

Early Years, Business Service

Childcare & Development

**Spring Term 2024 - 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 Spring term, outlines 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:

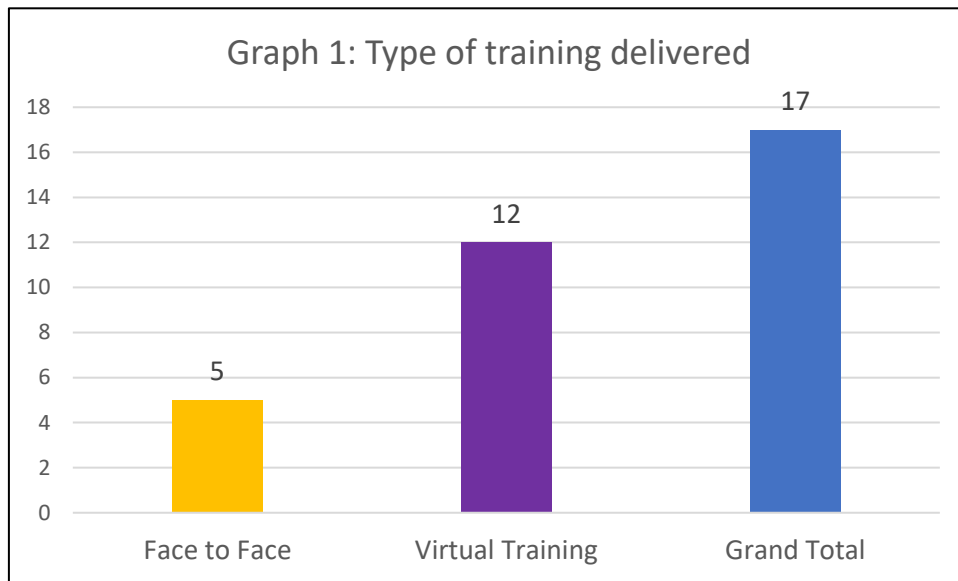
- Early Years Teaching & Learning
- Early Years SEND
- Early Years Business & Finance
- Early Years Safeguarding & Welfare
- Childminding
- Early Years Premises, Health, and Safety

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.

We continue to remain dedicated and committed to providing diverse, accessible, and high-quality tiered training offer to empower Early Years practitioners in delivering high quality childcare provisions.

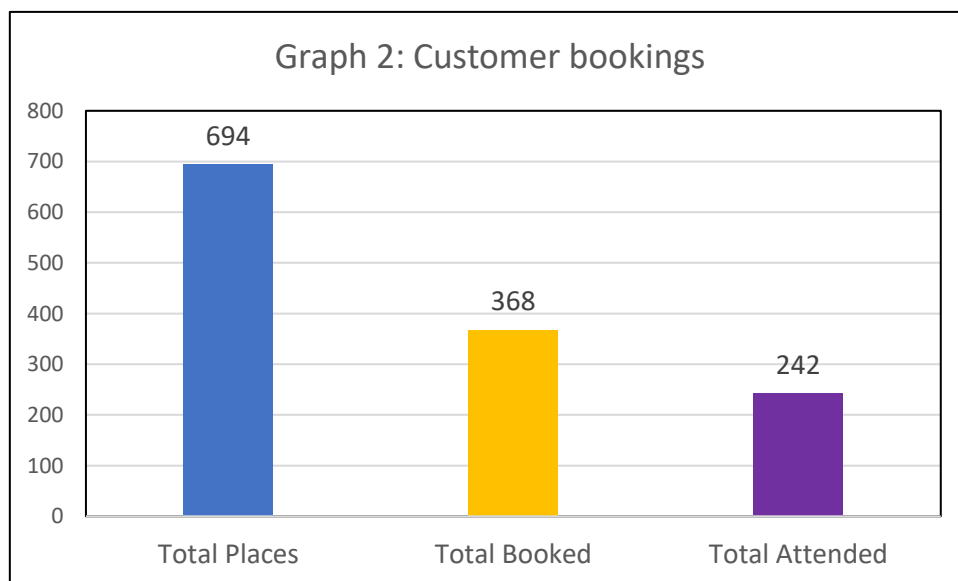
2.1 Tier 3 Training - Bookings and Attendance

During the Spring term, a total of 17 Tier 3 training sessions were delivered, encompassing both face-to-face and virtual formats. Additionally, some trainings continued from the Autumn term and into the Summer term. Among these sessions, 12 were conducted virtually, while 5 were face to face, as indicated in Graph 1.



Each advertised training has a maximum number of places available for settings to book on. As shown in Graph 2, there were 694 spaces available to book, and only 53% of these spaces were booked by practitioners. This is low compared to the Autumn term, where 64% of the spaces were booked.

In addition, the attendance rate this term was at 65%, which reflected the number of delegates who booked a place and were registered as attended. This number is similar to Autumn's attendance rate. Therefore, suggesting that low attendance is still a key point to investigate.



2.2 Tier 3 Training - Types of Setting

In the Spring term, our training sessions catered to a diverse range of settings, aligning with our commitment to support Ofsted/DfE registered settings and schools in the Early Years & Childcare sector. Graph 3 shows a breakdown of attendance based on different settings:

Day Nurseries and Pre-schools (PVI):

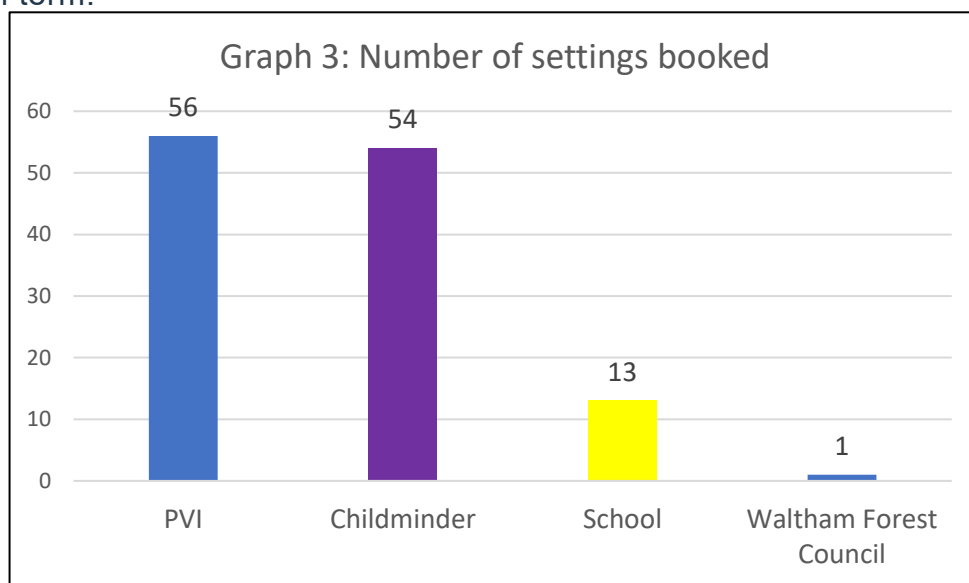
- 56 Day Nurseries and Pre-schools booked places for their delegates which is lower than Autumn term.

Childminding Settings:

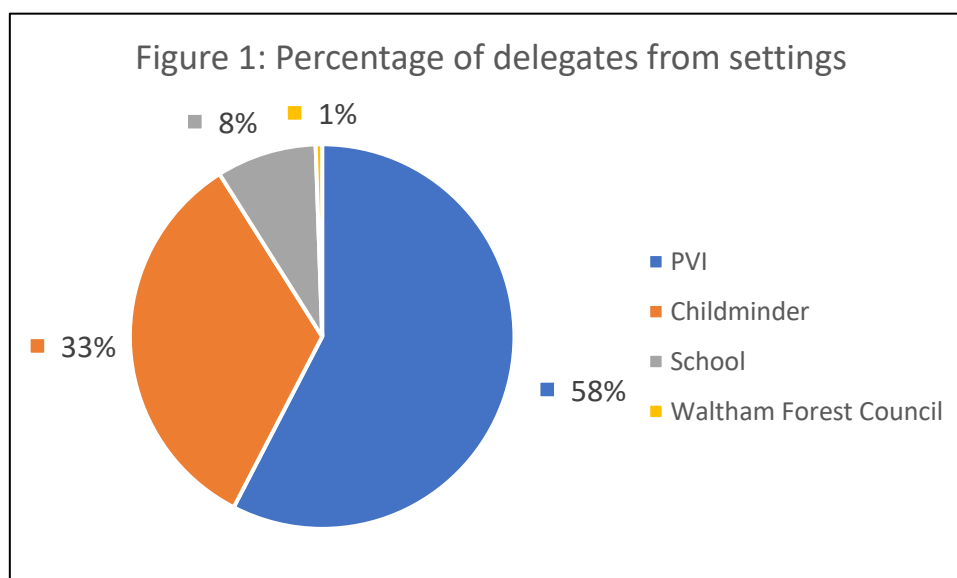
- 54 Childminding settings booked training sessions which remains the same as Autumn term.

Schools:

- 13 schools booked places for their delegates, which has slightly increased since the Autumn term.



As shown in Figure 1 below, 58% of the training offer was taking up by the PVI sector, 33% were booked by Childminders and 8% by schools. It is worth noting childminder's booked less training this term than in Autumn, which prompts exploring.



2.3 Tier 3 Training – Training Delivery

The tables and Graph 4 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

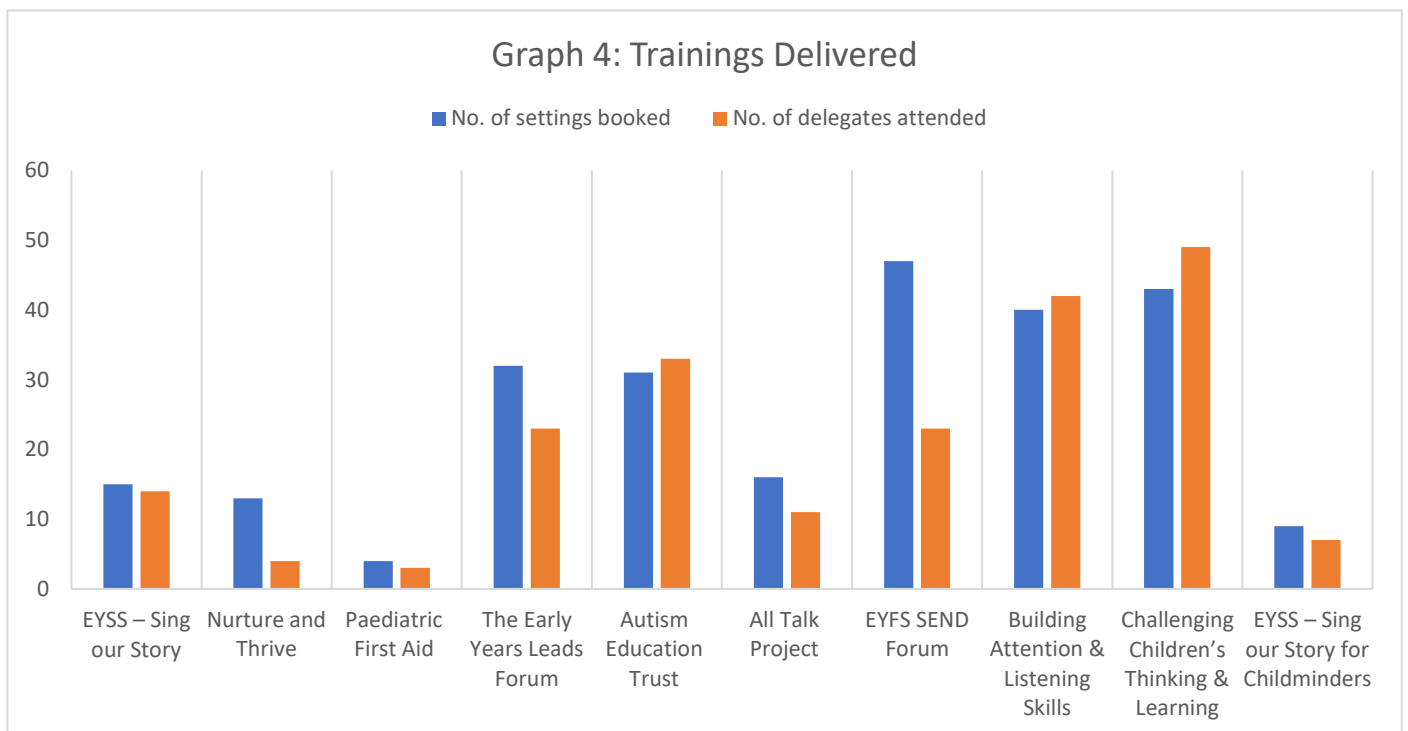
Training Name	No. of Training delivered	No. of settings booked	No. of delegates attended
EYSS – Sing our Story	2	15	14
Nurture and Thrive	1	13	4
Paediatric First Aid	1	4	3
The Early Years Leads Forum	1	32	23

SEND training

Training Name	No. of Training delivered	No. of settings booked	No. of delegates attended
Autism Education Trust	2	31	33
All Talk Project	2	16	11
EYFS SEND Forum	1	47	23

Childminders training

Training Name	No. of Training delivered	No. of settings booked	No. of delegates attended
Building Attention & Listening Skills	2	40	42
Challenging Children's Thinking & Learning	2	43	49
EYSS – Sing our Story for Childminders	1	9	7



2.4 Tier 3 Training - Revenue

Most courses are currently free to practitioners; however, in response to the Autumn report we introduced booking charges to increase revenue. In Spring, the Paediatric First Aid Training was the only charged course and created £450.00 worth of revenue. However, the course was originally advertised at £120.00 per delegate and had to be reduced to £90.00 per delegate to increase bookings. It is worth noting that we are looking to create more sessions for the Paediatric First Aid Training in the next academic year.

2.5 Team Around Setting (TAS) Support

We have continued to provide a core offer of support to Ofsted registered settings with concerns that have been identified by Ofsted, Enforcement notice, LADO & LA MAGEYs through the [Team Around the Setting \(TAS\) Support](#) .

During the Spring term, the Teaching & Learning Team demonstrated impactful support by working with 5 provisions. Specifically, 2 PVI's required improvement according to Ofsted's judgement. Both PVI's attended The Being Two Project sessions and received 8 visits from the team. As a result, both PVI's received a 'Good' during their Ofsted inspection. Therefore, highlighting the effectiveness of the support mechanisms put in place.

In addition, the SEND team provided support for 3 PVI's, the visits focused on Ofsted ratings and saw significant improvements through the TAS process.

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

2.6 Cyclical Check In Visit Support

Our Check-In Visit initiative continues to be 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 Spring term, the Childminding team conducted a total of 12 Check-In Visits. Additionally, the team provided assistance through Childminder drop-ins, telephone consultations, and bespoke training sessions to prepare for Ofsted reports. In particular, through personalised support one childminder received an 'Outstanding' during their Ofsted inspection and another 2 childminders who required improvement achieved a 'Good' during their inspections.

Our team also conducted 15 Teaching and Learning Check-In visits across 9 settings, 2 of the visits were follow up visits from the Autumn term. These visits focused on supporting leaders and managers of settings. 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. As a result, 3 settings received a 'Good' according to Ofsted's inspections and the remaining 6 settings are awaiting inspection and visits in the Summer Term.

The SEND Team conducted 30 check-in visits. The team visited the SENCOs and Managers to address and provide support based on their Ofsted report actions. This included a walk-through to advise settings on how to enhance environments for teaching, learning and SEND provisions.

2.7 Traffic on The Hub

The Hub has consistently functioned as a central hub, offering vital information, advice, and training opportunities to the Early Years sector. We continue to focus our efforts on updating and maintaining accurate, relevant information, empowering professionals to access the information, advice and training that will help to deliver high-quality, safe, and inclusive childcare provisions

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	9,862	6,180
2	Early Years Policies and Procedures The Hub - Waltham Forest Education Hub	5,511	4,439
3	Search The Hub - Waltham Forest Education Hub	5,034	2,725
4	Early Years Funding The Hub - Waltham Forest Education Hub	4,608	3,985
5	Early Years Provider Portal The Hub - Waltham Forest Education Hub	4,485	2,642
6	Finding suitable premises for your childcare business The Hub Waltham Forest Education Hub	3,583	3,287
7	Safeguarding Statutory Guidance and Policies The Hub - Waltham Forest Education Hub	2,717	2,496
8	Working in Partnership with Parents The Hub - Waltham Forest Education Hub	2,642	2,348
9	SEND Passport The Hub - Waltham Forest Education Hub	2,490	1,333
10	Waltham Forest SEND Service The Hub - Waltham Forest Education Hub	2,393	2,098

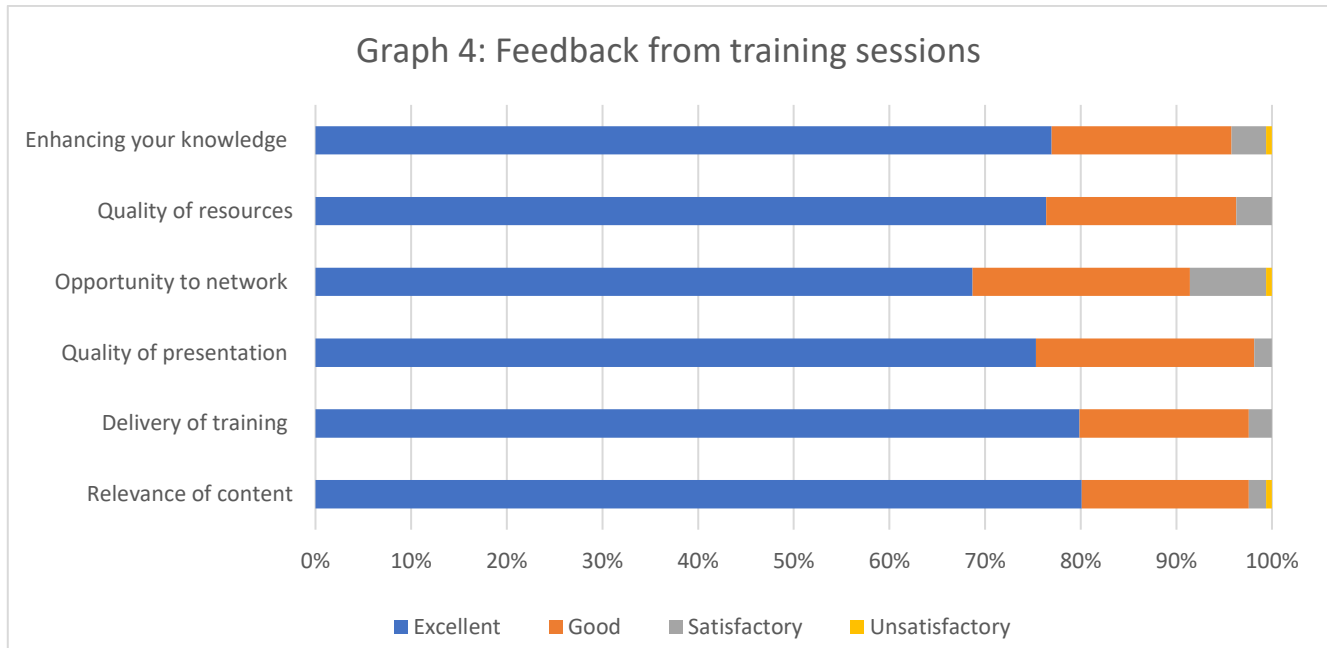
This ranking reflects the high demand for information on best practices, regulatory updates and funding within the Early Years sector. We will continue to ensure that we maintain the relevance and accuracy of these pages, ensuring that professionals have easy access to essential resources.

In comparison to the Autumn term, we had an 50% increase in views on the homepage, thus indicating the demand for information. The pages visited in Autumn and Spring have been similar. Although 'Working in Partnership with Parents' was a new page that people visited this term, indicating the importance of collaboration between provisions and parents to ensure children's well-being and development.

3.0 Feedback from the Sector

3.1 Feedback from training

We collate feedback from practitioners attending the training sessions through an evaluation form that is shared with practitioners at the end of the training sessions. Graph 4 shows how practitioners scored 6 different variables:



Firstly, 76% of practitioners scored 'excellent' and said that the training provided had enhanced their knowledge, below are direct quotes:

“There were a couple of nice ideas I’d like to take away from this for activities to encourage attention and listening” - Building Attention & Listening Skills (Childminders)

“Sourcing open ended materials and resources and considering how we can utilise them to enhance our learning environments” - Challenging Children's Thinking and Learning

“It has been an amazing course. I am extremely happy with what I have learnt.... I will be adding more cosy areas in my room, using less questions, giving children time to respond and provide more messy play opportunities for children to explore” - Nurture and Thrive

However, we are always looking for ways to improve our training offers. Practitioners mentioned that the training content was not always relevant and could be separated into different levels e.g., ***“beginners, refresh and advanced to challenge their thinking and development.”***

In addition, to improve the delivery of training, practitioners suggested that trainers increase engagement during online sessions, so they can ***“share activities and recommendations with each other.”***

This links in with the opportunity to Network, where only 69% scored 'excellent'. This can be improved through more face-to-face sessions and allowing the practitioners to share their ideas.

3.2 Feedback from TAS

During the TAS support, provisions appreciated the support and acknowledged that the support helped them to improve. Below is some feedback from the sector regarding the TAS:

“I have found the visits and support really effective; I have picked up some great tools with regards to the environment, communication and language and supporting interactions. Through having this support, I can see a change in the nursery, and I’ve found it to be very beneficial.”

“Today’s visit was incredibly beneficial as it provided us with a fresh perspective on the environment. We felt well-supported while rearranging the space. Angela not only provided valuable advice but also ensured that we felt a strong sense of ownership during the process. Additionally, she explained the impact these changes would have on the children.”

3.3 Feedback from the Check-in Visits

See what practitioners are saying about the check in visits and how they have implemented changes in their settings:

“We received some wonderful praise as well as given some really good ideas as to how we can extend our provision. Talking about our goals and vision really encouraged us to think about the things we already do really well - something as managers I don’t think we do enough of! We really appreciated the signposts for trainings that could be helpful for us”

“The visit was very beneficial. It was great to talk through what we have been doing and our upcoming plans to develop the setting further.....Since the visit, I have shared the positive feedback with the team also booked myself on to the EYFS Leads Forum and collecting resources for the sensory area we discussed, and developing the garden area to provide a cosy space.”

“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.... we have benefitted greatly from it and obtained a Good Ofsted rating as a result”

4.0 Conclusion

In conclusion, compared to the Autumn term, we introduced 3 more face-to-face training sessions, which is one of our goals for this academic year.

However, the number of bookings were lower in Spring at 368, compared to 413 in Autumn. Additionally, the attendance rate was at 39%, which is similar to Autumn. Therefore, despite

adding more face-to-face sessions which increased the number of spaces available, attendance is still low.

Additionally, out of the 322 settings only 123 settings have booked onto tier 3 trainings with us this term. In particular, childminders were booking less training than in the Autumn term. Therefore, it will be worth exploring why settings are not getting involved.

Feedback from our practitioners is extremely valuable and suggested that trainers need to engage with practitioners more and reduce the amount of text presented. This will allow practitioners to network by sharing their knowledge and recommendations with each other, potentially through Q&A sessions.

Areas for Consideration:

- Contact delegates who have not attended to understand reasons for non-attendance
- Contact settings who have not booked any training this academic year to understand their barriers
- Regular articles in The Hub Newsletter
- Promotion of Information, Advice and Training offer via The Hub Twitter
- Explore transitioning training sessions to face-to-face and how we can encourage people to attend
- Clarifying training descriptions to ensure the right audience is captured

As we continue into the Summer term, adjustments and enhancements will continue to 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