• promote and support the safeguarding of individuals.
4.3 Factors, situations and actions that can lead or contribute to harm, abuse or neglect	You are able to work in ways that: <ul style="list-style-type: none">• promote safe and secure practices, and minimise the risks to children from harm, abuse or neglect.
4.4 Reporting and recording in relation to safeguarding	You are able to work in ways that: <ul style="list-style-type: none">• adhere to your workplace's policies and procedures for recording and reporting concerns• follow your workplace's policies and procedures to record your concerns with accuracy, clarity, relevance and an appropriate level of detail in a timely manner.

5. Health and safety in children’s care, learning, development and play

Main areas	Outcomes
5.1 Health and safety in the work setting	<p>You are able to work in ways that:</p> <ul style="list-style-type: none"> • meet your responsibilities in line with health and safety legislation • adhere to your organisation’s policies and procedures for health and safety • follow your workplace’s processes for the recording and reporting of any concerns or incidents related to health and safety.
5.2 Risk assessments for health and safety	<p>You are able to work in ways that:</p> <ul style="list-style-type: none"> • comply with health and safety risk assessments for your workplace, and procedures for reporting concerns or incidents.
5.3 Fire safety	<p>You are able to work in ways that:</p> <ul style="list-style-type: none"> • adhere to your work setting’s procedures that must be followed in the event of a fire.
5.4 Moving and handling, and moving and positioning	<p>You are able to work in ways that:</p> <ul style="list-style-type: none"> • carry out moving and positioning, and/or moving and handling, in accordance with your training/role and in line with individual care and support plans.
5.5 Managing paediatric injury (including paediatric first aid)	<p>You are able to work in ways that:</p> <ul style="list-style-type: none"> • attend and gain certification in paediatric first aid, and know when it is appropriate to apply emergency first aid and when medical help needs to be sought.
5.6 Infection and prevention control	<p>You are able to work in ways that:</p> <ul style="list-style-type: none"> • follow good hygiene practice • implement your workplace’s policies and procedures for infection prevention and control • follow a hand washing technique that is used to prevent the spread of infection.
5.7 Food safety	<p>You are able to work in ways that:</p> <ul style="list-style-type: none"> • follow your organisation’s policies and procedures in relation to food.

Main areas	Outcomes
5.8 Hazardous substances	You are able to work in ways that: <ul style="list-style-type: none"> • follow national and workplace policies and procedures for the storage, use and disposal of hazardous substances.
5.9 Safety in the work setting	You are able to work in ways that: <ul style="list-style-type: none"> • adhere to arrangements that are in place to ensure that you, the children and others are safe in the work setting • adhere to workplace policies and procedures for lone-working, advising of whereabouts and access to the work setting.
5.10 Managing stress	You are able to work in ways that help you manage stress by: <ul style="list-style-type: none"> • using your supervision to discuss your well-being with your line manager.