

Early Years, Business Service

Childcare & Development

**Summer 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:

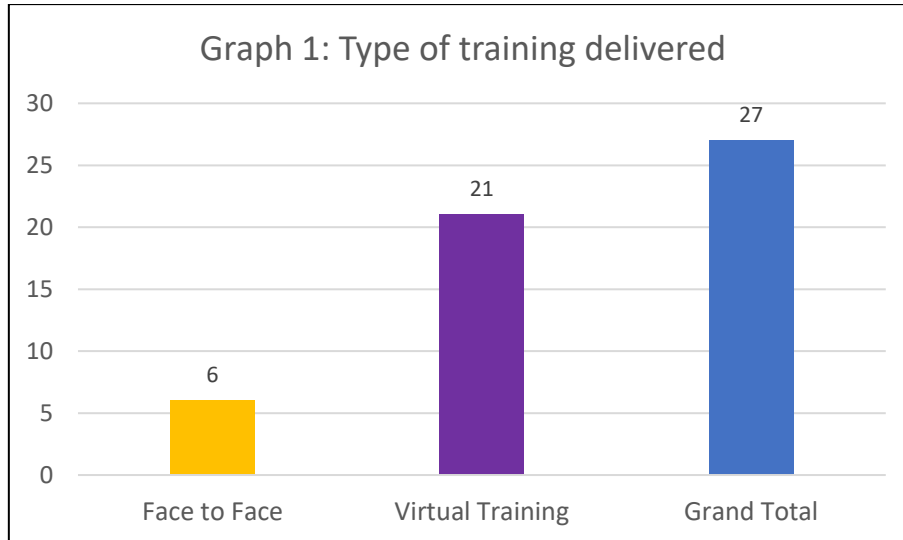
- Early Years Teaching & Learning
- Early Years SEND
- Early Years Business & Finance
- Early Years Safeguarding & Welfare
- Childminding
- Early Years Premises, Health, and Safety

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.

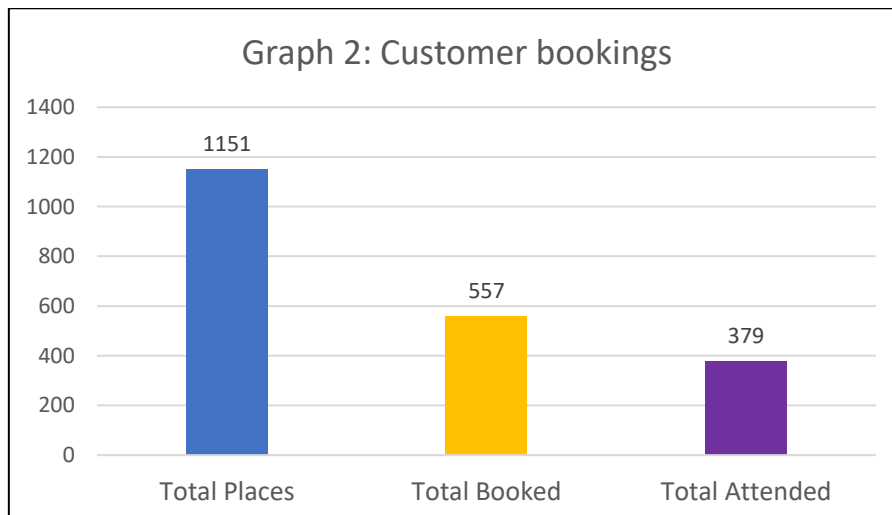
2.1 Tier 3 Training - Bookings and Attendance

During the Summer term, a total of 27 Tier 3 training sessions were delivered, encompassing both face-to-face and virtual formats. Additionally, some trainings continued from the Spring term. Among these sessions, 21 were conducted virtually, while 6 were face to face, as indicated in Graph 1. In comparison to the Spring term, we had 10 more trainings this term which were all virtual.



Each advertised training has a maximum number of places available for settings to book on. As shown in Graph 2, there were 1151 spaces available to book, and only 48% of these spaces were booked by practitioners. This is low compared to the Spring term, where 53% of the spaces were booked and 63% in Autumn.

In addition, the attendance rates this term was at 68%, which reflected the number of delegates who booked a place and were registered as attended. This number is similar to Spring and 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 Summer 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):

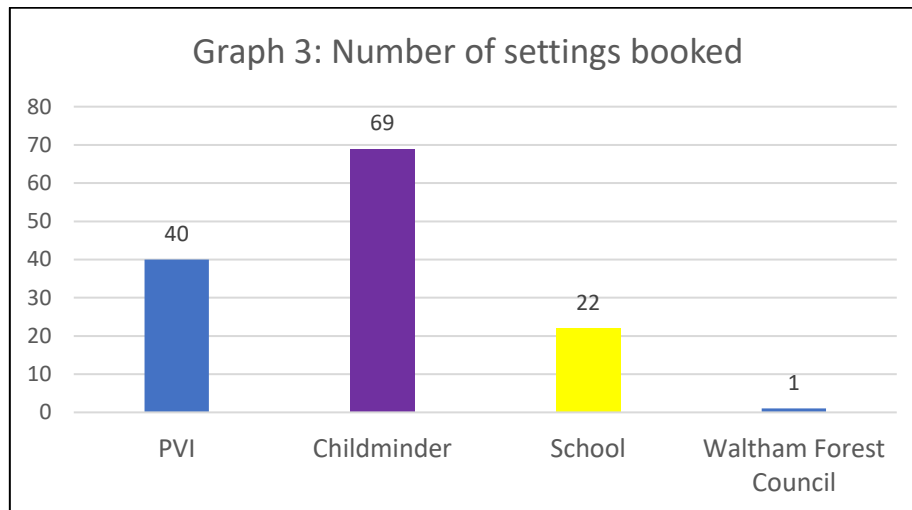
- 40 Day Nurseries and Pre-schools booked places for their delegates which is lower than Spring term.

Childminding Settings:

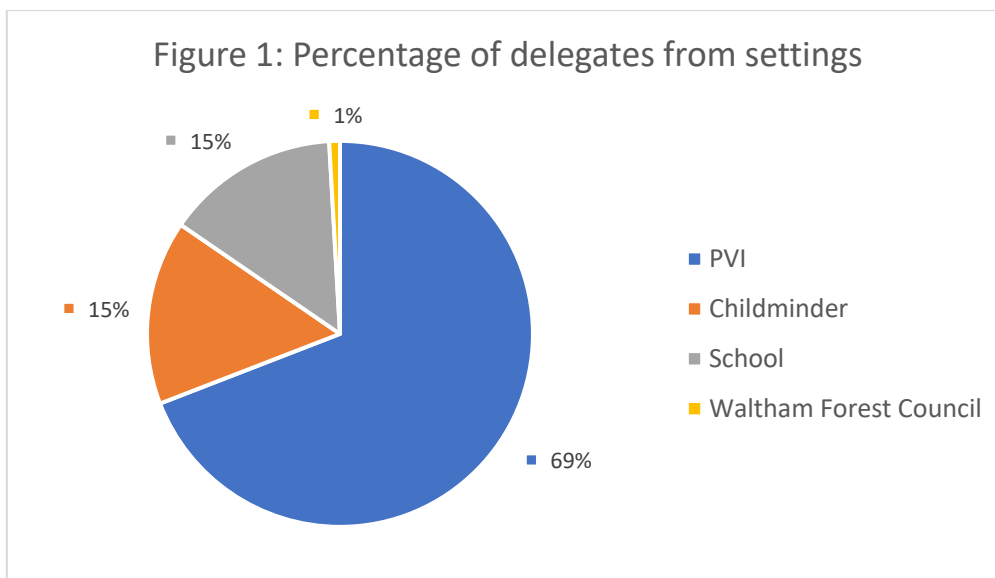
- 69 Childminding settings booked training sessions which is significantly higher than the Spring term

Schools:

- 22 schools booked places for their delegates, which is a significant increase since the Spring term.



As shown in Figure 1 below, 69% of the training offer was taking up by the PVI sector, 15% were booked by Childminders and 15% by schools.



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

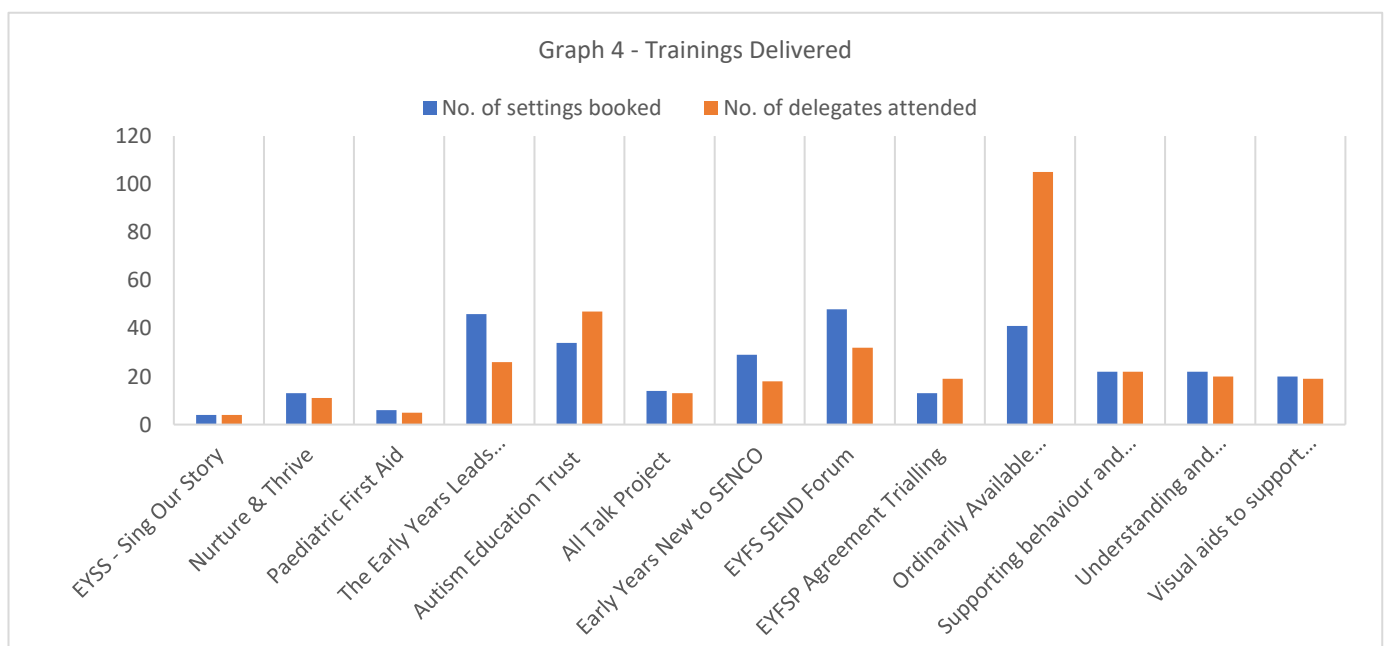
Training Name	No. of Training delivered	No. of settings booked	No. of delegates attended
EYSS - Sing Our Story	1	4	4
Nurture & Thrive	1	13	11
Paediatric First Aid	1	6	5
The Early Years Leads Forum	1	46	26

SEND training

Training Name	No. of Training delivered	No. of settings booked	No. of delegates attended
Autism Education Trust	2	34	47
All Talk Project	2	14	13
Early Years New to SENCO	1	29	18
EYFS SEND Forum	1	48	32
EYFSP Agreement Trialling	1	13	19
Ordinarily Available Provision	9	41	105

Childminders training

Training Name	No. of Training delivered	No. of settings booked	No. of delegates attended
Supporting behaviour and effective parent/carer partnerships	1	22	22
Understanding and Supporting Sensory Differences	2	22	20
Visual aids to support children's speech, language, and communication difficulties	1	20	19



Most courses are currently free to practitioners. In Summer, the Paediatric First Aid Training was the only charged course and created £840.00 worth of revenue, with one purchase still in the shopping basket. However, in Autumn and Spring term, the course was advertised at £120.00 per delegate and was reduced to £90.00 per delegate in Summer term to increase bookings. We are currently planning four Paediatric Trainings 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 Summer term, the Teaching & Learning Team demonstrated impactful support by working with 3 provisions. These provisions according to Ofsted 'Required Improvement' or were 'Inadequate.' The provisions attended the Nurture & Thrive and Being Two project, as well as receiving multiple visits and online meetings from the team. As a result of this, one provision received a 'Good' during their Ofsted inspection, the other 2 provisions are awaiting their Ofsted inspection.

In addition, the childminding team provided support for a childminder, through multiple personalised visits, the childminder noticeably felt a lot more confident, no concerns were identified, and they received an 'Outstanding' Ofsted report. On the other hand, a childminder who was identified as a high risk was robustly monitored and after consulting with the Safeguarding In Education team and Ofsted, the childminder was asked to resign.

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 Summer, the Childminding team conducted a total of 20 Check-In Visits. Additionally, the team provided assistance through Childminder drop-ins, bespoke training sessions, and information to prepare for Ofsted reports. Through personalised support one childminder received an 'Outstanding' during their Ofsted inspection.

Our team also conducted 14 Teaching and Learning Check-In visits across 14 settings, one of the provisions was a new nursery. Furthermore, a school received a visit from our team to prepare for intake of 2-year-olds in September 2024. 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, 4 settings received a 'Good' according to Ofsted's inspections, 3 settings are awaiting their inspections and follow-up visits.

In addition, the Being Two project which includes regular training sessions and check-in visits. The team visited 12 provisions, currently 2 of these provisions have received 'Good' during their Ofsted inspection.

Finally, the SEND Team conducted 14 check-in visits and 18 teams' meetings. 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	3,746	2,514
2	Search The Hub - Waltham Forest Education Hub	1,930	1,077
3	Early Years Provider Portal The Hub - Waltham Forest Education Hub	1,706	981
4	Early Years Financial Guidance The Hub - Waltham Forest Education Hub	1,604	769
5	Early Years Policies and Procedures The Hub - Waltham Forest Education Hub	1,463	1,208
6	Waltham Forest SEND Service The Hub - Waltham Forest Education Hub	1,180	1,058
7	Contact log The Hub	1,118	37
8	Working in Partnership with Parents The Hub - Waltham Forest Education Hub	999	835
9	Safeguarding Statutory Guidance and Policies The Hub - Waltham Forest Education Hub	992	928
10	SEND Passport The Hub - Waltham Forest Education Hub	942	487

This ranking reflects the high demand for information on funding and local policies 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.

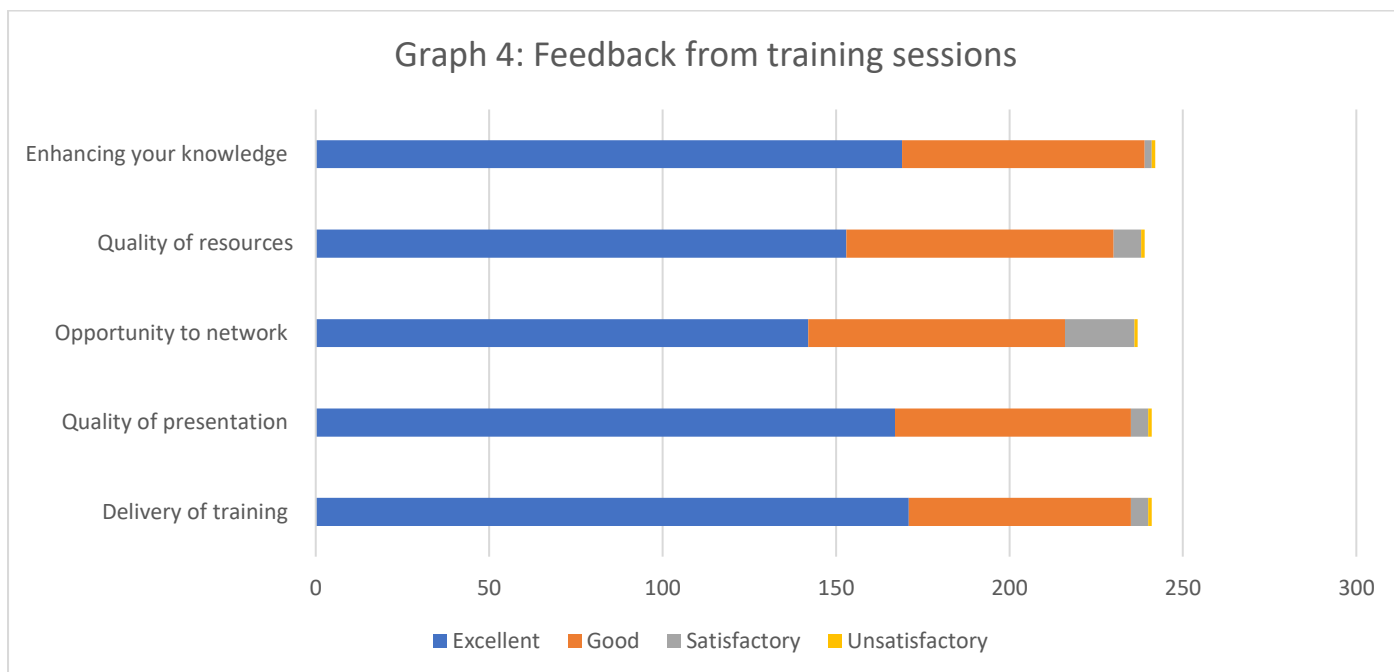
In comparison to the Spring term, we have had a 36% decrease in views across the top 10 pages, so less people have been visiting The Hub in the Summer.

Although, the Provider Portal and Financial Guidance page were the most visited, which indicates providers were looking for guidance and video resources to complete the Free Early Education Entitlement and the Digital Parent Declaration Forms, which have been a priority for providers before the next academic year.

3.0 Feedback from the Sector

3.1 Feedback from Tier 3 Trainings

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 5 different variables:



Firstly, similarly to the Spring term over 70% of practitioners scored ‘excellent’ and said that the training had enhanced their knowledge, below are direct quotes:

During the ‘Sing Our Story’ training practitioners gained **“new songs and communication skills to use in the setting.”** In addition, practitioners were able to use the Ordinarily Available Provision workshops to **“put in place activities and resources to help children with SEN”**

Furthermore, the quality of resources remains positive with practitioners mentioning that the EYFSP Agreement trialling workshop **“leaflets were really helpful.”** Similarly, our trainers are recommending **“different books and access to knowledge...to implement”** in provisions.”

Similarly to the Spring term, the opportunity to network needs improvement. It was mentioned that during in-person training, practitioners want to **“circulate more”** around the room and **“acoustics in rooms make it difficult to hear wider discussions.”** Nevertheless, positive feedback from one practitioner stated, **“it was lovely to hear that other practitioners have similar challenges they face when it comes to end of year assessments.”** Therefore, it is important that we continue to create welcoming environments to share ideas, as a result we have acquired new venues and are asking practitioners about the quality of venues in the 2024/25 Evaluation forms to continuously improve our in-person trainings.

3.2 Feedback from TAS support

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:

“The visit was extremely helpful; it was great to have a fresh set of eyes to look at the provision and see what we can do to make the children's experiences at nursery even greater.....Looking at the hub with you enabled me to understand how to access resources and navigate my way through the hub a lot easier.”

“It was nice to have someone visit the preschool..... At our training in September, we will look at the documents and then make any changes we feel is necessary.”

“The procedure has been very positive, and the feedback was given clearly and then reflected in the written feedback.”

3.3 Feedback from the Check-in Visits

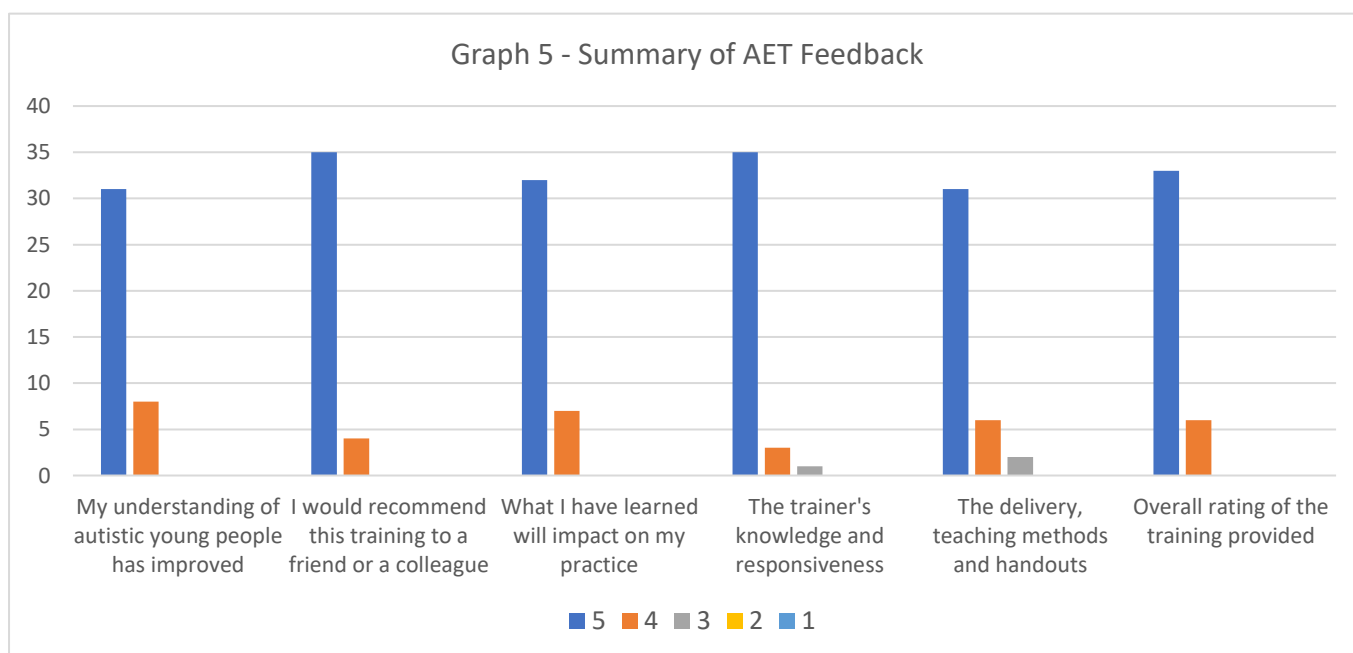
See what practitioners are saying about the check in visits and how they have implemented changes in their settings:

“Thank you for your visit, the suggestions were very mind-opening.”

“Thanks for the links - am really excited to move forward especially with our outdoor space.”

3.4 Feedback from Autism Education Trust (AET) Trainings

In the Summer term, the team delivered two trainings through the AET. Out of 50 delegates who attended the sessions, 44 of them completed evaluation forms and had to score between 1 – 5, (5 being ‘excellent’) for each question. As shown in Graph 5, practitioners scored each question highly and found the sessions relevant and insightful.



Below are some direct quotes from practitioners about the AET trainings:

“On our upcoming inset day, we will be completing the audit to reflect on our practice and ensure we are doing everything we can to be an amazing provider for SEND children”

“I do need to update my calm down area, and I have developed a deeper understanding of how I can support my SEN children to not be overwhelmed or over stimulated in the playroom”

4.0 Conclusion

In conclusion, we had 10 more trainings in the Summer than in Spring, these were all virtual. Despite having more trainings, the booking rate has been the lowest with only 48% of spaces booked, compared to 53% in Spring and 63% in Autumn.

This could suggest that as the academic year goes on, interest in training decreases. Therefore, it will be worth exploring how to keep the momentum and encourage people to book trainings throughout the year. Additionally, it sheds light on the importance of marketing new trainings to practitioners in the Summer period.

Furthermore, the attendance rate has remained the same at 68% in comparison to Spring and Autumn. To gain more insight, we have created an email template to send to delegates who have missed sessions asking for feedback.

In addition, this term we noticed that PVI settings and schools were significantly more interested in our Tier 3 trainings, whereas Childminder interest significantly decreased compared to Autumn and Spring terms. As a result, we have started to keep track of which settings have booked trainings, so we can market new and relevant trainings, to create a more personalised approach.

The overall feedback from practitioners has been positive and they have found the Tier 3 trainings beneficial. However, it is important that we continue to create environments for practitioners to share and build networks. In Autumn 2024, we have acquired new venues, it will be important to ensure we create inclusive spaces and continue to get feedback about the venues used.

Areas for Consideration:

- Contact delegates who have not attended the sessions
- Reduce the maximum number of spaces on virtual trainings
- Create a spreadsheet to track bookings to market relevant trainings to settings
- Collecting data on the quality and suitability of new venues for in-person trainings
- How can we continue the momentum for training sessions throughout the year?

As we continue into the 2024/25 academic year, 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