Section 3. Staff qualifications, Training, Support and Skills

Safeguarding and Welfare Requirements:

Staff Qualifications, Training, Support and Skills

Providers must ensure that all staff receives staff induction training to help them understand their roles and responsibilities.

3.1 Induction of staff, volunteers and managers

3.2 Staffing; Ratio & Qualifications requirements, Training and support

3.3 Role of Key Person

3.4 Settling in new children

Every Child Matters-supporting the 5 outcomes

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Safeguarding and Welfare Requirements:

Staff Qualifications, Training, Support and Skills

Providers must ensure that all staff receives staff induction training to help them understand their roles and responsibilities.

**3.1 Induction of staff, volunteers, and managers**

**Policy statement**

We provide an induction for all staff, volunteers and managers in order to fully inform **them about the setting, the families we serve, our policies and procedures, curriculum and daily practise**.

**Procedures**

* We have written induction checklist for all new staff, which includes the following
* Introductions to all the staff and volunteers, including management committee members where appropriate
* Tour of the premises, pointing out all the fire exits, toilets and areas such as the kitchen and storage areas.
* Ensure all policies and procedures are read and understood during the induction period including information about emergency evacuation procedures, safeguarding, child protection, the provider’s equality policy, and health and safety issues and to bring any concerns or queries to the attention of the pre-school Manager.
* Introduction to parents , in particular parents of any allocated Key children
* Familiarising them with any confidential information regarding any allocated key children
* Details of the job description and tasks to be carried out including the practical implications of the pre-school policies and practices including how they relate to the pre-school’s obligations under the Welfare Requirements. Also highlighting the importance of confidentiality in the role as a key person. All staff and volunteers to sign a confidentiality agreement.
* All new staff are given a copy of the Staff Induction Handbook, which includes their rights as an employee and employer rights and expectations.
* The induction period will last up to 4 weeks; this will depend on the employees previous qualifications, training and experience. The manager will complete inductions for new staff and volunteers. The Chairperson or other senior manager will ensure the induction for the manager’s position is completed.
* During the induction period, the individual must demonstrate understanding of and compliance with policies, procedures, tasks and routines.
* Successful completion of any induction paperwork including the employees contract which are part of the induction period.

**Safeguarding and Welfare Requirements**:

Staff Qualifications, Training, Support and Skills

Providers must put appropriate arrangements in place for the supervision of staff who have contact with children and families.

**3.2 Staffing; Ratio & Qualifications Requirements, Training and support**

**Policy Statement**

Staff at Busy Bees Pre-school are our most valuable resource. We therefore are committed to provide good training and development opportunities for the staff so that they can perform their roles efficiently and effectively and keep up to date with current educational developments for pre-school children.

We provide staffing in line with the Safeguarding and Welfare requirements of the EYFS to guarantee a high level of care and education for all children.

**Ratio & Qualifications Requirements**

**Procedures**

To meet this aim we use the following ratios of adult to children;

* **Children aged two years; 1 adult:4 children**
* At least one member of staff to hold a full and relevant level 3 qualification;
* At least half of all other staff hold a full and relevant level 2 qualification
* **Children aged three and over; 1 adult : 8 children**
* At least one member of staff to hold a full and relevant level 3 qualification;
* At least half of all other staff hold a full and relevant level 2 qualification
* We will follow the EYFS Requirements where a person with Qualified Teacher Status, Early Years Professional Status, Early Years Teacher Status or another suitable level 6 qualification is working directly with children aged three and over between the hours of 8am and 4pm as follows;
* There is at least one member of staff for every 13 children; and
* At least one other member of staff holds a full and relevant level 3 qualification
* A minimum of two staff are always on duty, to include a level 3 practitioner
* Our manager and deputy hold the minimum of NVQ level 3 or an equivalent qualification (go to [www.education.gov.uk/eypqd/qualifications.shtml](http://www.education.gov.uk/eypqd/qualifications.shtml) for the qualifications list) and a minimum of half of our staff hold the NVQ level 3 or or higher qualification. The manager and deputy should have at least two years’ experience of working in an early years setting, or have at least two years’ other suitable experience.
* Only those aged 17 or over may be included in ratios, and staff under 17 should be supervised at all times. Students on long term placements and volunteers (aged 17 or over) and staff working as apprentices in early education (aged 16 or over) may be included in the ratios if the provider is satisfied that they are competent and responsible.
* At least one member of staff in either room will have a current Paediatric first aid training certificate is on the premises or on an outing at any one time; in compliance with statutory requirements.

**Staff training and support**

Regular training and monitoring of professional development is important for all staff. Development and training is vital because it allows staff to keep up to date with current thinking and practice about both play and child development issues. Additionally, well-trained and motivated staff makes the pre-school a better place to meet the needs of its children.

All staff are encouraged to take up training opportunities to expand their professional development and ensure an up to date knowledge of childcare issues. The pre-school will do all it can to support staff who are working towards improving their qualifications and training experiences.

Staff are encouraged to look for suitable courses that are interested in attending and bring these to the attention of the pre-school Manager. It is also the responsibility of the management team to identify and promote training courses for staff and encourage their attendance.

**Procedures**

* Busy Bees management will carry out annual appraisals and twice yearly supervision meeting to support the on-going professional development of the staff team. This will enable individual performance identify solutions to address issues as they arise; and receive mentoring to improve their personal effectiveness to carry out their role.
* The manager’s appraisal will be carried out by the Preschool Chair/committee.
* Weekly staff team meetings to include evaluation of practise, training, discussion points and planning.
* We provide regular in-service training to all staff — whether paid staff or volunteers. This is delivered within the daily role, at weekly staff meetings, evening sessions and training days where the pre-school will close.
* Specific training courses in Equality and Diversity, Safeguarding Children, Special Educational Needs and First Aid/Medical should always be attended by staff when requested.
* It is the pre-school Manager’s responsibility to ensure that staff are kept up to date with recent legislation and are suitably enrolled on any courses that are necessary to fulfil the pre-school’s legal responsibilities.

**Other Busy Bees training requirements.**

* At least three members of staff will have a current paediatric first aid certificate, however it’s our aim for all staff to be First Aid trained.

Safeguarding and Welfare Requirements: Key person

Each child must be assigned a key person. Their role is to help ensure that every child’s care is tailored to meet their individual needs, to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents.

**3.3 Role of Key Person**

**Policy statement**

At Busy Bees Preschool we believe that children settle best when they have a Key Person to relate to, who knows them and their parents well and who can met the needs of their individual children.

We want all children to feel safe, stimulated and happy and to feel secure and comfortable with staff. We also want parents to have confidence in both their children’s well-being and their role as an active parent in the setting.

**Procedures**

A Key Person has a special responsibility for a small group of children within the setting.

* Busy Bees allocates a Key Person before every child starts the setting
* The Key Person is responsible for supporting the induction of the family alongside the management team and for settling the child into the setting.
* The Key Person works with the parents to plan and deliver personalised planning and support for each child’s well-being, care and learning.
* The Key Person acts as a key contact for the parents and has links with other carers involved with the child, such as a child-minder or other Early Years setting, and co-ordinates the sharing of appropriate information about the child’s development with those carers alongside the manager.
* Each Key Person will have a full Key Person description outlining their full responsibilities in this important role. This will be discussed at interview and support given during the induction period.

**3.4 Settling in Preschool**

**Policy statement**

We want children to feel safe and happy in the absence of their parents/carers, to recognise other adults as a source of help and support and to be able to share with the parents/carers their new learning experiences enjoyed in the preschool. We also want parents to feel welcome and involved from the beginning.

**Procedures**

To accomplish this, we aim to create a partnership with parents in the following ways:

* By creating opportunities for the exchange of information, using among other resources a copy of the pre-school’s prospectus and a shared approach to the registration form.
* Inviting new families into the setting for ’Stay and Play’ sessions to meet other new parents and to support settling in for their children; these are offered in the term before the child’s start date.
* Stay and Play sessions are also used for parents to complete the registration pack.
* By ensuring plentiful opportunities for parents to inform the pre-school about their children’s current achievements and interests both verbally and in the registration pack.
* By operating a Key Person system where a particular staff member is available to look after a child from the beginning,
* By offering to arrange a home visit, if and when appropriate, in order to gain more insight into the child’s background and needs and to allow the child and family to become familiar with pre-school adults.
* By introducing flexible admission procedures, if appropriate, to meet the needs of individual families and children.
* By making clear to families from the outset that they will be welcome and supported in the pre-school for as long as it takes to settle their child.
* By reassuring parents whose children seem to be taking a long time to settle into the pre-school.
* By encouraging parents, where appropriate, to separate from their child for brief periods at first, gradually building up to longer absences and always say goodbye to their child and that they will be back soon.
* By liaising with other professional to support families with English as an additional language.
* We reserve the right not to accept a child into the setting without a parent or carer if the child finds it very distressing to be left.

All parents will be invited to attend a settling in meeting within the first two terms of their child starting the Preschool.

*Children cannot play or learn successfully if they are anxious and unhappy. Our settling procedures aim to help parents and children to feel comfortable in the pre-school, and to ensure that children can benefit from what the group has to offer and feel confident that their parents will return at the end of the session/day.*

**3** **Staff; Ratio & Qualifications, Training, Support and Skills**

This policy was reviewed and updated accordingly

Signed by Manager

Signed by Officer Date;