

## Continued Professional Development [CPD] focussed newsletter

The value of continuing professional development has been much researched and the original EPPE supported this in relation to the quality of early education and care. The [Effective Pre-school and Primary Education](#) 'children' were later followed through to track into [secondary education](#) and the continued impact of quality early years education was documented. There is no doubt in anyone's research- early years matters.

This has also been widely supported in the outcomes from the [Professional development Programme](#) with endorsement from Jan Dubiel.

Ofsted recommendations in recent inspections [and grade outcomes] support this need for continued professional observations and practice reflection -a full list can be viewed here > <https://www.solgrid.org.uk/eyc/resources/ofstedanddfe/>

*There is a clear link between setting who have received a requires improvement or inadequate judgement and the need to continued staff training...*

- *implement effective arrangements for the supervision of all staff, including providing training and support that helps them to fully understand their roles and responsibilities to safeguard children*
- *provide staff with training and support that enables them to implement effective strategies for managing children's behaviours that may impact on the safety of others.*
- *put effective arrangements in place for the regular supervision of all staff, which includes monitoring staff's teaching and practice, to identify and address weaknesses*
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*statements from Ofsted Inspections report in Solihull settings*

Continued professional development [CPD] is important because

- ✓ It shows your investment in children and staff and helps keep staff morale higher. This in turn will help retain staff you have invested in. A steady staff is often a feature of our highest quality settings and a consistency of practice.
- ✓ The investment in staff training ensures that early years children get the best out of their time with you and this impacts on their later life [see EPPE]. Well trained staff support all children but especially those from disadvantaged backgrounds and SEND.
- ✓ Parents want their young child to go to a good setting and school. They will use [Ofsted grades](#) to inform this and also word-of-mouth supports good settings.
- ✓ Dingley's Promise feedback from their courses report that 88% of providers feel more confident to support SEND pupils and 96% believe they can support more children. 100% of Solihull learners would recommend the 'Inclusion' course to others with 90% evaluating that they feel more confident after the course. 94% of learners are committed to make a change as a result of training. Many Solihull settings have already got their Mark of Achievement shared on FIS directory of providers- can you apply to show your investment and commitment to on-going CPD?

Leaders -reflecting on your approach to quality improvement through CPD.

Taking part in training becomes [effective continued professional development](#) when participants are active in reflecting on their practice. This is when you go beyond watching and receiving information to organise professional conversations, thinking, reflective discussion and planning, to put this knowledge into practice. Embedding this enhanced practice needs to be planned for and monitored. It needs to be celebrated and reviewed in an ongoing way. Motivating this continued action – putting a policy into action or new

knowledge or skill into practice is key to its success. It needs to lead sustained success and to improved outcomes for children.

Do you budget for training? The investment needs to make a difference. How can you continuously improve your provision without budgeting for paediatric first aid? How do you release staff to watch recorded training or time for whole staff meetings? How do you ensure that this reading or watching or attending is understood and is shared and reflected upon by all staff to ensure value-for-money?

Dingley's Promise is free to us at the moment, but when you have to pay for the modules it costs £50 per person per module. We currently have access to Speech and Language Therapy training for settings with most young children with disadvantaged 2-year-old EEF, which saves the cost of buying this coaching and training. Stronger practice Hub -HEART has extended funding but won't be around forever. Make the most of this free support, which is research led, whilst it lasts. Dingley's Promise also produce leaflets to support inclusion... <https://dingley.org.uk/resources-for-educators/> . The Mark of Achievement will be changing next year to include a provision inclusion audit. A new course- *Intersections within early years practice*, is now available so [sign up](#) and log on. Information about gaining a mark of achievement is **attached**.

Let us hear from our providers in Solihull and the impact on their settings...

Chris -childminder. I am a great believer in training, whether on-line or at college. Over my many years as a childminder I have gone from no qualifications in childcare, right up to my level 6 degree. It helps me to feel equipped for the many diverse backgrounds and needs of children who come into my setting, especially in today's climate of mental health awareness, even for the youngest of children. If you worked in an office, you would have to train for the job, childminding is no different, we all need to keep up to date with the developments of our work.

*Training accessed includes- Professional Development Programme, qualifications, etc*

Continually building and upskilling with all training such as Makaton, and Dingley's promise training just as 2 examples- we use staff meetings once per month, and half terms when we are quieter during the holidays to release staff.

This can keep us up to date with any changes, builds a portfolio for staff and looks great on a CV for further vocations.

The benefit to children and families means we are always being reflective on what knowledge we already hold and what we need to work on to promote children's well-being and learning through play.

This builds confidence for a supportive team network to share good practice.

**Sarah -Nursery owner and manager**

Gemma – Managing Director of a nursery

Experts and Mentors coaching offered another professional perspective. It enabled us to gain vital feedback concerning various aspects of our setting, such as practitioner interactions, the learning environment, and suggestions for future development.

As the leader of this setting, my enduring passion is to continuously elevate our environment, ensure that our dedicated staff are well-supported, and provide our young learners with an exceptional foundation in their early years and educational journey.

*Training includes inhouse coaching from Early Years Team, Speech and Language Therapy, Experts and Mentors, etc*

Solihull provide briefings which share information and more involved training with gap-tasks and reflective opportunities. There is a range of free to access training you can watch but how do you as leads make sure it is fed back, and you internalise and self-evaluate key messages and learning to best impact on your setting? Does this become part of supervision, performance targets, staff meetings?

Some recommendations:

[An introduction to speech, language and communication - Speech and Language UK: Changing young lives](#)

[Safeguarding Excellence: Protecting Our Youngest Learners - Foundation Years](#) or the videos within this booklet - [Understanding child brain development | NSPCC Learning](#)

[Help for early years providers : Get help for your setting](#)

[Early Years Inclusion Programme - Dingley's Promise](#)

After you and staff have watched these, how can you reflect on practice to improve the quality of education or self-evaluate your support for personal development and behaviour and attitudes?

So, a long e mail with a lot to reflect upon. If you get the opportunity to access any of the information linked above do think about how you can make this count by thinking about these questions from What Quality Looks Like...

- What is the impact of staff training on children's outcomes?
- How are you planning for staff to lead workforce development- especially if they have key lead roles such as they are the communication champion or SENCo in your setting? How do you utilise staff skills to support others?
- How do you help parents in supporting children's learning?
- How do you support consistency in pedagogy [teaching and learning approaches] and curriculum opportunities?
- How do you know your policies are effective in practice? How do you support policies 'beyond the tick list'. For example- I have done the health and safety checklist but not responded to the icy patch or damaged mattress [not on the checklist but a danger to children]?