

Early Years, Childcare & Business Development Service

Autumn Term 2023 Information, Advice and
Training Report

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1.0 Introduction

The Early Years, Childcare and Business Development Service alongside partners and commissioned services have created bespoke training packages. These training packages aim to enhance the ability of practitioners to deliver high-quality, inclusive, and safe provision, ultimately preparing children for school

Training sessions are delivered using a packaged project or a tiered approach:

- Tier 1 training approach – These are guidance documents on specific topics
- Tier 2 training approach – These are recorded webinars
- Tier 3 training approach – These are virtual or face to face training sessions.

This training report provides an overview of the activities conducted during the autumn term, outlines spring and summer term plans, and includes feedback received from delegates.

2.0 Information, Advice and Training Offer

Our tiered training sessions are organized into distinct groups, ensuring practitioners receive specialized training from professionals in various specialist topics. The focus areas are as follows:

- Early Years Teaching & Learning
- Early Years SEND
- Early Years Business & Finance
- Early Years Safeguarding & Welfare
- Childminding
- Early Years Premises, Health and Safety

Each focus area comes with a comprehensive core offer of support, including tiered training (Tier 1, 2 & 3), 121 telephone and email support, and informative Hub newsletter articles. Currently, our training sessions are provided free of charge, except for specific courses such as Paediatric First Aid, Designated Safeguarding Lead, and Magic Behaviour Management.

Responding to practitioners' feedback from the 2022/2023 academic year, we reintroduced some face-to-face sessions gradually during the Autumn term. This adjustment aligns with the practitioners' expressed desire for more in-person training opportunities to encourage networking with other practitioners.

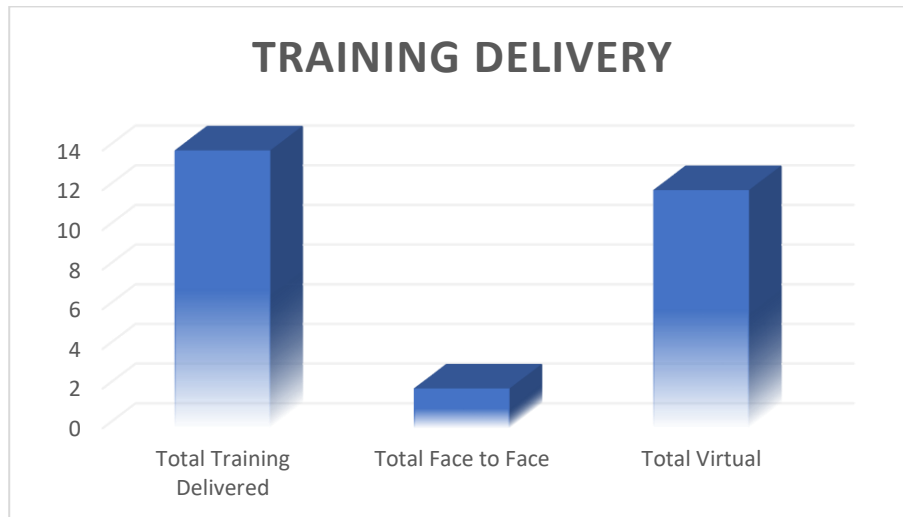
As part of our commitment to continuous improvement, we enhanced our resources for Teaching, Learning, and Assessment. Five new guidance training documents and two new webinars were added, enriching the available tools for practitioners in this area.

Looking ahead, we remain dedicated to providing diverse, accessible, and high-quality training offer to empower Early Years practitioners in delivering high quality childcare provisions.

2.1 Tier 3 Training – Places Booking

During the Autumn term, a total of 14 Tier 3 training sessions were delivered, encompassing both face-to-face and virtual formats. Some sessions extended across multiple sessions, continuing into the subsequent Spring and Summer terms.

Among these sessions, 12 were conducted virtually, while 2 were held face to face, as indicated in the provided table



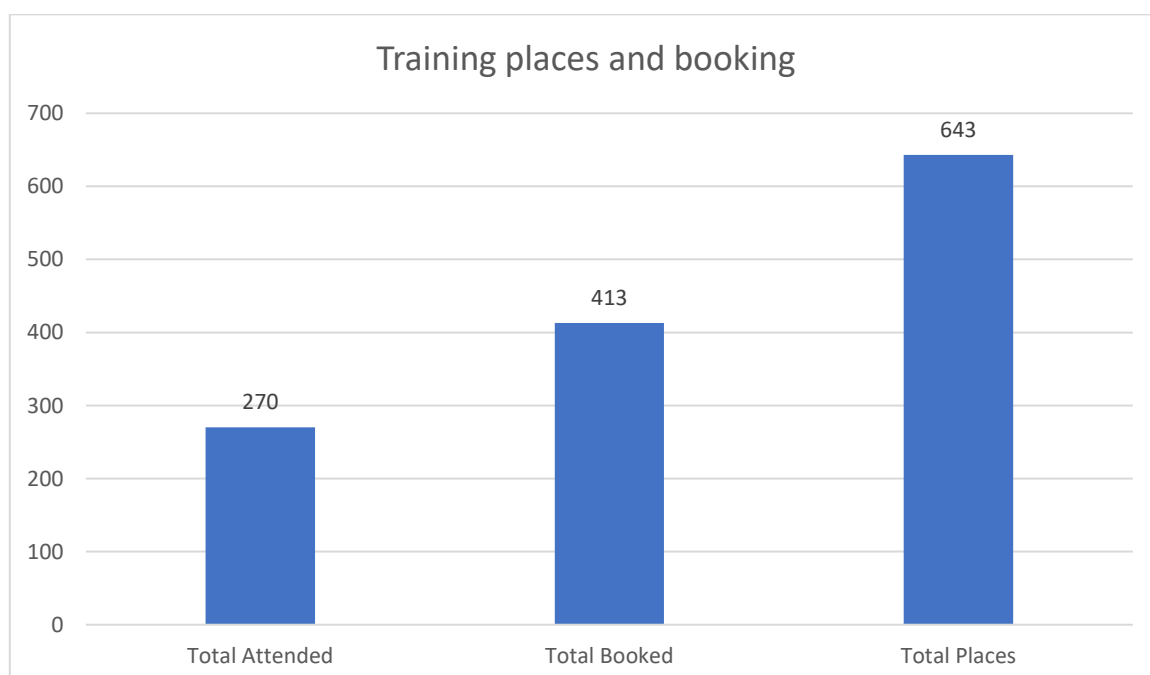
Each advertised training has a maximum number of places available for settings to book on.

Available Places: 643 places were made available for booking by settings.

Booked Places: Practitioners booked a total of 413 places for the training sessions.

Attendance: Of the booked places, only 270 practitioners attended the training sessions.

The attendance rate for the Tier 3 training sessions during the Autumn term shows that only 65% of the delegates who initially booked a place attended the actual training. This low attendance prompts further exploration into potential factors influencing attendance, ensuring a more effective utilization of available training slots in the future.



2.2 Tier 3 Training – Types of Setting

In the Autumn term, our training sessions catered to a diverse range of settings, aligning with our commitment to support Ofsted registered settings in the Early Years sector. Here is a breakdown of attendance based on different settings:

Day Nurseries and Pre-schools (PVI):

Booked: 61 settings from day nurseries and pre-schools booked training sessions.

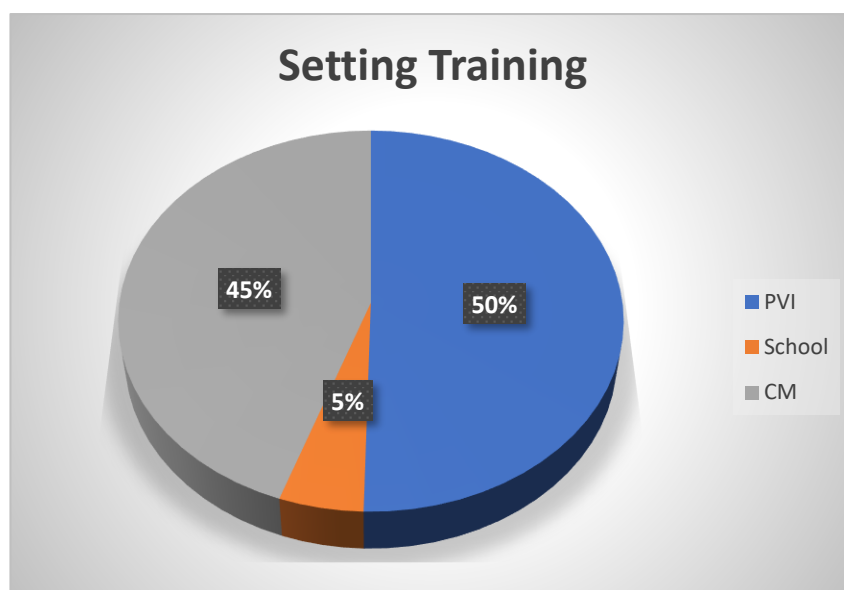
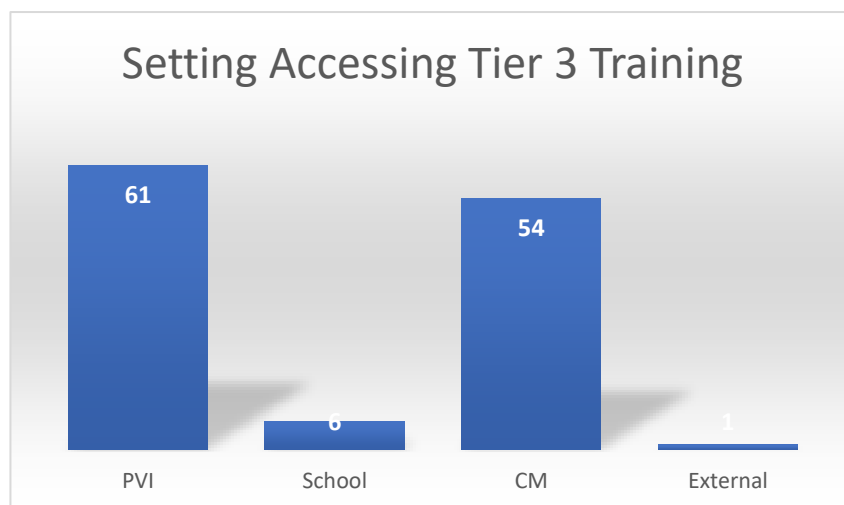
Childminding Settings:

Booked: 54 Childminding settings booked places for their delegates.

Schools:

Booked: 6 schools booked places for their delegates.

50% of the training offer was taking up by the PVI sector while 5% by the Schools and 45% take up by Childminders.



2.3 Tier 3 Training – Training Delivery

The tables and chart below show the number of training sessions in key areas delivered this term, the number of settings who have booked and how many delegates attended each training.

Teaching, Learning and Assessment training

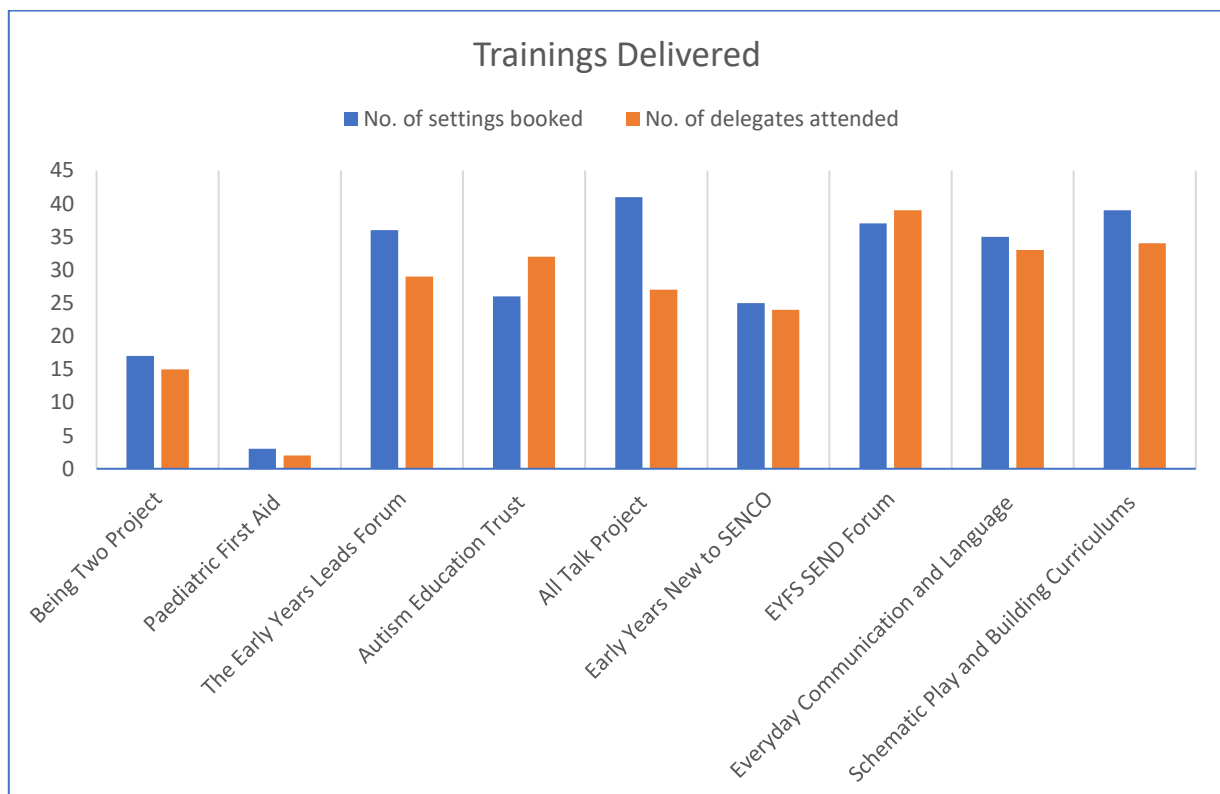
Training Name	No. of Training delivered	No. of settings booked	No. of delegates attended
Being Two Project	1	17	15
Paediatric First Aid	1	3	2
The Early Years Leads Forum	1	36	29

SEND training

Training Name	No. of Training delivered	No. of settings booked	No. of delegates attended
Autism Education Trust	2	26	32
All Talk Project	2	41	27
Early Years New to SENCO	1	25	24
EYFS SEND Forum	1	37	39

Childminders training

Training Name	No. of Training delivered	No. of settings booked	No. of delegates attended
Everyday Communication & Language	2	35	33
Schematic Play & Building Curriculums	2	39	34



2.4 Team Around Setting (TAS) Support

We provide a core offer of support to Ofsted registered settings with concerns that have been identified by Ofsted, Enforcement notice, LADO & LA MAGEYs.

A detailed overview of this support offer can be found on our hub page: [Team Around the Setting \(TAS\) Support Page](#) .

During the Autumn term, our Childminding Team demonstrated impactful support by working with three childminders who had received a less than 'good' Ofsted Inspection Judgment.

Through dedicated efforts and targeted interventions, all three childminders successfully achieved a 'good' Ofsted Inspection Judgment, showcasing the effectiveness of the support mechanisms put in place.

The Teaching, Learning & Assessment TAS Support extended its reach to benefit five PVI settings during the Autumn term. This support was tailored to enhance the quality of teaching, learning, and assessment within these settings, contributing to overall improvement and positive outcomes.

One setting which was closed due to Environmental Health Enforcement also received support from Premises, health and Safety. Following the support, the setting was able to meet all the set-out actions by the enforcement officers

These accomplishments underscore our commitment to collaborative and tailored support, ensuring that Early Years settings receive the information, advice and training support to overcome challenges and achieve excellence

2.5 Cyclical Check In Visit Support

Our Check-In Visit initiative is an integral part of our core offer of support and has proven to be instrumental in aiding the development and implementation of self-development plans for Early Years provisions. Learn more about our core offer of support [here](#)

During the Autumn term, the Childminding Team conducted a total of 54 Check-In visits, demonstrating our commitment to supporting childminders in their continuous development. Additionally, the team provided assistance through Childminder's drop-ins, telephone consultations, and email responses based on childminders' specific needs and requests.

Our team also conducted 19 Teaching and Learning Check-In visits, focusing on supporting leaders and managers of settings. These visits aimed to address any questions or concerns related to Early Years Foundation Stage (EYFS) requirements, ensuring that settings are well-equipped to meet the highest standards in teaching and learning.

The SEND team completed 67 visits to PVIs and schools, focusing on supporting practitioners and leaders of settings. These visits supported settings in addressing and supporting additional needs, applications for SENIF funding, support and guidance on inclusive practice, use of visuals and continuous provision. In addition to this the area SENCOs continued to offer bespoke support to settings through phone call and email enquiries.

2.6 The Hub

The Hub has consistently functioned as a central hub, offering vital information, advice, and training opportunities to the Early Years sector. Our ongoing efforts focus on updating and maintaining accurate, relevant information, empowering professionals to access the

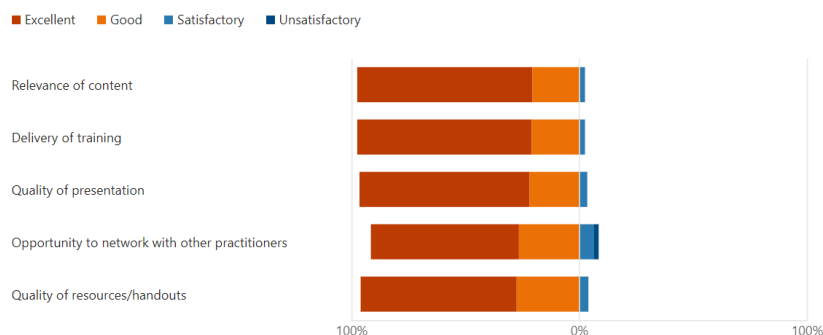
A view of the top 10 pages on the hub can be seen in the table below.

	Page title	Views	Users
1	Home The Hub - Waltham Forest Education Hub	4087	2613
2	Early Years Policies and Procedures The Hub - Waltham Forest Education Hub	2353	1894
3	Search The Hub - Waltham Forest Education Hub	2037	1095
4	Early Years Funding The Hub - Waltham Forest Education Hub	1666	1465
5	Early Years Provider Portal The Hub - Waltham Forest Education Hub	1471	959
6	Safeguarding Statutory Guidance and Policies The Hub - Waltham Forest Education Hub	1346	1246
7	Finding suitable premises for your childcare business The Hub - Waltham Forest Education Hub	1303	1205
8	SEND Passport The Hub - Waltham Forest Education Hub	1012	584
9	Waltham Forest SEND Service The Hub - Waltham Forest Education Hub	947	816
10	Contact log The Hub	856	91
11	Progress check at aged two The Hub - Waltham Forest Education Hub	835	729

This ranking reflects the high demand for information on best practices and regulatory updates within the Early Years sector. We will continue to ensure that we maintain the relevance and accuracy of these pages, ensuring that professionals have easy access to essential resources.

3.0 Feedback from the Sector

We collate feedback from practitioners attending the training sessions through an evaluation form that is shared with practitioners by trainers at the end of the training sessions. Some of the feedback provided:

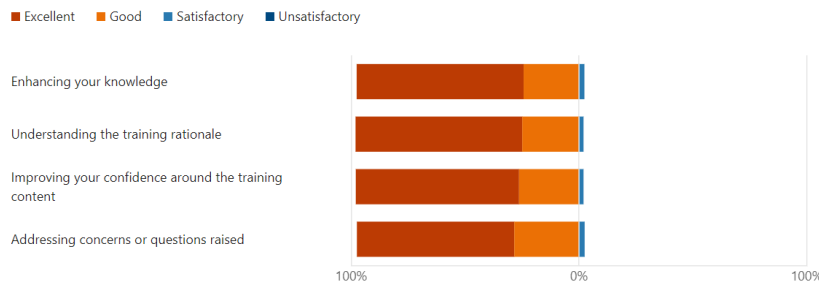


76.9% of practitioners found the training content relevant.

“The updates and training opportunities are great. We are particularly interested in the Being 2 Project as we are planning to expand our Nursery to 2 year olds. I will also look into the Maths Through Picture books Pilot intervention as it sounds exciting”.

“[I have a] Better understanding of children's behaviour and a new perspective. Better planning of activities and resources. Very informative training. Very useful and practical knowledge. Thank you!”

“It was so interesting, excellent delivery.”



73.3% believed that the training sessions provided enhances knowledge on the training topic being delivered.

During the TAS support provided to childminders, they appreciated the support and acknowledge that the support provided helped them to improve. Some other feedback from the sector regarding the TAS:

“The support I received was valuable and appreciated. Aside from the practical guidance and various links and recommendations that you shared with me the moral support was invaluable. You continually emphasised that they are recommendations and as such do not have to meet them all but they were all very good recommendations and we have benefitted greatly from it and obtained a Good Ofsted rating as a result.

I hope to continually tap into your services and expertise and always strive to improve on what we do. Thank you for everything I am most grateful for the support and encouraging words. Thank you again!”

“I would like to say 'thank you' for your support and guidance during the nursery closure from the Environment Health Office. Your phone calls prior to your visit helped me to complete the TAS action plan. Secondly, on the day of the meeting, the areas you mentioned helped us to implement some changes in our paper work, it also helped us to look at some areas of the building which we may have missed. Your correspondence after the meeting, made me feel at ease to contact you before the re-inspection”.

See what practitioners are saying about the check in visits:

“Thank you for your visit today. I feel really inspired and look forward to receiving your summary of recommendations.”

“Thank you so much for coming in and please pass on my thanks to George as well, all of your ideas and suggestions were amazing and we are keeping up with the book/reading corner and also the home corner.”

“It was fantastic having the team visit the Pre-School. It was nice to touch base with people we had only spoken to through email or phone calls. The advice we received

was really helpful and achievable. For me personally it was great to have some professional back up as a new (temporary) manager to help me implement changes within the curriculum and setting.”

“Area SENCO was helpful and offered great advice and support. Was happy to be shown around the setting. Good support with how to support staff in development training. Thank you”

This positive feedback from practitioners attending training or support provided is a testament to our ongoing efforts to ensure that our training sessions and offer align with the evolving needs and challenges within the Early Years sector. We appreciate the practitioners' input and will continue to use this feedback to refine and expand our training content to better serve the diverse needs of our audience.

Your feedback is invaluable to us, and we encourage practitioners to continue sharing their thoughts to help us shape a more effective and tailored training offer experience.

4.0 Conclusion

The invaluable feedback provided by delegates during the autumn term has played a pivotal role in shaping the trajectory of our future training offer. We are deeply committed to refining and enhancing our Information, Advice and Training offer in collaboration with practitioners, ensuring they align seamlessly with the dynamic needs of the Early Years sector.

During the autumn term, 35% of attending practitioners expressed a keen interest in further training sessions based on the content and insights gained from their initial sessions. This enthusiasm motivates us to continue reviewing and adapting our training programs to cater to the evolving requirements of practitioners.

The collaborative spirit between our team and practitioners remains a driving force in our commitment to providing high-quality, relevant, and impactful training. We look forward to building on this momentum, fostering continuous improvement in our training offer throughout the upcoming terms.

We will continue to provide holistic approach to support, involving visits, drop ins, responsive communication channels to foster the continuous improvement of Early Years provisions.

Areas for Consideration:

- Understanding the reasons behind the gap between booked places and actual attendance.
- Exploring feedback from practitioners who did not attend to identify potential barriers.
- Assessing the impact of virtual versus face-to-face sessions on attendance rates.
- Introducing non-refundable administrative/booking charges for training

As we continue into the Spring and Summer terms, adjustments and enhancements will be made to optimize attendance and ensure that the Tier 3 training sessions effectively meet the needs of practitioners.

5.0 Useful Contact

If you would like any information, advice and training guidance or support, please contact us at EYtraining@walthamforest.gov.uk