



Continuing Professional Development for Early Childhood and Childcare Services

Autumn 2011 and Spring 2012


Sunderland
City Council

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Who is this programme for?

This Continuing Professional Development programme is for practitioners delivering or intending to deliver early childhood and childcare services in Sunderland within settings included on the Ofsted Early Years and/or Childcare Registers (including Voluntary), schools delivering the Early Years Foundation Stage within settings and/or Early Intervention and Locality Services¹.

The programme is produced by Early Intervention and Locality Services on behalf of Children's Services who are committed to providing a wide range of training and development opportunities to assist early childhood and childcare providers improve outcomes for children, meet statutory duties, enhance practice and improve quality of provision.

As stated in the Childcare Act 2006, local authorities are placed under a duty to provide information, advice and training to the following:

- Those providing or intending to provide registered childcare
- Those providing or intending to provide childcare within maintained, independent and approved non maintained special schools
- Those providing or intending to provide assistance in the provision of childcare

It is recommended that early childhood services and childcare practitioners make use of the training and development opportunities featured in this programme and any networks available to support the continuing professional development of the workforce.

All opportunities featured in this programme are subject to availability and funding.

¹ Practitioners supporting children in Sunderland within other organisations, for whom training featured in this programme is not available from other sources, may be considered for training courses subject to availability of places once all practitioners from our primary audience have been confirmed. A charge fee will be applied on a pro-rata basis which will be determined by the cost of course delivery.

What is Continuing Professional Development?

Continuing Professional Development or CPD is an ongoing, planned learning and development process that:

- Enables practitioners to expand and fulfil their potential
- Contributes to practitioners' work-based and personal development
- Can be applied or assessed against competences for practitioners' roles and organisational performance
- Includes any activity that practitioners are doing on a day to day basis which increases knowledge, experience and understanding and improves performance
- Ensures continuing confidence and competence, particularly as roles develop or change or people develop their careers

Competence means that people have the relevant skills, knowledge, and understanding attributes to do a particular job in a particular context to an agreed standard.

CPD applies to all practitioners, including managers and volunteers, and covers all types of learning at all levels. It includes not just attendance on formal training courses but numerous development opportunities such as:

- Induction
- Work-based learning through supervision
- In-house training
- Job-shadowing
- Mentoring
- Coaching
- Qualifications
- Statutory training
- Informal learning and learning through life and work experience
- Reflecting on learning
- Networking
- Conferences/seminars
- E-Learning
- Research

CPD is vital as it is:

- Central to improving your service
- Essential for good people management
- Key to improving recruitment and retention
- Applicable to all practitioners including managers and volunteers
- A shared responsibility - for practitioners to develop their skills and knowledge and for employers to actively provide appropriate learning opportunities

Investing in ongoing learning and development has a direct and positive impact on children and families using early childhood and childcare services, individual practitioners, the organisation and quality of practice.

All managers and practitioners need to ensure that they demonstrate a clear commitment to CPD.

Managers should support their staff by:

- Ensuring they have a clear understanding of their roles and responsibilities – this should ideally be identified during induction
- Making sure they hold full and relevant qualifications for their role and improving staff qualification levels especially if they have no qualification at all
- Carrying out regular staff supervisions and appraisals to identify training and development needs
- Providing each member of staff with a Personal Development Plan (PDP) which should include training and development goals and how these contribute to the aims of the business
- Ensuring that staffs' knowledge and skills are kept up to date, particularly relating to statutory duties
- Giving permission to attend training
- Helping them to reflect on their learning
- Facilitating the dissemination of new skills and knowledge in their setting
- Allowing practitioners to carry out follow up work in their setting if required for specific training

Once development needs are identified, managers should decide the most appropriate method of gaining the required skill or knowledge. This programme offers a variety of opportunities by which to assist in this process.

It is the responsibility of managers and practitioners to ensure that they only participate in training and development opportunities that enhance their role, for example; it is not acceptable to attend training just because it sounds interesting!

Impact Evaluation

Managers and practitioners should ask themselves the following when considering training or development:

- How will this training or development opportunity change my practice?
- How will it benefit me as a professional?
- How will it benefit the children and their families in my care?

Local Authority Officers will have information regarding staff attendance on training courses provided by Early Intervention and Locality Services and may as part of their monitoring or support visits discuss the impact specific training or development has had on practice and outcomes for children.

Managers and practitioners may also be selected to complete a reflection questionnaire to demonstrate the impact of attending training. If selected, the questionnaire will be sent to the setting manager, by email, 3 months after the practitioner has attended training - allowing time for the practitioner to reflect, disseminate learning and put new knowledge and skills into practice.

Managers and practitioners will be expected to complete the questionnaire together, maybe as part of their one to one discussion. It is vital questionnaires are returned to ensure the impact of training is monitored and to inform future development opportunities.

The following is an example of how training has had an impact on a Nursery Nurse from a private day nursery

Paediatric First Aid Training Course

Why was this CPD required?

'Although I had undertaken some first aid training in college I still felt I had a gap in my knowledge. It is also easier to link the training directly to the practice once you are working as a practitioner.'

How has the professional development benefited you and your practice?

'I am much better informed and feel confident in guiding other staff. A solid base knowledge of the subject gives me a feeling of competence in this area.'

What effect has it had on outcomes for children and their families?

'I am able to respond quickly to accidents and know what to do immediately – also I am aware of what accidents can happen and try to reduce this.'

What impact has it had on colleagues?

'I have been able to share my knowledge with other staff and keep them updated in any new practices. I have also made them aware of the reference book on the course.'

Describe any feedback you have received....

'A parent was very complimentary towards my handling of an accident at the Nursery recently.'

Further information on CPD may be found on the Chartered Institute of Personnel and Development website: www.cipd.co.uk/cpd

How to use this programme

The programme is divided into five main sections, each focusing on specific areas.

Managers and practitioners should read the introduction page within each section which will help to reflect on practice and identify areas of development.

Additional guidance and information may also be provided for managers (including childminders) to support in planning professional development for those with specific areas of responsibility such as Designated Person or SENCo roles, or to highlight important training and workforce development information.

Training and development opportunities will be included within each section from a variety of the following CPD categories:

Awareness/briefing sessions

These sessions are provided to introduce practitioners to a particular subject at a basic level or convey information about the main facts of an issue or situation.

Conferences

Conferences enable practitioners to come together for lectures, workshops and discussions usually to focus on a specific topic of interest. If available conferences will be included in our programme and practitioners encouraged to attend.

E-learning

E-learning involves the use of a computer to provide training, educational or learning material. In this programme, these opportunities will generally be to give an introduction or basic awareness of a particular subject.

Networks, meetings and forums

These are held to enable practitioners to meet for discussion, share good practice, exchange ideas, interact and make contacts. They are usually for those with lead responsibility in specific areas of work, managers, or individual practitioner groups and will be facilitated by Local Authority Officers.

Qualifications

A qualification is the successful completion of a course of study or training programme based on occupational standards. Qualifications relevant to current early years and childcare workforce requirements are featured in this programme.

Training courses

Training is the acquisition of knowledge, skills, and competencies as a result of the teaching of vocational or practical skills. There is selection of training courses available to support statutory requirements, enhance practice and support individual development.

In addition, Local Authority Officers from the Early Intervention and Locality Services may offer the following:

Coaching and support

Individual instruction or practical help can be provided in relation to particular areas of need, for example; how to write policies and procedures. Information can be found in Section 7 of the programme which shows what type of support is available and who to contact for further details.

Cluster training and networks

Training on specific topics may be delivered on a cluster basis with other practitioners and settings within localities. The Professional Development Team will advertise this training when available, by email, to relevant settings with an invitation to attend.

EYFS setting training and development

Where a training or development need has been identified for specific settings as part of their Early Years Quality Improvement Support Programme (EYQISP), Local Authority Officers will work with these settings to arrange appropriate CPD opportunities for delivery on their premises at a mutually convenient time. All such opportunities will be subject to capacity and funding.

Further information about EYQISP can be found at:

<http://webarchive.nationalarchives.gov.uk/20110809091832/http://www.teachingandlearningresources.org.uk>

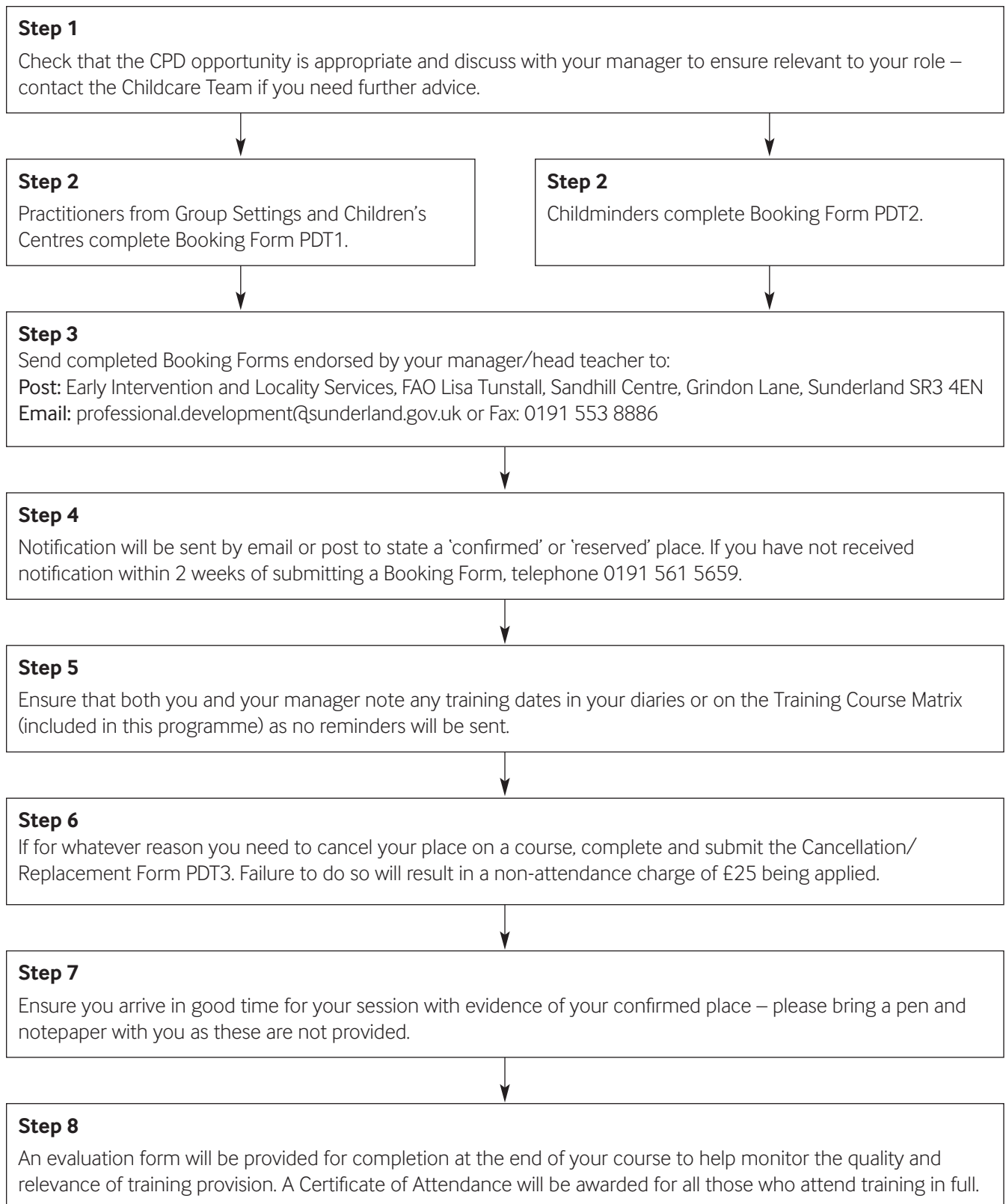
An electronic version of this CPD programme and supporting documents which can be downloaded may be found **www.familiesinfoservice.com/working.html**

Childminders may also access information from the Virtual Learning Environment at

<http://lspace.sunderlandschools.org>

The booking process

The following is a step by step guide to booking a place on a training course or development opportunity. It is recommended that bookings are made as soon as possible due to the popularity of courses.








Guide to symbols

The following is a guide to symbols used throughout this programme.

Practitioner Group

Training or development opportunities may be relevant to all or some specific groups of practitioners working in early childhood and childcare services. The symbols below will be used to identify which groups of practitioners' opportunities are aimed at - please check before applying for a place.

-  Childminders
-  Early Childhood Services Practitioners (those delivering services for 0-5's other than in early years or childcare settings i.e. Children's Centres)
-  Early Years Practitioners in settings
-  Playworkers
-  Role Specific (practitioners with responsibility for specific areas of work including leadership and management of others)

Refreshments

 Hot beverages provided

 Lunch provided

Support Incentives

 SUPPLY Supply cover available

 CRÈCHE Crèche available

Meeting the Welfare Requirements

Introduction

This section includes training and development opportunities which link to the Statutory Framework for the Early Years Foundation Stage (EYFS) The Welfare Requirements:

- Safeguarding and promoting children's welfare
- Suitable people
- Suitable premises, environment and equipment
- Organisation
- Documentation

The Statutory Framework for the EYFS (2008, p.19) states:

'Children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them.'

'The welfare requirements are designed to support providers in creating settings which are welcoming, safe and stimulating, where children are able to enjoy learning through play, to grow in confidence and to fulfil their potential.'

Ofsted

The document 'Recent Ofsted Reports: What Have Inspectors Focused On?' (Oct 2009-Jan 2010) includes the following as examples of good practice in this area of the EYFS:

- Practitioners have a clear understanding of safeguarding as they are encouraged to attend child protection training when they start working at the setting
- Sufficient staff have both first aid and food hygiene qualifications and a rolling programme is being developed to ensure these are regularly updated
- Detailed risk assessments are carried out to ensure the premises are safe and secure for children

'Every practitioner is entitled to be aware of statutory requirements in relation to safety procedures, e.g. first aid, child protection, management of health and safety at work regulations and receive appropriate training where necessary.'

(Foundations for Quality - Safety, 2010, p. 6)

Think about:

How training and support will have an impact on the safety and outcomes for children and families in your care.

Meeting the Welfare Requirements

Guidance and Information

Safeguarding

'Safeguarding and promoting children's welfare in childcare provision including full daycare, holiday, out of school childcare and childminders.'

Managers must ensure that all staff are fully competent and confident in safeguarding the welfare of children and young people, and must ensure that all staff are supported to develop the necessary skills and abilities to carry out their safeguarding role, including having access to appropriate training courses and briefing sessions.

The Safeguarding Training Matrix which follows provides details of the formal training courses and briefing sessions available and includes recommended audiences. Managers should use this matrix to plan safeguarding training for their team.

Designated Persons and Deputies with responsibility for Safeguarding

All group childcare provision nominates a Designated Person and Deputy who will take lead responsibility for safeguarding children within the setting. The Designated Person and Deputy must attend appropriate training courses and liaise with other agencies, as appropriate.

For childminding provision, the childminder will be the Designated Person with responsibility for safeguarding.

The Designated Person and Deputy should have access to at least 4 days training per year.

The Designated Person and Deputy must:

1. Ensure that all staff are able to recognise and respond to suspected abuse or allegations of abuse
2. Have a sound knowledge of the Sunderland Safeguarding Children Board Safeguarding Children Procedures
3. Ensure that staff have access to relevant training in safeguarding
4. Refer cases of suspected abuse or allegations of abuse to the relevant agencies
5. Act as a source of support, advice, expertise and co-ordination within the setting
6. Liaise with relevant agencies in order to decide whether a referral is appropriate
7. Co-ordinate the most appropriate representative to attend Child Protection meetings
8. Make contact with relevant schools or nurseries to ensure the safety and well-being of all children and young people in the household
9. Ensure that relevant documentation is accurately recorded, maintained and securely stored, and where documentation is transferred i.e. at times of transition, a receipt is received and retained

Meeting the Welfare Requirements

Childcare practitioners

All practitioners working with children and young people should have an up to date understanding of safeguarding issues and be able to implement the settings safeguarding children policy and procedure appropriately.

All childcare practitioners should be able to respond appropriately to:

1. Significant changes in children's behaviour
2. Deterioration in children's general well-being
3. Unexplained bruising, marks or signs of possible abuse
4. Evidence of neglect
5. The comments that children make that give cause for concern

Managers should work with childcare staff to ensure that they have the necessary competence to work within these guidelines in order to keep children and young people safe, including having access to appropriate training courses and briefing sessions.

Ancillary staff

Managers must ensure that ancillary staff e.g. cooks, cleaners and caretakers, students and volunteers have a basic awareness of safeguarding issues and are confident to report any concerns to the Designated Person or Deputy.

Further information and key documents can be found on the Sunderland Safeguarding Children Board (SSCB) website:

www.sunderlandscb.com or www.sunderlandsafeguardingchildrenboard.com

Meeting the Welfare Requirements

Safeguarding Training and Development Matrix

This matrix shows the range of safeguarding training and development opportunities available to early years and childcare staff. Managers and Head Teachers should work with staff to develop individual development plans, identifying those opportunities which will support them to meet their current responsibilities and future training needs, paying particular attention to the skills that staff may require to meet the needs of the most vulnerable children and their families.

All opportunities are provided by the SSCB or Education Safeguarding Team. Essential training and development is indicated **'E'** for those with specific responsibilities and these opportunities will be featured in this programme. All other learning will broaden practitioner knowledge and support in achieving improved outcomes for children - details of this training can be found on the SSCB website www.sunderlandscb.com as they become available.

Please note that it is pre-requisite that all practitioners have completed the E-learning Awareness of Child Abuse and Neglect at Core Level prior to completing any other safeguarding training provided by the SSCB.

Practitioners wishing to book onto any courses or sessions featured should apply to the Childcare Team following the usual booking process.

Meeting the Welfare Requirements

Course or Session Title	Designated Person and Deputy	All other childcare practitioners including Childminders	Ancillary Staff
An Introduction to Safeguarding Children for Childminders		E (Childminders)	
An Introduction to Working Together to Safeguard Children	E	E*	
Child Abuse and the Internet	●	●	
Child Protection Conferences	E	E*	
Child Displaying Sexually Harmful Behaviour	●	●	
Child Neglect	●	●	
Designated Person Briefing Sessions	E		
Effective Child Protection Planning	E	E*	
E-learning Awareness of Child Abuse and Neglect at Core Level	●	E	E
E-learning Domestic Violence	●		
Issues of Child Sexual Abuse		●	
Managing Safeguarding for Experienced Designated People in Settings	E (after 5 years experience)		
Making a Referral to Children's Services		●	
Safeguarding Children with Disabilities	●	●	
Safer Recruitment	●	●	
Safeguarding Childminder Briefing		E	
The Impact of Domestic Abuse on Parenting Capacity	●	●	
The Impact of Parental Substance Misuse on Parenting Capacity	●	●	
The Impact of Parental Learning Disability on Parenting Capacity	●	●	
The Impact of Parental Mental Health Issues on Parenting	●	●	
The Role and Responsibilities of the Designated Person	E		

E – Essential ● – Desirable * – Commissioned Childminders

It is a requirement that anyone wishing to complete additional training offered by SSCB i.e. Child Neglect, MAPPA must have attended an Introduction to Working Together to Safeguard Children first.

Meeting the Welfare Requirements

First Aid

Settings included on the Childcare Register

Providers of childcare on domestic or non-domestic premises must ensure that at least one person caring for children has an appropriate first aid qualification for the ages of children in their care and for the types of activity provided. The first aid provision must be available at all times either on the childcare premises or off the premises on visits and outings.

Childminders need to have a first aid certificate before registering with Ofsted.

Childcare providers will need either **Paediatric First Aid** training, if looking after children under 8, or **First Aid at Work** training for those working with anyone aged 8 and over - some will need both.

Suggested criteria for an appropriate first aid certificate can be found within Ofsted's registration guidance: <http://www.ofsted.gov.uk/resources/guide-registration-childcare-register>

Settings included on the Early Years Register

All providers on the early years register must have at least one person with a current paediatric first aid certificate on the premises at all times when children are present or when on outings.

All paediatric first aid courses must be approved by the local authority, it is therefore, recommended that all childminders and early childhood services practitioners attend the paediatric first aid training featured in this programme.

Providers whose staff have undertaken or are about to undertake alternative training should ensure that it is consistent with guidance set out on page 23 of the 'Practice Guidance for the Early Years Foundation Stage'. (May 2008).

All first aid certificates should be renewed every three years.

It is suggested that all settings train multiple staff members in appropriate first aid to ensure cover for outings, staff sickness or leave.

Meeting the Welfare Requirements

Suitable People

Ensuring practitioners are suitably qualified

The following table shows specific legal requirements for adults looking after children to ensure they have appropriate qualifications, training, skills and knowledge, as stated within the Welfare Requirements for the Statutory Framework for the EYFS (2008, p.31) and the current Ofsted Guide to registration on the Childcare Register (June 2010).

Early Years Register - Childminders	<ul style="list-style-type: none">• Childminders must have completed an approved local authority training course and paediatric first aid certificate at point of registration²
Early Years Register - Settings	<ul style="list-style-type: none">• All managers and supervisors must hold a full and relevant level 3 qualification (as defined by the CWDC)• At least half of all other staff must hold a full and relevant level 2 qualification
Compulsory Childcare Register	<ul style="list-style-type: none">• All managers must hold an appropriate³ level 3 qualification• At least half of all other staff must hold an appropriate level 2 qualification
Voluntary Childcare Register	<ul style="list-style-type: none">• At least one person caring for children has either a qualification at a minimum of level 2 in an area of work relevant to the childcareor• Has successfully completed training in the six areas of the Common Core of Skills and Knowledge

It is also a recommendation that providers support their staff in improving qualification levels especially those without qualifications who should be encouraged to obtain a full and relevant level 2 qualification as a minimum.

'Work will be undertaken to ensure that everyone working in early years provision has a full and relevant qualification of at least level 3, and consider making this a legal requirement from 2015.' (Next Steps for Early Learning and Childcare, 2009, p. 38)

² Revised Ofsted guidance 'Childminders using assistants' (July 2010) states that childminders must ensure if using an assistant, they also hold a current paediatric first aid certificate if they have been granted permission to care for children on their own.

³ Accepted qualifications include those deemed as full and relevant for the EYFS, or any level 2 or 3 qualification in an area appropriate to the care offered e.g. play qualifications, qualifications relating to working with children with learning difficulties and disabilities and classroom assistant qualifications.

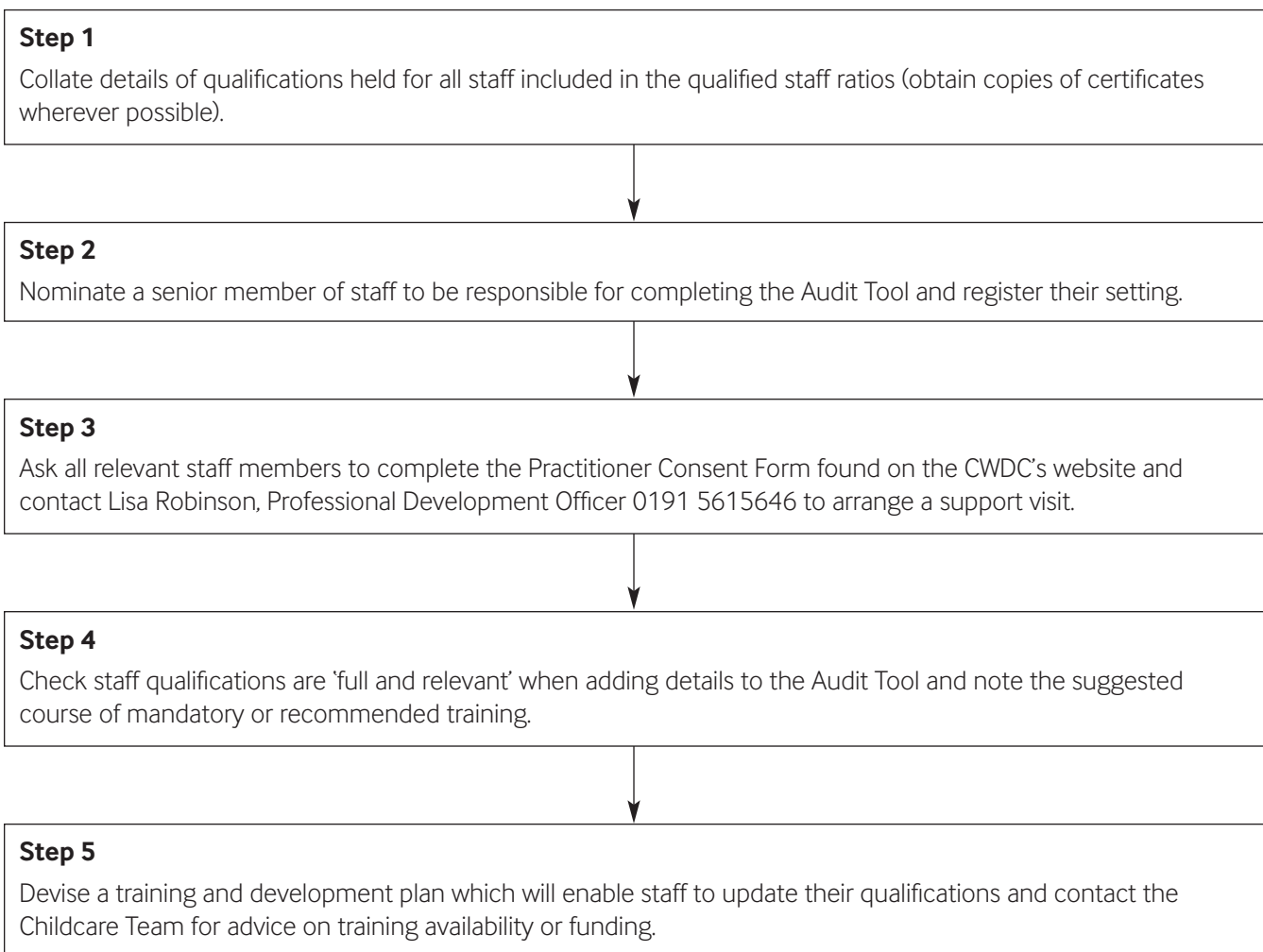
Meeting the Welfare Requirements

Qualification requirements for those delivering the EYFS

It is now a requirement that all practitioners delivering the EYFS included in the ratio of qualified staff hold 'full and relevant' qualifications as defined by the Children's Workforce Development Council (CWDC).

All settings should have received the guidance 'The New Qualifications List for those who deliver the Early Years Foundation Stage' which explains to managers, registered persons and officers in charge of settings what their responsibilities are and how to use the Qualifications List.

The CWDC has also developed the Early Years Workforce Qualifications Audit Tool to help settings compile a complete record of practitioners' qualifications. The audit tool presents the first opportunity to hold consistent information on the workforce in one place and generate a picture of training and development at national level. Settings should do the following to ensure they are meeting the new requirements:



By September 2012, all staff in settings delivering the EYFS included in qualified staff ratios should have a 'full and relevant' qualification or completed the appropriate training and assessment route. Information and guidance about the above can be found at:

www.cwdcouncil.org.uk/qualifications-list and www.cwdcouncil.org.uk/early-years/audit-tool

Meeting the Welfare Requirements

New qualifications for the early years and childcare workforce

The CWDC has developed a new **Level 3 Diploma for the Children and Young People's Workforce** to improve workforce standards, with the aim to make this qualification the only level 3 diploma for the workforce in England.

The CWDC has given assurances that practitioners already holding or currently studying 'full and relevant' level 3 qualifications will not be required to undertake the new diploma. Employers should continue to recognise full and relevant level 3 qualifications as high quality and providing excellent preparation for the workplace - in much the same way that the NNEB is still highly regarded and recognised within the sector.

The new Level 3 Diploma is now available and will contain a mixture of core, mandatory and optional units tailored to the area of the children and young people's workforce in which early years and childcare practitioners are employed or volunteering.

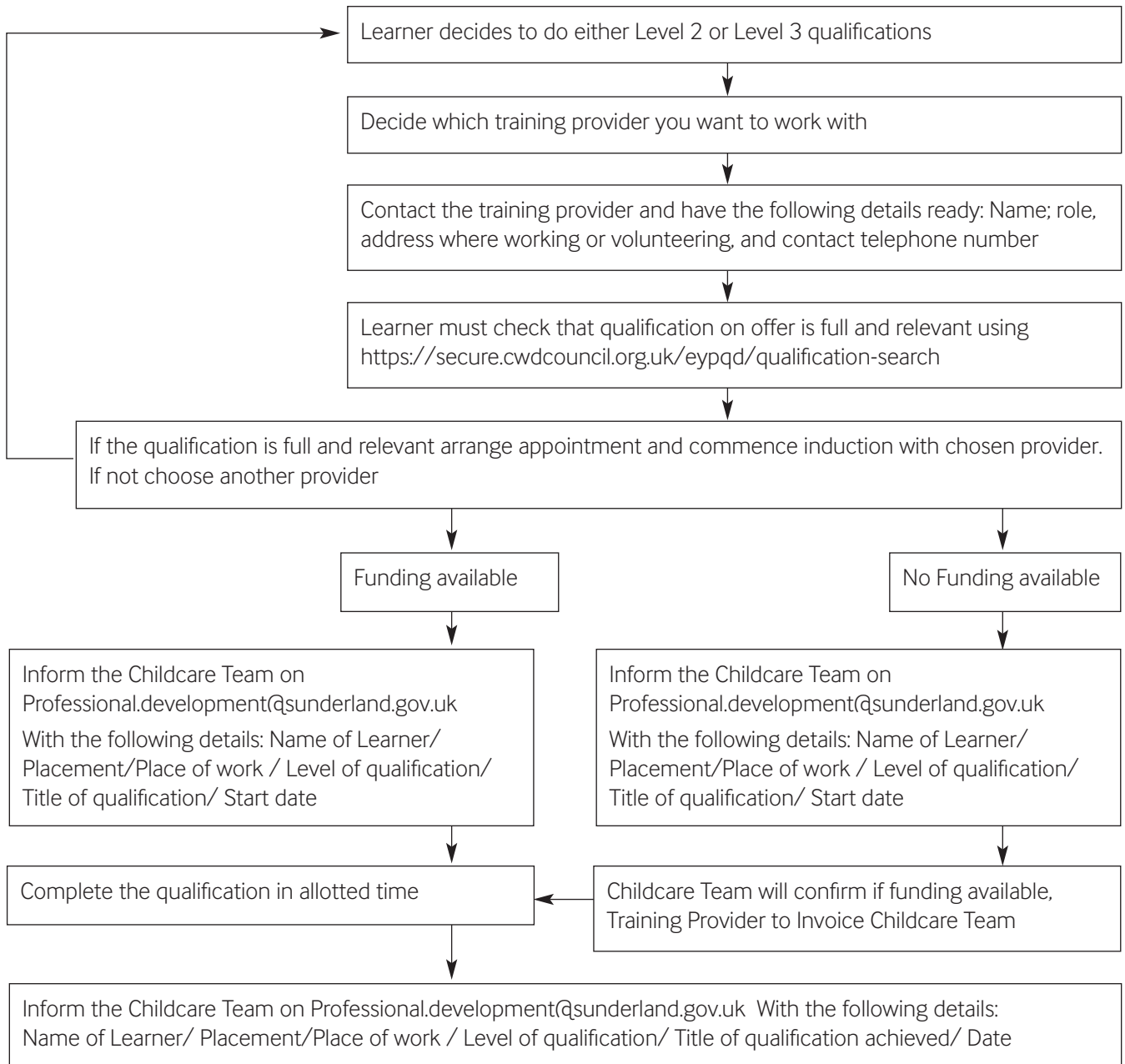
A **Level 2 Certificate for the Children and Young People's Workforce** has also been developed and will allow seamless progression to the Level 3 Diploma. It will confer occupational competence to work under supervision and enable practitioners to count in the ratio at level 2 identified in the Statutory Framework for the Early Years Foundation Stage.

Local training is highlighted in this programme and further information can be found at: www.cwdcouncil.org.uk/qualifications

Meeting the Welfare Requirements

Contact Details for Training Providers Delivering Qualifications in Early Years and Childcare and Playwork

If you are interested in completing a Level 2 or 3 Award, Certificate or Diploma take the opportunity to contact the training provider of your choice from the list provided to embark on your programme of study.



Meeting the Welfare Requirements

Training Providers who deliver Childcare and Playwork Qualifications

Name of Organisation	Address	Contact
City of Sunderland College	Bede Centre, Durham Road, Sunderland SR3 4AH	0191 511 6000
East Durham College*	Peterlee Campus, Willerby Grove, Peterlee County Durham SR8 2RN	0191 518 2000
JHP Training*	Crown Buildings, Raby Road, Hartlepool. Cleveland TS24 8AS	0759 073 4433
Mobile Care Qualifications (MCQ)	Shields Road, Newcastle Upon Tyne. NE6 3YP	0191 265 3003
North East Childcare Training	24 Western Road, Jarrow, Tyne and Wear NE32 3DQ	0191 529 4109
National Childminding Association (NCMA)	Maidendale House, Burnside Road. Darlington DL1 4SU	0132 546 4754
Pre-school Learning Alliance	North Division, Environment and Business Centre. Merlyn Rees Avenue. Morley Leeds, LS27 9SL	0113 252 2848
South Tyneside College*	South Shields Centre, St. George's Avenue, South Shields, Tyne & Wear NE34 6ET	0191 427 3900
Springboard Sunderland*	Units 1 and 2 River green Industry Centre, Pallion Sunderland SR4 6AD	0191 515 5302
Training in Childcare*	Unit 11, Witney Way, Boldon Business Park, Boldon, Tyne & Wear NE35 9PE	0191 536 7241
Zodiac Training*	Bridge House, Unit 10, Off Bedford Street, Sunderland, Tyne & Wear SR1 1TE	0845 330 8184

The inclusion of the above-named training providers in this document shall not imply that any type of recommendation whatsoever is made as to the training provider. It is provided by the Early Intervention and Locality Services and is intended to be of a general and indicative nature only. It does not replace professional or other personalised advice and we make no representations or warranties of any kind, express or implied, about the completeness, accuracy, reliability, or suitability with respect to the information, products or services offered by any of the above. This means that any reliance you place on this information is at your own election and responsibility and is at your own risk and we strongly recommend prospective training delegates to contact the training provider direct and to satisfy themselves of the course quality fitness and suitability.

This list is not exhaustive and if you are a training provider delivering qualifications in the North East Region and not included above, please contact the Childcare Team on 0191 561 5646.

* Delivers Childcare and Playwork Qualifications

Meeting the Welfare Requirements

Funding for qualifications

Funding may be available for practitioners working or intending to work in Ofsted registered settings within Sunderland to gain early childhood and childcare qualifications which are defined as full and relevant by the CWDC.

Funding is available via Student Finance England through the Fee and Course Grants for part-time and distance learning higher education courses in England depending on how 'intensive' your course is, your household income and personal circumstances.

To check your eligibility contact Student Finance England on 0845 300 5090 for advice and guidance refer to http://www.direct.gov.uk/en/EducationAndLearning/UniversityAndHigherEducation/StudentFinance/Typesoffinance/DG_171530

If you are ineligible for funding please speak to your manager or contact the Childcare Team on 0191 561 5646. Expressions of interest for such qualifications should be submitted on the Qualification Funding Application Form (PDT5).

Full terms and conditions may be found at the back of this programme.

⁴ As defined by the CWDC's New Qualifications List for those delivering the EYFS

Meeting the Welfare Requirements

Common Core of Skills and Knowledge

The Common Core of Skills and Knowledge for the children's workforce sets out the basic skills and knowledge needed by all people (including volunteers) whose work brings them into regular contact with children and young people.

There are six key areas of skills and knowledge:

- Effective communication and engagement
- Child and young person development
- Safeguarding and promoting the welfare of the child
- Supporting transitions
- Multi-agency working
- Sharing information

How to check that training meets the Common Core requirements?

The Common Core is included in most existing accredited childcare qualifications and is covered in a wide range of training courses however, managers and practitioners may wish to check the following to clarify:

- Read the guidance 'Common Core of Skills and Knowledge for the Children's Workforce' to check the training undertaken covers the skills and knowledge specified
- Check qualifications on the Qualification Finder which can be found on the CWDC website <https://secure.cwdcouncil.org.uk/eypqd/qualification-search>
- Ask the training provider or awarding body to confirm if their training or qualification reflects the Common Core
- Look at course material or learning portfolios to assess whether or not training covers the six areas

Managers should consider collating evidence of staff training covering the Common Core which may include certificates or details of training course content. It is good practice for practitioners to keep up to date with the latest thinking and techniques. If training is several years old, it may not contain some parts of the Common Core and therefore, additional training may be required.

Please contact the Childcare Team if you require any assistance. Further information can also be found at:
<https://www.education.gov.uk/publications/standard/publicationDetail/Page1/DfES%201189%202005>
<http://www.ofsted.gov.uk/resources/factsheet-childcare-common-core-skills-and-knowledge>

Meeting the Welfare Requirements

Training Course



An Introduction to Safeguarding Children for Childminders

Reference: AU11-001

Aims:

To ensure childminders have an up to date understanding of safeguarding children issues which will:

- Increase participants' knowledge and understanding of child abuse and protection
- Familiarise participants with local safeguarding procedures and their role within these to improve outcomes for children

Learning outcomes:

By the end of this training practitioners will:

- Have had the opportunity to raise and challenge assumptions about safeguarding and protecting children
- Be familiar with the legal and procedural framework
- Have a wider view of what we are safeguarding and protecting children from i.e. when statutory intervention is necessary

Date: Monday 24 October 2011

Time: 9am to 12.30pm

Duration: 0.5 days

Venue: The Sandhill Centre.

Facilitator: Dave Laverick, Workforce Development Consultant, Children's Services

Refreshments: None provided

Additional Information:

This course is for newly registered childminders or existing childminders who have not attended any safeguarding training in the last 3 years.

Childminders should complete Safeguarding Awareness Training every three years.

Meeting the Welfare Requirements

Training Course



An Introduction to Working Together to Safeguard Children

Reference: AU11-002 /SP12-001

Aims:

This training is provided to increase participants' knowledge of working together to safeguard children and achieve better outcomes for children.

Learning Outcomes:

By the end of the session practitioners will:

- Have had the opportunity to raise and challenge assumptions about safeguarding and protecting children
- Be familiar with the legal and procedural framework
- Have a wider view of what we are safeguarding and protecting children from i.e. when statutory intervention is necessary
- Understand their own (and others) role and responsibility in safeguarding and child protection processes

Date:

Autumn Term 2011

Wednesday 12 October 2011

Monday 7 November 2011

Spring Term 2012

Wednesday 18 January 2012

Monday 6 February 2012

Time: 9.30am to 4.30pm

Duration: 1 full day

Venue: Leechmere Training Centre

Facilitator: Sunderland Safeguarding Children Board

Refreshments: None provided

Additional Information:

This training is for Designated Persons and Deputies and it is also recommended for Commissioned Childminders.

Please note supply will not be available for childminders.

This training only needs to be completed once.

Meeting the Welfare Requirements

E - Learning



Awareness of Child Abuse and Neglect - Core Level

Reference: E-ACAN 11/12

Aims:

This training equips frontline professionals and ancillary staff within early childhood and childcare settings with the basic skills and knowledge regarding child protection.

Learning outcomes:

By the end of the session practitioners will:

- Understand the various types of abuse and neglect
- Be able to identify the signs and what to look for
- Know how to ask questions if they suspect a child is being abused
- Know what steps to take if they suspect abuse is happening
- Know what happens after a referral is made to Children's Services
- Understand the importance of keeping records and multi-agency working

Date: See additional information below

Time: N/A

Duration: 2 - 3 hours

Venue: N/A

Facilitator: Sunderland Safeguarding Children Board

Additional Information:

It is a pre-requisite that all practitioners complete the e-learning module before undertaking any further face to face safeguarding training, unless they have undertaken single agency awareness/introduction in safeguarding children training within the last 3 years.

The content of this course has been independently certified as conforming to universally accepted CPD guidelines.

Practitioners will receive their login details and passwords to access the system via e-mail from the SSCB on the **25th of each month** and they will then have **28 days** in which to complete the training.

Practitioners are able to print out their own certificate on completion of the course and quiz.

Frontline Practitioners without designated person responsibilities should complete this training every three years.

Meeting the Welfare Requirements

E - Learning



Awareness of Domestic Violence including the Impact on Children and Young People

Reference: E-ADV 11/12

Aims:

This training will raise your awareness of the issue surrounding domestic violence particularly for those workers that come into contact with survivors.

Learning outcomes:

By the end of the session practitioners will:

- Explain what domestic violence is and who is most at risk
- Recognise the difference between the facts and myths surrounding domestic violence
- Describe the physical and psychological effects of domestic violence
- Identify positive and negative ways to support cases of domestic violence

Date: See additional information below

Time: N/A

Duration: 2 - 3 hours

Venue: N/A

Facilitator: Sunderland Safeguarding Children Board

Additional Information:

This course is suitable for anyone who comes into contact with children, young people and their families during the course of their work. It can be used as a stand-alone course or as a pre-learning for professionals who require more in depth training.

Practitioners will receive their login details and passwords to access the system via e-mail from the SSCB on the **25th of each month** and they will then have **28 days** in which to complete the training.

Practitioners are able to print out their own certificate on completion of the course and quiz.

Meeting the Welfare Requirements

Training Course



Child Protection Conferences

Reference: AU11-003/SP12-002

Aims:

This training will increase participants' knowledge of working together in Child Protection Conferences and improve outcomes for children.

Learning outcomes:

By the end of the session practitioners will:

- Be familiar with the roles, responsibilities and contribution of individual agencies
- Understand the format and process of Child Protection Conferences, including the involvement of family members
- Have acquired further learning in the areas of assessment and child protection planning
- Have gained an understanding of the Public Law Outline

Date:

Autumn Term 2011

Tuesday 4 October 2011

Wednesday 23 November 2011

Thursday 8 December 2011

Spring Term 2012

Tuesday 10 January 2012

Thursday 8 March 2012

Time: 9.30am to 4.30pm

Duration: 1 full day

Venue: Leechmere Training Centre

Facilitator: Sunderland Safeguarding Children Board

Refreshments: None provided

Additional Information:

Practitioners need to have completed 'An Introduction to Working Together to Safeguard Children' training prior to attending this course.

This training is for Designated Persons and Deputies and it is also recommended for Commissioned Childminders. Please note supply will not be available for childminders.

This training only needs to be completed once.

Meeting the Welfare Requirements

Briefing



Designated Person Briefing

Reference: AU11-004/ SP12-003

Aims:

This briefing session will update Designated Persons (DP's) and their Deputies responsible for child protection and safeguarding in full childcare settings on current issues and changes in policy and procedure. Topics covered include:

- Support the role of the designated person
- Information from Serious Case Reviews (SCR)
- Transition and information session
- Awareness of new initiatives and development opportunities

Learning outcomes:

By the end of the session all participants will have gained updated knowledge on current issues and any changes in safeguarding policy and procedures.

Date:

Autumn Term 2011

Monday 7 November 2011

Spring Term 2012

Monday 26 March 2012

Time: 9am to 12noon

Duration: 0.5 days

Venue: Castle Suite, Bunny Hill Customer Service Centre

Facilitator: Pam Gartland, Helen Hogan and Anne Murton, Education Safeguarding Team

Refreshments: None provided

Additional Information:

These sessions are for full daycare providers only as separate briefings are provided specifically for nursery schools and classes.

It is essential that DP's and/or their Deputies attend these sessions every term.

Meeting the Welfare Requirements

Training Course



Effective Child Protection Planning

Reference: AU11-005/SP12-004

Aims:

This training will provide a clearer understanding of how to work together to protect children subject of a Child Protection Plan and to achieve improved outcomes for children.

Learning outcomes:

By the end of the session practitioners will know:

- Elements of good multi-agency protection planning
- Functions of a core group
- How to develop the process of effective protection planning for children
- What a core assessment is and how they contribute to it
- How to develop multi-agency plans for change work with families
- What to do if plans are not working
- How to include parents positively in core groups
- How to include to the child's perspective within the core group process

Date:

Autumn Term 2011

Thursday 15 September 2011

Friday 4 November 2011

Monday 12 December 2011

Spring Term 2012

Thursday 26 January 2012

Wednesday 22 February 2012

Time: 9.30am to 4.30pm

Duration: 1 full day

Venue: Leechmere Training Centre

Facilitator: Sunderland Safeguarding Children Board

Refreshments: None provided

Additional Information:

Practitioners need to have a have completed 'An Introduction to Working Together to Safeguard Children' training and ideally 'Child Protection Conference' training prior to attending this course.

This training is for Designated Persons and Deputies and it is also recommended for Commissioned Childminders. Please note supply will not be available for childminders.

This training only needs to be completed once.

Meeting the Welfare Requirements

Training Course



First Aid at Work

Reference: AU11-006/SP12-005

Aims:

This course will give practitioners working with children and adults aged 8 and over the knowledge and confidence to deal with a first aid emergency in the workplace.

Learning outcomes:

By the end of the session practitioners will be able to:

- Assess an incident
- Manage an unresponsive casualty who is breathing normally
- Manage an unresponsive casualty who is not breathing normally
- Recognise and assist a casualty who is choking
- Manage a casualty who is wounded and bleeding
- Manage a casualty who is in shock
- Manage a casualty with a minor injury
- Administer first aid for a range of conditions
- Manage a casualty for a range of major illnesses

Date:

Autumn Term 2011

Monday 21, Tuesday 22 and
Wednesday 23 November 2011

Spring Term 2012

Monday 20, Tuesday 21 and
Wednesday 22 February 2012

Time: 9am to 4pm

Duration: 3 full days

Venue: Valley Road Community Primary

Facilitator: Bill Storey, Senior Occupational Health Technician, Sunderland City Council,

Refreshments:  

Additional Information:

After completing a final assessment successful candidates receive an HSE approved certificate valid for three years.

The Health and Safety (First-Aid) Regulations 1981 require you to provide adequate and appropriate first aid equipment, facilities and people so your employees and children in your care can be given immediate help if they are injured or taken ill at work. What is 'adequate and appropriate' will depend on the circumstances in your workplace and you should assess what your first aid needs are.

Meeting the Welfare Requirements

Training Course



First Aid at Work Refresher

Reference: AU11-007/SP12-006

Aims:

This course will give practitioners working with children and adults aged 8 and over the knowledge and confidence to deal with a first aid emergency in the workplace.

Learning outcomes:

By the end of the session practitioners will be able to:

- Assess an incident
- Manage an unresponsive casualty who is breathing normally
- Manage an unresponsive casualty who is not breathing normally
- Recognise and assist a casualty who is choking
- Manage a casualty who is wounded and bleeding
- Manage a casualty who is in shock
- Manage a casualty with a minor injury
- Administer first aid for a range of conditions
- Manage a casualty for a range of major illnesses

Date:

Autumn Term 2011

Monday 31 October and Tuesday 1 November 2011

Spring Term 2012

Monday 12 March and Tuesday 13 March 2011

Time: 9am to 4pm

Duration: 2 full days

Venue: Valley Road Community Primary

Facilitator: Bill Storey, Senior Occupational Health Technician, Sunderland City Council

Refreshments:  

Additional Information:

This refresher course is for practitioners who have already completed the First Aid at Work 3 day course whose certificate needs to be renewed.

After completing a final assessment successful candidates receive an HSE approved certificate valid for three years.

The Health and Safety (First-Aid) Regulations 1981 require you to provide adequate and appropriate first aid equipment, facilities and people so your employees and children in your care can be given immediate help if they are injured or taken ill at work. What is 'adequate and appropriate' will depend on the circumstances in your workplace and you should assess what your first aid needs are.

Meeting the Welfare Requirements

Briefing



Getting Ready for your Ofsted Inspection for Childminders

Reference: AU11-008/SP12-007

Aims:

The aim of this training is to offer guidance and support to childminders so they can be prepared for their Ofsted inspection.

Learning outcomes:

By the end of the session childminders will know:

- What documentation and evidence will be required to show you are meeting the Welfare Requirements

Date:

Autumn Term 2011

Wednesday 14 September 2011

Spring Term 2012

Wednesday 22 February 2012

Time: 6.30pm to 8.30pm

Duration: 2 hours

Venue: The Sandhill Centre; Grindon Lane, Grindon.

Facilitator: Childcare Development Officers, Early Intervention and Locality Services

Refreshments: 

Meeting the Welfare Requirements

Training Course



Health and Safety Awareness

Reference: AU11-09/SP12-008

Aims:

The aim of this training is to help practitioners have an up to date understanding of health and safety requirements and accident prevention within their settings to reduce risks to children, fellow practitioners and others who may be affected. The course will:

- Provide an introduction to basic health and safety issues
- Cover aspects of infection control, risk assessment, fire safety, accident prevention, electricity, manual handling and the Control of Substances Hazardous to Health (COSHH)

Learning outcomes:

By the end of the session practitioners will be able to:

- Define what is meant by health and safety at work
- Discuss the requirements of sections 2, 7 and 8 of The Health and Safety at Work Act 1974
- Explain the roles and powers of Health and Safety Executive (HSE) Inspectors
- Identify workplace hazards and their associated risks
- Understand the importance of risk assessment
- State the reasons for maintaining good health and safety standards at work
- Explain the correct hand hygiene and infection control measures required in the workplace

Date:

Autumn Term 2011

Saturday 5 November 2011

Thursday 8 December 2011 (PVI's only)

Tuesday 13 December 2011 (Maintained settings only)

Spring Term 2012

Saturday 11 February 2012

Thursday 28 February 2012 (PVI's only)

Thursday 29 March 2012 (Maintained settings only)

Time: 9am to 1pm

Duration: 1 full day

Venue: The Sandhill Centre or St Mary's Childcare Centre (Saturday)

Facilitator: Paul Scoular, Senior Health and Safety Adviser, Sunderland City Council or Antonia Davison, Health and Safety Advisor, Sunderland City Council

Refreshments:  (St Mary's only)

Additional Information:

Childminders will be given priority for all courses held on a Saturday.

Meeting the Welfare Requirements

Training Course



Level 2 Award in Food Safety and Catering

Reference: AU11-010/SP12-009

Aims:

This training will ensure that all practitioners responsible for the preparation and handling of food are competent to do so. The training aims to:

- Raise awareness with regard to correct food handling techniques
- Facilitate safe working procedures within the working environment to reduce the risk of contamination

Learning outcomes:

By the end of the session practitioners will be able to:

- Identify the key differences between physical, chemical and biological contamination
- State the importance of temperature control in the prevention of bacterial growth
- List the main problems associated with inadequate pest control
- Demonstrate effective hand washing techniques
- Identify the importance of personal hygiene within the workplace
- Demonstrate knowledge areas in a food preparation area where cleaning and disinfections must be carried out effectively

Date:

Autumn Term 2011

Saturday 1 October 2011
Thursday 3 November 2011
Tuesday 29 November 2011

Spring Term 2012

Thursday 2 February 2012
Saturday 4 February 2012
Thursday 15 March 2012

Time: 9am to 4pm

Duration: 1 full day

Venue: The Sandhill Centre or St Mary's Childcare Centre (Saturday)

Facilitator: Susan Goodchild, Health Promotion Specialist and Liz Parkes Health Promotion Assistant City of Sunderland Council

Refreshments:   (St Mary's only)

Additional Information:

Childminders will be given priority for all courses held on a Saturday.

Lunch and refreshments will **NOT** be provided at the Sandhill Centre but you will be able to purchase meals from Sandhill Centres Lifestyles Cafe. Meals do not need to be pre-booked, however if you have a dietary requirement inform the staff before the start of the course so arrive in good time to arrange this if required. Participants may take their own lunch if they wish.

Meeting the Welfare Requirements

Qualification



Level 2 Award/Certificate/Diploma in Playwork

Reference: LVL2 PI 11/12

Aims:

This qualification is an introduction to the primary aspects of working with children and young people between the ages of 4 to 16 in play environments. It covers a diverse range of job roles and occupational areas working in children's environments including early years and childcare.

Learning outcomes:

By the end of the course participants will:

- Support children and young peoples play
- Develop own playwork and team practice
- Contribute to the health, safety, security and welfare of the children and young people using the play environment
- Work with children and young people to create play spaces and support freely chosen self-directed play

Date: This is a roll on roll off programme to enable practitioners to start the course at varying times throughout the year.

Time: N/A

Duration: 1 year

Venue: In your workplace

Facilitator: Providers approved by the Sector Skills Council (SSC)

Refreshments: None provided

Additional Information:

The Award and Certificate are mainly knowledge based, with a limited amount of practical application in the playwork environment. The Diploma covers knowledge and skills needed when working under supervision for a minimum of 16 hours in paid employment and requires the learner to demonstrate the full application of these in the workplace. Please take the opportunity to contact the training provider of your choice from the list provided within this section to embark on your programme of study.

Meeting the Welfare Requirements

Qualification



Level 2 Certificate for the Children and Young People's Workforce

Reference: LVL2 CERT 11/12

Aims:

This qualification is designed to help learners build the knowledge and skills needed when working with children and young people from birth to 19 years. It covers a diverse range of job roles and occupational areas working in children's environments including early years and childcare.

Learning outcomes:

By the end of the course participants will:

- Gain knowledge and practice of working in an early years or childcare setting
- Have developed competent communication skills with parents, staff and children
- Be able to identify and incorporate the EYFS
- Understand the Every Child Matters agenda
- Have the opportunity for progression to the Level 3 Diploma and other related qualifications in the sector

Date: This is a roll on roll off programme to enable practitioners to start the course at varying times throughout the year.

Time: N/A

Duration: 1 year

Venue: In your workplace

Facilitator: Providers approved by the Sector Skills Council (SSC)

Refreshments: None provided

Additional Information:

This Certificate enables credits and learning to be transferred from this qualification to the Level 3 Diploma for the Children and Young People's Workforce providing a direct progression route up to other levels and across sectors.

This qualification is for those practitioners working in a supervised role for a minimum of 16 hours in paid employment and learners need to be at least 16 years.

Please take the opportunity to contact the training provider of your choice from the list provided within this section to embark on your programme of study.

Meeting the Welfare Requirements

Qualification



Level 3 Award/Certificate/Diploma in Playwork

Reference: LVL3 PI 11/12

Aims:

This qualification is an introduction to the primary aspects of working with children and young people between the ages of 4 to 16 in play environments. It allows learners to gain an understanding of the management of play environments and the line management of other staff.

Learning outcomes:

By the end of the course participants will:

- Understand playwork principles
- Understand how to support positive outcomes for children and young people
- Engage in personal development in health, social care or children's and young people's settings
- Develop and maintain a healthy, safe and secure play environment for children and young people
- Develop and promote positive relationships in the play environment

Date: This is a roll on roll off programme to enable practitioners to start the course at varying times throughout the year.

Time: N/A

Duration: 1 year

Venue: In your workplace

Facilitator: Providers approved by the Sector Skills Council (SSC)

Refreshments: None provided

Additional Information:

The Award and Certificate are mainly knowledge based, with a limited amount of practical application in the playwork environment. The Diploma covers knowledge and skills needed when working un-supervised for a minimum of 16 hours in paid employment and requires the learner to demonstrate these in the workplace.

Please take the opportunity to contact the training provider of your choice from the list provided within this section to embark on your programme of study.

Meeting the Welfare Requirements

Qualification



Level 3 Diploma for the Children and Young People's Workforce

Reference: LVL3 DIP 11/12

Aims:

This qualification is designed to help learners build the knowledge and skills needed when working with children and young people from birth to 19 years. It covers a diverse range of job roles and occupational areas with a specific pathway for early learning and childcare and an optional unit for those wishing to become registered childminders.

Learning outcomes:

By the end of the course participants will:

- Be able to work unsupervised or in a supervisory/room leader role with children and young people
- Have the essential knowledge and skills required for working with children, young people and families
- Be equipped with better training and development opportunities to work effectively with children, young people and families
- Have increased knowledge and practical core skills to support career progression within the children and young people's workforce
- Have gained recognition of their current skills and knowledge

Date: This is a roll on roll off programme to enable practitioners to start the course at varying times throughout the year.

Time: N/A

Duration: 1 year

Venue: In your workplace

Facilitator: Providers approved by the Sector Skills Council (SSC)

Refreshments: None provided

Additional Information:

This Diploma will enable progression onto Foundation Degrees and across sectors.

This qualification is for those practitioners working at an unsupervised level for a minimum of 16 hours in paid employment and learners need to be at least 16 years.

Please take the opportunity to contact the training provider of your choice from the list provided within this section to embark on your programme of study.

Meeting the Welfare Requirements

Training Course



Paediatric First Aid

Reference: AU11-011/SP12-010

Aims:

This training will enable practitioners working with children from birth to 8 years gain the knowledge and feel competent to deal with a child or infant emergency situation.

Learning outcomes:

By the end of the session practitioners will be able to:

- Describe the action to be taken in an emergency within their setting
- Demonstrate cardio pulmonary resuscitation
- Explain first aid procedures for the unconscious casualty
- Discuss and demonstrate the treatment for specific medical conditions
- Demonstrate first aid procedure for wounds and bleeding
- State the main causes of unconsciousness
- Describe the role of childcare in relation to paediatric first aid

Autumn Term 2011

Friday 25 and Monday 28 November 2011
Tuesday 29 and Wednesday 30 November 2011
Friday 2 and Monday 5 December 2011
Tuesday 6 and Wednesday 7 December 2011
Monday 12 and Tuesday 13 December 2011
Wednesday 14 and Thursday 15 December 2011

Spring Term 2012


Thursday 5 and Friday 6 January 2012
Friday 3 and Monday 6 February 2012
Thursday 9 and Friday 10 February 2012
Monday 20 and Tuesday 21 February 2012
Friday 2 and Monday 5 March 2012
Thursday 8 and 9 Friday March 2012
Thursday 15 and Friday 16 March 2012

Time: 9am to 4pm

Duration: 2 full days (12 hours)

Venue: The Sandhill Centre and Valley Road Community Primary School

Facilitator: Eileen Watt Occupational Health Practitioner City of Sunderland Council

Refreshments:   (Valley Road only)

Additional Information:

At least one practitioner who has a current paediatric first aid certificate must be available at all times when children are present on the premises or when on outings. **The paediatric first aid certificate should be renewed every three years.**

Lunch and refreshments will **NOT** be provided at the Sandhill Centre but you will be able to purchase meals from Sandhill Centres Lifestyles Cafe. Meals do not need to be pre-booked, however if you have a dietary requirement inform the staff before the start of the course so arrive in good time to arrange this if required. Participants may take their own lunch if they wish.

Meeting the Welfare Requirements

Training Course



Paediatric First Aid for Childminders

Reference: AU11-012/SP12-011

Aims:

This training will enable Childminders working with children from birth to 8 years gain the knowledge and feel competent to deal with a child or infant emergency situation.

Learning outcomes:

By the end of the session childminders will be able to:

- Describe the action to be taken in an emergency within their setting
- Demonstrate cardio pulmonary resuscitation
- Explain first aid procedures for the unconscious casualty
- Discuss and demonstrate the treatment for specific medical conditions
- Demonstrate first aid procedure for wounds and bleeding
- State the main causes of unconsciousness
- Describe the role of childcare in relation to paediatric first aid

Date:

Autumn Term 2011

Saturday 8 and 15 October 2011
Monday 31 October and Tuesday 1 November 2011
Saturday 12 and 19 November 2011
Saturday 26 November and 3 December 2011

Spring Term 2012

Saturday 21 and 28 January 2012
Saturday 25 February and 3 March 2012
Saturday 17 and 24 March 2012

Time: 9am to 4pm

Duration: 2 full days (12 hours)

Venue: St Mary's Childcare Centre or Sandhill Centre

Facilitator: Eileen Watt Occupational Health Practitioner, City of Sunderland Council

Refreshments:  

Additional Information:

The paediatric first aid certificate should be renewed every three years.

Lunch and refreshments will NOT be provided at the Sandhill Centre but you will be able to purchase meals from Sandhill Centres Lifestyles Cafe. Meals do not need to be pre-booked, however if you have a dietary requirement inform the staff before the start of the course so arrive in good time to arrange this if required. Participants may take their own lunch if they wish.

Meeting the Welfare Requirements

Training Course



The Role and Responsibilities of the Designated Person

Reference: AU11-013/SP12-012

Aims:

This training is for Designated Persons and Deputies with responsibility for Child Protection/Safeguarding and aims to clarify the new statutory role and responsibilities, in light of the Education Act 2002, Safeguarding Children & Safer Recruitment 2007 and the SSCB Safeguarding Children Procedures of the Designated Person/Nominated Deputy for Child Protection.

Learning outcomes:

- By the end of the session practitioners will:
- Understand the statutory role to safeguard the welfare of children
- Recognise vulnerability, signs and indications of significant harm
- Understand disclosures – what to say
- Know about referring, monitoring, recording and confidentiality
- Be familiar with SSCB Safeguarding Children Procedures

Date:

Autumn Term 2011

Friday 18 November 2011

Spring Term 2012

Monday 12 March 2012

Time: 9am to 3.30pm

Duration: 1 full day

Venue: Valley Road Community Primary School

Facilitator: Pam Gartland and Anne Murton, Education Safeguarding Team,
Pam Neild, Childcare Team Leader

Refreshments:  

Additional Information:

This training only needs to be completed once.

Meeting the Welfare Requirements

Briefing



Safeguarding Childminder Briefing

Reference: AU11-014/SP12-013

Aims:

This briefing session will update Childminders on current issues and changes in policy and procedure in Safeguarding children. Topics to be covered include:

- The Childminder's roles and responsibilities in relation to Safeguarding
- Promoting Health and Hygiene – policy and procedure update
- Lessons learned from Serious Case Reviews (SCR)

Learning outcomes:

By the end of the session all participants will have gained updated knowledge on current issues and any changes in policy and procedure.

Date:

Autumn Term 2011

Tuesday 29 November 2011

Time: 6.30pm to 8.30pm

Venue: The Sandhill Centre

Facilitator: Pam Nield, Childcare Team Leader, Early Intervention and Locality Services

Spring Term 2012

Wednesday 7 March 2012

Duration: 2 hours

Refreshments:  

'Knowledge and expertise in this field can enable the early childhood practitioner to have a positive influence within the environment of the children in their care.'

(Foundations for Quality – Health, 2010, p. 1)

Additional Information:

This briefing session is for Childminders and will be available every term. Each session will focus on a different topic and include updates and discussion on policy, procedure and practice. It is essential that Childminders attend these sessions every term.

Meeting the Welfare Requirements

Training Course



Safer Recruitment

Reference: AU11-015/SP12-014

Aims:

- Give participants an awareness & understanding of offender behaviour
- Identify the key features of staff recruitment that help deter or prevent the appointment of unsuitable people
- Consider policies & practices that minimise opportunities for abuse to ensure prompt reporting
- Help participants begin to review their own & organisations' policies & practices with a view to making them safer

Learning outcomes:

By the end of the session participants will be able to:

- Identify the key features of staff recruitment that help deter or prevent the appointment of unsuitable people
- Consider policies and practices that minimise opportunities for abuse or ensure its prompt reporting
- help participants begin to review their own and their organisations policies and practices in recruitment with a view to making them safer

Date:

Autumn Term 2011

Wednesday 28 September 2011

Spring Term 2012

Thursday 23 February 2012

Time: 9am to 3.30pm

Duration: 1 full day

Venue: Valley Road Community Primary School, Corporation Road

Facilitator: Pam Gartland and Anne Murton, Education Safeguarding Team,
Lynn Casey, HR Business Partner (Schools)

Refreshments:  

Additional Information:

This is not a comprehensive workshop on staff recruitment and selection.

This training should be updated every 2 years.

Health, Development and Well-being

Introduction

This section includes training and development opportunities which link to the Statutory Framework for the Early Years Foundation Stage (EYFS) and the following Themes and Commitments:

- | | |
|---------------------------|---------------------------|
| 1.1 Child Development | 2.1 Respecting Each Other |
| 1.2 Inclusive Practice | 2.3 Supporting Learning |
| 1.3 Keeping Safe | 2.4 Key Person |
| 1.4 Health and Well-being | |

Providers need to consider the outcomes for children attending their setting. They are required to evaluate and evidence how well children are kept safe and feel safe, understand the importance of leading a healthy lifestyle and develop an understanding and respect of their own and wider community. Building positive self esteem helps children to become confident and independent learners.

(Ofsted Early Years Self- Evaluation Form, 2009)

Ofsted

The document 'Recent Ofsted Reports: What Have Inspectors Focused On?' (Oct 2009-Jan 2010) includes the following as examples of good practice in this area:

- Inclusion and diversity is an outstanding aspect of the provision and staff instinctively and successfully value all children and families, creating an enabling environment embracing equality
- The setting organises the key worker system effectively to oversee the sharing of information with parents and to meet the individual needs of each child
- The childminder makes sure that left handed equipment is easily available and has different height stools so that all children can reach the food preparation area in comfort

Think about:

The impact this training and support will have on the health, development and well-being of children and families in your care.

Health, Development and Well-being

Guidance and Information

Developing Inclusive Practice

'Developing inclusive practice in childcare provision including full daycare, holiday, out of school childcare and childminders.'

Managers must ensure that all staff are fully competent and confident in meeting the needs of children and young people with additional needs, including special educational needs, and must ensure that all staff are supported to develop the necessary skills and abilities to carry out their role, including having access to appropriate training and development opportunities.

The Inclusive Practice Training and Development Matrix which follows, provides details of the formal training courses and development opportunities available to staff, and includes recommended audiences. Managers should use this matrix to plan inclusion training and development for their team.

The Special Educational Needs Co-ordinator (SENCo)

All group childcare provision should nominate a SENCo who will take lead responsibility for overseeing the service provided to children with additional needs, including those with Special Educational Needs (SEN). The SENCo must attend appropriate training courses and liaise with other agencies, as required. The SENCo should have access to at least 4 days inclusion training per year. For childminding provision, the childminder will be the SENCo.

The SENCo has direct responsibility for:

- Co-ordinating the work of the team in relation to children with additional needs, including those with Special Educational Needs (SEN)
- Liaising with parents and carers and other professionals
- Advising and supporting staff to meet children's individual needs
- Developing and reviewing Individual Education Plans (IEP)
- Collating and updating records
- Co-ordinating assessments and additional resources
- Ensuring that staff are appropriately trained to meet individual needs

Health, Development and Well-being

Childcare practitioners

All practitioners working with children and young people should have an up to date understanding of additional needs, including special educational needs, and be able to implement the setting's SEN and inclusion policies and procedures appropriately.

All childcare practitioners should be skilled in:

1. Observation and recording
2. Early identification of additional needs
3. Implementing the Code of Practice for Special Educational Needs (2002)
4. Working with parents and carers of children with additional needs
5. Planning and delivering services for children with additional needs including individual education plans (IEP's)

Ancillary staff

Managers must ensure that ancillary staff, students and volunteers have a basic awareness of inclusion issues and are confident to report any concerns to the Manager.

Health, Development and Well-being

Inclusive Practice Training and Development Matrix

This matrix shows the range of training and development opportunities generally available to early years and childcare staff to support them in developing inclusive practice.

Managers and Head Teachers should work with staff to agree further training needs, developing individual plans which will support them to meet the individual needs of the children and families they are currently working with, as well as identifying any future training and development needs. Training and development opportunities may be delivered on site, please contact the Childcare Team to discuss your team's requirements.

The following courses are deemed essential to provide key skills working in particular roles; additional opportunities will also be featured in the programme. Practitioners wishing to book should apply to the Childcare Team following the usual booking process.

Course or Session Title	Manager and Deputy	SENCo	Childcare practitioners Including childminders
An Introduction to the Traffic Lights System	E	E	E
Accredited SENCo Course		E	
Assessment for the Early Years	E	E	E
Administering Medication	E	E	E
Planning for Intervention and Writing Individual Education Plans (IEP)	E	E	E
Risk Assessment Training	E	E	
SENCo Forum		E	
Training in Behaviour Management	E	E	E
The SENCo Role and How to be Solution Oriented		E	

Health, Development and Well-being

Training Course



SUPPLY

Accredited SENCo Course

Reference: AU11-016/SP12-015

Aims:

This course provides prospective and current SENCo's with an opportunity to develop the skills, knowledge and understanding to undertake their role effectively. The objectives of this course are to:

- Develop professional knowledge and understanding
- Consider strategic direction and development of SEN provision
- Explore teaching and learning
- Consider leading and managing staff
- Promote efficient and effective deployment of staff and resources

Learning Outcomes:

By the end of the session practitioners will:

- Have developed knowledge and understanding to consider strategic direction and development of SEN provision
- Be able to lead and implement inclusive practice

Date:

Autumn Term 2011

TBC

Time: 4pm to 6pm

Venue: The Sandhill Centre; Grindon Lane, Grindon

Facilitator: TBC

Refreshments: 

Spring Term 2012

TBC

Duration: 8 x 2 hour sessions

Additional Information:

This is an accredited course (with Sunderland University) which utilises the baseline standards proposed by the Teacher Training Agency (TTA).

Health, Development and Well-being

Training Course



SUPPLY

Administering Medication

Reference: AU11-017/SP12-016

Aims:

This objective of this training is to:

- Provide necessary information, knowledge and guidelines regarding medication management
- Inform settings of how to work within the parameters of the regulations and set appropriate policy and practice
- Minimise risk by ensuring that the best interests of the child and setting are pursued

Learning Outcomes:

By the end of the session practitioners will:

- Have gained knowledge regarding medication management
- Be able to set appropriate policy and practice
- Be able to minimise risk within their setting

Date:

Autumn Term 2011

TBC

Time: 9am to 3pm

Venue: St Mary's Childcare Centre and Sandhill Centre

Facilitator: TBC

Refreshments:   (St Mary's only)

Spring Term 2012

TBC

Duration: 1 full day

Additional Information:

Childminders will be given priority for all courses held on a Saturday or Evening

Please note supply will not be available for childminders.

Health, Development and Well-being

Conference



SUPPLY

Annual SENCo Conference

Reference: AU11-018/SP12-017

Aims:

The conference will provide practitioners working with young children who have additional and special educational needs, the opportunity to increase their knowledge and understanding with particular reference to communication through a series of keynote speeches and workshops.

Dates: Tuesday 7 February 2012

Time: 9am to 4pm

Duration: 1 full day

Venue: TBC

Facilitator: TBC

Refreshments:  

Additional Information:

SENCo's from settings within the PVI sector and full daycare settings may apply for places through this programme, those within local authority nursery schools and classes should apply direct to Wendy Kay Senior Project Support Officer on 0191 561 5616

Health, Development and Well-being

Training Course



ASD Awareness

Reference: AU11-019/SP12-018

Aims:

This training will:

- Raise awareness and understanding of Autistic Spectrum Disorder
- Look at implications for children with these conditions

Learning Outcomes:

By the end of the session practitioners will:

- Have an understanding of how autism is displayed and how a child on the spectrum may present in a mainstream setting

Date:

Autumn Term 2011

Tuesday 8 November 2011

Monday 14 November 2011 (Childminders)

Spring Term 2012

Monday 20 February 2012 (Childminders)

Tuesday 6 March 2012

Time: 4pm to 6pm or 6.30pm to 8.30pm

Duration: 2 hours

Venue: Columbia Grange School and The Sandhill Centre

Facilitator: Claire Tubman, Higher Level Specialist Support Worker, City of Sunderland Council

Refreshments:

Additional Information:

Childminders will be given priority for all courses held on an Evening

Please note supply will not be available for childminders.

Health, Development and Well-being

Training Course



Helping children to enjoy their Food

Reference: AU11-020/SP12-019

Aims:

This course covers various nutritional and behavioural aspects of feeding pre-school children from weaning to implementing the Sunderland Early Year's Food Policy. The session will:

- Cover the theory behind recommendations made within the Early Years Food Policy with regard to healthy eating and explore the practical aspects of implementing these recommendations for this age group
- Provide an understanding of the nutritional and behavioural principles of the process of weaning and be aware of the healthy eating recommendations for pre-school children and the short and long term consequences which may arise should they not be adopted
- Explore the potential impact of conditions such as iron deficiency anaemia, osteoporosis and being overweight in childhood, and the prevention and management of these conditions

Learning Outcomes:

By the end of the session practitioners will:

- Understand the principles of weaning which will support them when feeding babies who are being weaned
- Be able to support the development of healthy eating behaviours in children and the behavioural aspects of feeding, both during the weaning process and later
- Understand the consequences of poor food choices in the short and long term and identify ways to ensure food provision in their setting reflects the recommendations with regard to healthy food
- Feel confident to develop an Early Years Food Policy specific to their setting

Date:

Autumn Term 2011

Wednesday 16 November 2011

Spring Term 2012

Wednesday 7 March 2012

Monday 19 and 26 March 2012 (evenings only)

Time: 9am to 4pm or 6.30pm to 8.30pm

Duration: 1 full day

Venue: The Sandhill Centre

Facilitator: Tracy Webb, Nutrition and Dietetic Department, City Hospitals Sunderland NHS Foundation Trust

Refreshments:  (evenings only)

Additional Information:

Childminders will be given priority for all courses held on a Evening.

Lunch will NOT be provided at the Sandhill Centre but you will be able to purchase meals from Sandhill Centres Lifestyles Cafe. Meals do not need to be pre-booked, however if you have a dietary requirement inform the staff before the start of the course so arrive in good time to arrange this if required. Participants may take their own lunch if they wish. **Please note supply will not be available for childminders.**

Health, Development and Well-being

Training Course



Introduction to Attachment in Early Years Mental Health

Reference: AU11-021/SP12-020

Aims:

This session will provide new staff with a basic knowledge around attachment and an understanding of how this impacts on behaviour.

Learning Outcomes:

By the end of the session practitioners will:

- Increase understanding of babies and young children's behaviour in relation to their emotional, social and physical development
- Recognise the importance of attachment for later development
- Develop understanding and awareness of attachment theory and its implications for behavioural, emotional, social and physical development of babies and young children
- Gain an overview of brain development and its consequences
- Provide an understanding of attachment patterns and their relationships with behaviour
- Develop awareness of early signs of attachment difficulties and how they impact on behaviour
- Be able to recognise links between theory and current practice
- Increase their understanding of the impact of parental issues on children's mental health e.g. domestic violence, substance misuse, parental mental health difficulties
- Understand how they can make a difference using a range of strategies and intervention

Date:

Autumn Term 2011

Thursday 13 October 2011

Wednesday 2 November and

Wednesday 7 December 2011

Time: 9am to 4pm or 6.30pm to 8.30pm

Venue: The Sandhill Centre

Facilitator: Early Years Mental Health Team, Sunderland Community Child and Adolescent Mental Health Service (CAMHS)

Refreshments:  (evenings only)

Additional Information:

Childminders will be given priority for all courses held on an Evening

Lunch will NOT be provided at the Sandhill Centre but you will be able to purchase meals from Sandhill Centres Lifestyles Cafe. Meals do not need to be pre-booked, however if you have a dietary requirement inform the staff before the start of the course so arrive in good time to arrange this if required. Participants may take their own lunch if they wish. **Please note supply will not be available for childminders.**

Health, Development and Well-being

Network



SUPPLY

SENCo Forum

Reference: AU11-022

Aims:

This forum provides an opportunity for SENCo's from early years settings to network and be informed of national, regional and local initiatives regarding special educational needs and inclusion. It aims to:

- Raise awareness of the role of SENCo
- Offer an arena for SENCo's from various settings to share good practice and experiences

Learning Outcomes:

By the end of the session practitioners will have an awareness of:

- Their role and responsibilities as SENCo in supporting children with SEN and other additional needs
- Other agencies and how they can help
- Current national, regional and local developments

Date:

Autumn Term 2011

Tuesday 15 November 2011

Time: 4pm to 6pm

Venue: Highfield Community Primary School Fordfield Road or Sandhill

Facilitator: Joy Drummond, Inclusion and Equality Development Officer, Sunderland City Council

Refreshments: 

Spring Term 2012

Tuesday 21 February 2011

Duration: 2 hours

Health, Development and Well-being

Training Course



Whoops! Child Accident Prevention

Reference: AU11-023/SP12-021

Aims:

The purpose of this training is to equip practitioners with the underpinning knowledge of how to prevent incidents, accidents, disability and untimely death of children. The session will include how to:

- Raise awareness of dangers
- Promote behavioural change
- Promotes improvements in the environment at home and outdoors

Learning Outcomes:

By the end of the session practitioners will:

- Have up to date statistics and facts and figures of childhood accidents
- Understand the monetary and psychological costs of injury
- Have had an in-depth look at the trends in families and communities
- Understand the comparison of the social class gradients for accidents
- Know what they can do to prevent accidents
- Have had opportunity to see graphic slides of accidental injury to children and discuss true stories of injury to children and be able to identify common home accident sites
- Be able to provide a comprehensive checklist for parents and carers of children
- Understand the importance of supervision and be able to relate the content of the training to co-workers and parents with whom they come into contact with for the foreseeable future

Date:

Autumn Term 2011

Saturday 29 October 2011

Thursday 10 November 2011

Spring Term 2012

Saturday 4 February 2012

Thursday 9 February 2012

Time: 9am to 4pm

Duration: 1 full day

Venue: The Sandhill Centre or St Mary's Childcare Centre or Valley Road Community Primary

Facilitator: Whoops! Child Safety Project

Refreshments:  

Additional Information:

Childminders will be given priority for all courses held on a Saturday

Lunch will NOT be provided at the Sandhill Centre but you will be able to purchase meals from Sandhill Centres Lifestyles Cafe. Meals do not need to be pre-booked, however if you have a dietary requirement inform the staff before the start of the course so arrive in good time to arrange this if required. Participants may take their own lunch if they wish.

Supporting the Child and Family

Introduction

This section includes training and development opportunities which link to the Statutory Framework for the Early Years Foundation Stage (EYFS) and the following Themes and Commitments:

2.2 Parents as Partners

3.4 the Wider Context

The Practice Guidance for the EYFS (May 2008, p. 6) states that:

‘Early years practitioners have a key role to play in working with parents to support their young children. This should include identifying learning needs and responding quickly to any difficulties. Wherever appropriate, practitioners should work together with professionals from other agencies, such as local and community health and social services, to identify needs and provide the best learning opportunities for children. Partnership working may be required in particular for a child with disabilities or a child who is looked after in care.’

Ofsted

The document ‘Recent Ofsted Reports: What Have Inspectors Focused On?’ (Oct 2009-Jan 2010) includes the following as examples of good practice in this area:

- Children benefit as staff develop positive and trusting relationships with their parents. Information is shared daily by effective verbal communication, which promotes continuity of care for the children
- There are well established channels of communication between all partners supporting individual children on a regular basis to ensure information is shared and used to promote children’s achievements and well-being. For example, excellent relationships exist with outside agencies, such as social workers, speech and language therapists, advisory teachers and the area SENCo to ensure high quality continuous care
- The best childminders work closely with pre-school staff, other childminders and health professionals to promote the children’s care and development

‘Parents are children’s first and most enduring educators. When parents and practitioners work together in early years settings, the results have a positive impact on the child’s development and learning.’

(Foundations for Quality – Working in Partnership, 2010, p. 1)

Think about:

How parents are contributing to their child’s learning in your setting?

Supporting the Child and Family

Briefing



'Are you being served?' Promoting Children's Centres Services

Reference: SP12-022

Aims:

This briefing session will provide new staff with a basic knowledge of how to promote the work and services of Children's Centres.

Learning Outcomes:

By the end of the session practitioners will be able to:

- Identify what, why and where are Children's Centre services and activities are provided
- Recognise why Children's Centres have targets and targeted services
- Discover the importance of first contact
- Understand the benefits of good customer service
- Identify opportunities to promote other Children's Centre activities and services
- Classify referrals to other agencies

Date:

Tuesday 20 March 2012

Time: 1pm to 3pm

Duration: 2 hours

Venue: The Sandhill Centre

Facilitator: Community Involvement Workers, Sunderland Children's Centres

Refreshments: None provided

Supporting the Child and Family

Briefing



Children's Centres - What Do They Do?

Reference: AU11-024/SP12-023

Aims:

This briefing session will provide new staff with a basic knowledge of the work and ethos of Children's Centres.

Learning Outcomes:

By the end of the session practitioners will understand:

- The background to Children's Centres
- The aims of Children's Centres
- How Children's Centres fit into the structure of Children's Services
- How Children's Centres fit with the Ending Child Poverty Agenda
- A welcoming ethos and customer care
- How to work with team members from different professional backgrounds
- Child protection and the Designated Person in Children's Centres
- The requirements of Ofsted and providing evidence for inspection

Date:

Autumn Term 2011

Tuesday 27 September 2011

Spring Term 2012

Tuesday 20 March 2012

Wednesday 28 March 2012

Time: 10am to 12noon or 6.30pm to 8.30pm

Duration: 2 hours

Venue: The Sandhill Centre

Facilitator: An Early Intervention and Locality Services Area Coordinator, Sunderland Children's Centres

Refreshments:  (evenings only)

Additional Information:

Childminders will be given priority for all courses held on a Evening

Supporting the Child and Family

Briefing



Families Information Service

Reference: AU11-025/SP12-024

Aims:

This session will provide staff with a basic knowledge of the sources of information and support available through the Families Information Service.

Learning Outcomes:

By the end of the session practitioners will understand:

- The availability of childcare in Sunderland
- Sources of funding to help with the costs of childcare
- What is available for parents if they can't find the childcare they need
- How to find information about services and organisations for families
- How the FIS can support them in their work with families

Date:

Autumn Term 2011

Thursday 29 September 2011

Thursday 20 October 2011

Thursday 17 November 2011

Thursday 1 December 2011

Time: 4pm to 5pm

Venue: The Sandhill Centre

Facilitator: Families Information Service Manager, City of Sunderland Council

Refreshments:  (evenings only)

Spring Term 2012

Thursday 26 January 2012

Thursday 8 March 2012

Duration: 1 hour

Supporting the Child and Family

Training



Getting it right with Families (Childminders only)

Reference: AU11-026/SP12-025

Aims:

This training encourages positive behaviour, improves confidence and skills, and supports a healthy approach to relationships. It will:

- Enhance the skills and knowledge of adults working with children and to ensure the best outcome for those working in a family situation
- Encourage positive behaviour through well-researched strategies

Learning Outcomes:

By the end of the session Childminders will:

- Have improved confidence and skills to encourage positive behaviour in children
- Be able to develop a consistent approach for adults working with children
- Enable the promotion of self esteem in adults and children, to support them to develop healthy relationships

Date: Saturday 25 February 2012 and Saturday 3 March 2012

Time: 9am to 3.30pm

Duration: 2 days

Venue: Valley Road Community Primary School, Corporation Road

Facilitator: School and Family Nurturing Programme

Refreshments:  

Teaching and Learning

Introduction

This section includes training and development opportunities which link to the Statutory Framework for the Early Years Foundation Stage (EYFS) and the following Themes and Commitments:

- | | |
|--|---------------------------------------|
| 3.1 Observation, Planning and Assessment | 4.1 Play and Exploration |
| 3.2 Supporting Every Child | 4.2 Active Learning |
| 3.3 The Learning Environment | 4.3 Creativity and Critical Thinking |
| | 4.4 Areas of Learning and Development |

'Children develop and learn in different ways and at different rates and all areas of Learning and Development are equally important and inter-connected.' **(EYFS Principles into Practice, 2007)**

Ofsted

The document 'Recent Ofsted Reports: What Have Inspectors Focused On?' (Oct 2009-Jan 2010) includes the following as examples of good practice in this area:

- Planning reflects a good range of learning opportunities across all six areas of learning and includes differentiation between the different age groups that attend
- Assessment through high quality observations is rigorous and the information gained is used very effectively in planning. Systematic and spontaneous observations track progression closely, next steps are identified to feed the planning for every child on a weekly basis whilst achievements made at home are fed into the learning journals. These methods mean that children are challenged to reach their potential and excellent levels of achievement
- The best childminders make excellent use of both outdoor and indoor areas to provide activities which support all areas of learning

'When children have opportunities to play with ideas in different situations and with a variety of resources, they discover connections and come to new and better understandings and ways of doing things. Adult support in this process enhances their ability to think critically and ask questions.'

(Foundations for Quality – Learning and Development, 2010, p. 1)

Think about:

How you reflect on and celebrate each child's learning journey with the child, parents and peers?

Teaching and Learning

Seminar



A Corner to Learn

Reference: AU11-027

Aims:

The aim of the Seminar is to provide creative and practical ideas for making highly original role play corners and news ways to explore using role play areas to develop language and literacy cross curricular skills, You will leave with suggestions for structured play opportunities.

Learning Outcomes:

By the end of the meeting participants will:

- Have received theoretical and practical information regarding the design and creation of original role-play areas
- Have practical suggestions to offer appropriate problem solving, literacy and numeracy activities within the role-play environment
- Be able to develop how role-play can be extended throughout their setting to support children's learning and development

Date: Saturday 19 November 2011

Time: 9am to 12.30pm

Duration: 0.5 days

Venue: Leechmere Training Centre

Facilitator: Neil Griffiths, Training Consultant and the Creator of Story Sack

Refreshments: 

Additional Information:

The workshop will include a practical session and delegates must bring the following items: two carrier bags of junk boxes and containers of various sizes, a glue stick and scissors, a pack of felt tip pens, an adult size dressing up hat, two pieces of fabric approximately 2 x 1 metre each (the more vibrant the better), and 4 sheets of A4 size card.

Teaching and Learning

Training Course



Assessment in the Early Years

Reference: AU11-028

Aims:

The aim of the training is to:

- Explore methods of observation and information gathering in order to assess children
- Discover how this is used with the Early Years Foundation Stage Profile document and Flying Start Baseline Assessment Scheme

Learning Outcomes:

By the end of the course participants will:

- Have a better knowledge and understanding of how observation of children's learning informs assessment and planning
- Feel more confident in the use of the Flying Start 2 baseline scheme
- Feel more confident with and understand the statutory requirements of the EYFS Profile

Date: Tuesday 18 October 2011

Time: 9am to 4pm

Duration: 1 day

Venue: The Sandhill Centre

Facilitator: Early Years Foundation Stage Team

Refreshments: None provided

Additional Information:

This training is for those practitioners new to EYFS profile and /or Flying Start 2 baseline Assessment Scheme

Lunch will NOT be provided at the Sandhill Centre but you will be able to purchase meals from Sandhill Centres Lifestyles Cafe. Meals do not need to be pre-booked, however if you have a dietary requirement inform the staff before the start of the course so arrive in good time to arrange this if required. Participants may take their own lunch if they wish.

Teaching and Learning

Training Course



SUPPLY

I Can Early Talk

Reference: AU11-029

Aims:

The aim of the training is to develop practitioner's knowledge and expertise in supporting children's communication.

Learning Outcomes:

By the end of the course participants will:

- Enhance practitioners understanding of how children develop language at home and at school
- Develop an understanding of the range of language difficulties that children might experience and what to look out for
- Give practitioners a range of strategies to assist children's language and communication skills

Date: Thursday 24 November 2011

Time: 9am to 4pm

Duration: 1 day

Venue: The Sandhill Centre

Facilitator: Early Years Foundation Stage Team

Refreshments: None provided

Additional Information:

Lunch will NOT be provided at the Sandhill Centre but you will be able to purchase meals from Sandhill Centres Lifestyles Cafe. Meals do not need to be pre-booked, however if you have a dietary requirement inform the staff before the start of the course so arrive in good time to arrange this if required. Participants may take their own lunch if they wish.

Teaching and Learning

Training Course



New to the Foundation Stage

Reference: AU11-030

Aims:

The aim of the training is to enable those practitioners new to nursery and reception to develop an understanding of current practice and statutory requirements of the EYFS

Learning Outcomes:

By the end of the course participants will have:

- An overview of the EYFS framework
- Discussed practice with other practitioners
- An understanding of creativity in the setting
- Practical ideas for continuous provision; planning; assessment; documentation and environment

Date: Thursday 22 September 2011

Time: 9am to 4pm

Duration: 1 full day

Venue: The Sandhill Centre

Facilitator: Early Years Foundation Stage Team

Refreshments: None provided

Additional Information:

Lunch will NOT be provided at the Sandhill Centre but you will be able to purchase meals from Sandhill Centres Lifestyles Cafe. Meals do not need to be pre-booked, however if you have a dietary requirement inform the staff before the start of the course so arrive in good time to arrange this if required. Participants may take their own lunch if they wish.

Leadership and Management

Introduction

This section includes training and development opportunities which support leaders, managers, senior practitioners and Early Years Professionals.

Leaders and managers need to evaluate how well they deliver their vision by embedding this ambition and prioritising what improvements they make, and how this contributes towards effective leadership and management of the setting. **(Ofsted Early Years Self-Evaluation Form 2009)**

Ofsted

The document 'Recent Ofsted Reports: What Have Inspectors Focused On?' (Oct 2009-Jan 2010) includes the following as examples of good practice in this area:

- Professional development is given high priority and all staff have a positive attitude towards updating their knowledge and skills through the completion of training
- Links with the local authority's early year's team help train staff in areas upon which they are not so confident. This training is successful in keeping staff up to date with the changes that have taken place in the early year's provision in the past year or so
- The best childminders use resources such as the Ofsted self evaluation form, childminder advisor visits, networks and quality assurance schemes to help them identify and make improvements

'Every practitioner is entitled to have their professional development valued and supported and every child and parent entitled to be in a setting that aims to continuously improve.'

(Foundations for Quality – Leadership and Management, 2010, p. 4)

Think about:

How you mentor, coach and develop others within your setting? How do you identify gaps in skills and knowledge and encourage progression?

Leadership and Management

Guidance and Information

Graduate Leadership in Full Daycare Settings

It is an ambition that every full daycare setting has a graduate leading practice, two in disadvantaged areas, by 2015. The skills and experience these graduates acquire will not only give children brighter futures, but also enable them to lead and inspire others to give all children the start in life they deserve.

The **Graduate Leader Fund (GLF)** was introduced to support this ambition and to develop a workforce that people will aspire to be in, remain part of and deliver high quality services.

Funding is currently available to all registered full daycare settings offering group based care (subject to certain criteria) to help employ and train practitioners to graduate level with Early Years Professional Status (EYPS).

For an application pack or further information, please contact Lisa Robinson, Professional Development Officer on 0191 5615646 or email lisa.j.robinson@sunderland.gov.uk.

Early Years Professional Status (EYPS)

EYPS has been created for practitioners working with children under the age of five to demonstrate the excellence of their personal practice and their ability to lead the practice of others whilst ensuring that children receive the best support to help them develop.

Early Years Professionals (EYP's) are critical to raising the quality of early year's provision. EYP's are not intended to manage settings but in smaller settings they may also be the setting leader.

When managers are deciding who should become their EYP, it is important that the right person is selected who, with the necessary training and support, can fulfil this role. The successful practitioner will need vision, resilience, determination, drive, commitment, skills and knowledge. The EYP will be required to lead practice within their setting across the Early Years Foundation Stage.

Local training for EYPS is highlighted in this programme and further information about EYPS can be found on the Children's Workforce Development Council's (CWDC) website: www.cwdcouncil.org.uk/eyps

Leadership and Management

Network



Childminder Networks

Reference: N/A

Aims:

Childminder Networks (CMN) are held throughout the City and it is encouraged that all childminders attend. Networks provide a good opportunity to:

- Offer peer support and share good practice
- Develop links between Children's Centres and other childminders
- Improve outcomes for children

Learning Outcomes:

By the end of the meeting childminders will:

- Be informed of childminding developments across the City
- Be able to make a positive impact on childminding practice and outcomes for children

Date: Childminder Networks take place weekly during term time

Time: As arranged

Duration: 2 hours

Venue: Children's Centres across the City

Facilitator: Members of the Early Intervention and Locality Services

Refreshments: None provided

Additional Information:

Nominated individuals from each of the networks are selected to attend The Childminder Working Development Group (CWDG) which takes place each term. This working group gives childminders the opportunity to have an input into citywide developments in childminding.

For further details, please contact Lisa Robinson on 0191 561 5646

Leadership and Management

Network



Daycare Network

Course Reference: N/A

Aims:

This network is for managers and owners of full daycare settings to share information, developments and good practice and to be kept informed of current initiatives and opportunities.

Learning Outcomes:

By the end of the meeting participants will:

- Have up to date information on current initiatives and opportunities
- Have had the opportunity to participate in discussions regarding local and national issues
- Gain a better understanding of practice within the sector

Training Dates: Wednesday 28 September 2011

Time: 9am to 12noon or 1pm to 4pm

Duration: 2 hours

Venue: The Sandhill Centre

Facilitator: Members of the Early Intervention and Locality Services

Refreshments: 

Additional Information:

The network is available once a term and providers will be notified of dates and times when arranged. If you are a daycare provider and do not currently receive an invitation to attend, please contact the Childcare Team to be added to the mailing list.

Leadership and Management

Network



SUPPLY

Early Years Foundation Stage Cluster

Reference: N/A

Aims:

The purpose of this meeting is to bring practitioners together discuss current practice and to visit other settings.

Learning Outcomes:

By the end of the meeting practitioners will have:

- Discussed current practice
- Discussed issues
- Chosen a focus for the next network meeting
- Set a date and a venue for the next meeting

Date: To be arranged

Time: 4pm to 5pm

Duration: 1 hour

Venue: Venues across each Locality Area

Facilitator: Members of the EYFS Team

Refreshments: 

Leadership and Management

Network



SUPPLY

Early Years Foundation Stage Leads Network

Reference: AU11-031

Aims:

The purpose of this meeting is to bring lead practitioners together to make sure they are equipped with the relevant information to take into their schools and settings in order to successfully implement the EYFS. Practitioners will have the opportunity to:

- Receive information regarding Department for Education publications and projects, and Sunderland City Council initiatives
- Discuss national and local information about the EYFS
- Share good practice

Learning Outcomes:

By the end of the meeting practitioners will have:

- Up to date 'Birth to Five' national and local information to cascade to the EYFS team in their school or setting
- Clear messages about current EYFS initiatives and projects to share with practitioners in their school and setting

Date: Thursday 24 November 2011

Time: 9am to 12noon or 1pm to 4pm

Duration: 0.5 days

Venue: The Sandhill Centre; Grindon Lane, Grindon

Facilitator: Members of the EYFS Team

Refreshments: None provided

Leadership and Management

Network



SUPPLY

Early Years Professional (EYP) Network

Reference: AU11-032

Aims:

This network is for those who have the role of Early Years Professional within their setting. The aim is to:

- Provide the opportunity to bring EYP's together
- Share good practice
- Discuss new projects and developments

Learning Outcomes:

By the end of the meeting practitioners will:

- Have had the opportunity to share good practice
- Have up to date information regarding their role as EYP
- Feel supported to develop the role within their settings

Date:

Autumn Term 2011

Thursday 10 November 2011

Time: 4pm to 5pm

Venue: The Sandhill Centre; Grindon Lane, Grindon

Facilitator: Susan Miller and Barbara Fagan, EYFS Support Teachers

Refreshments: Not provided

Spring Term 2012

Thursday 8 March 2012

Duration: 1 hour

Leadership and Management

Qualification



Early Years Professional Status (EYPS)

Reference: EYP 11/12

Aims:

EYPS enables people working with children under the age of five to demonstrate the excellence of their personal practice and their ability to lead the practice of others. This training aims to:

- Enhance the professional status of early year's practitioners
- Promote quality in early year's provision

Learning Outcomes:

By the end of the training practitioners will:

- Have the ability to meet a set of professional standards
- Become highly competent and creative professionals
- Have enhanced team working and leadership skills
- Be able to work safely with babies, toddlers and young children within the Early Years Foundation Stage
- Communicate and work in partnership with families and carers

Date: Candidates are given a detailed calendar with details of dates and venues when they begin one of the training pathways.

Time: TBA

Duration: Dependent on experience

Venue: University of Sunderland

Facilitator: University of Sunderland

Refreshments: None provided

Additional Information:

For further details about available training pathways and an information pack, contact Claire Jackson, Administrator, on 0191 515 2479 or Margaret Parsons, EYPS Coordinator, on 0191 515 2395 extension 2145 to talk about EYPS in greater detail.

It is a pre-requisite that all candidates are qualified to at least Foundation Degree level and hold GCSE Maths and English at grade C or above, or a recognised equivalent, to complete one of the EYPS training and assessment pathways.

Leadership and Management

Qualification



Foundation Degree in Education and Care

Reference: FDEC 11/12

Aims:

This qualification is for those practitioners wishing to further develop their knowledge and provides a basis to progress onto EYP training pathways. This qualification aims to:

- Offer a challenging programme of academic study that is relevant to students' employment and which promotes professional and personal development
- Enable students to understand the development needs and experience of children and plan for their development without prejudice and discrimination
- Develop professional competence in their specialist area and to provide a conceptual framework which will facilitate carefully considered and meaningful learning experiences for children

Learning Outcomes:

By the end of the qualification practitioners will:

- Understand the variety of ways in which children develop and learn
- Use knowledge and understanding to enhance children's cognitive, personal, social and emotional development in the context of the workplace
- Understand the ways in which theory influences and informs knowledge of children's development and how theory influences and informs practice

Date: September 2011

Time: 6pm to 9pm, 2 evenings a week

Duration: 2 years

Venue: Shiney Row Centre

Facilitator: City of Sunderland College

Refreshments: None provided

Additional Information:

It is a pre-requisite that all candidates are qualified to level 3 and hold GCSE English at grade C or above or a recognised equivalent.

Practitioners should contact the City of Sunderland College Admissions Department on 0191 511 6328 to enrol onto this course.

You should contact Student Finance England on 0845 300 5090 to check your eligibility for funding, if you are ineligible please contact the Childcare Team if you have any queries on 0191 561 5646.

Terms and Conditions

These terms and conditions should be read carefully before applying for any training or support opportunities contained within this programme. By accepting a place practitioners confirm acceptance of the following terms and conditions and will be bound by them.

Eligibility

1. All training and development opportunities in this programme are subject to availability of funding.
2. Opportunities are available to practitioners delivering or intending to deliver early childhood and childcare services in Sunderland within settings included on the Ofsted Early Years and/or Childcare Registers (including Voluntary), schools delivering the Early Years Foundation Stage and/or Early Intervention and Localities Group; and Children's Centres.
3. Practitioners supporting children in Sunderland within other organisations, for whom training featured in this programme is not available from other sources, may apply and will be considered for training courses subject to availability once all practitioners from our primary audience have been confirmed. A charge fee will be applied on a pro-rata basis determined by the cost of course delivery.

Training Courses

1. Training should be appropriate to practitioner roles and specific needs, endorsed by management and attended in full.
2. Training requests must be submitted on the relevant Booking Form (PDT1 for group settings or PDT2 for childminders) which may be sent by post, fax or attached to an email.
3. Booking Forms will only be processed if completed in full and in a legible manner - incomplete forms **will not** be processed.
4. Telephone and email (without attachment) booking requests **will not** be accepted.
5. Bookings will be accepted on a first come first served basis with a maximum of two places per setting or Children's Centre unless otherwise stipulated.
6. Confirmation letters will be sent by email in the first instance but may be sent by post on request should internet access be unavailable (please ensure up to date email addresses are provided for this purpose).
7. Access to training courses will only be granted on production of a course confirmation letter. Practitioners without this evidence will be turned away.
8. If notification of a training place is not received within two weeks of application, practitioners should contact the Childcare Team immediately. It is the responsibility of the individual to follow-up applications in case of missing communication; failure to do so may result in non-attendance charges being applied.
9. Where a course is full, or more than 2 applicants apply from an individual setting or Children's Centre, practitioners will be placed on a reserve list, notified and contacted should places become available. These places will be offered to practitioners from settings without representation in the first instance.
10. Where there is significant demand for particular courses, additional sessions may be arranged and practitioners notified accordingly.
11. Practitioners should bring their own pen and paper to sessions as packs are no longer provided by the Council.
12. All practitioners must sign the attendance register circulated at the start of each training session.

13. Training venues' housekeeping rules must be strictly followed at all times and will be discussed at the start of training sessions.
14. Practitioners are requested to complete the evaluation form provided at the end of training courses to enable the monitoring of quality and appropriateness of training provision.
15. Certificates of Attendance and/or a certificate from the awarding body will be awarded to all practitioners completing a course in full.
16. Certificates **will not** be awarded to those who arrive late, leave early, or fail to complete all sessions of a course, unless prior approval has been sought from the Childcare Team.
17. Managers and practitioners may be requested to complete a reflection questionnaire by the Childcare Team or provide examples of how training has impacted on practice and children in their care by local authority officers during their support visits.

Cancellation Policy

This policy applies to practitioners, their settings and childminders.

1. Practitioners unable to attend training must cancel their booking at the first opportunity by completing the Course Cancellation Form (PDT3) which may be sent by post, fax or attached to an email.
2. Telephone and email cancellations will only be accepted if within 5 days of the course commencement date and followed up with a PDT3 form.
3. Practitioners must speak to a member of the Childcare Team - messages left with venues, training providers or other practitioners will not be accepted.
4. Practitioners wishing to send another individual in their place should submit the PDT3 form with the 'Replacement Practitioner Details'.
5. A £25 cancellation fee will be charged to the setting or childminder for anyone failing to attend a course without prior notification.
6. The cancellation fee may also apply should a practitioner fail to stay the duration of the course.
7. In the event of non payment of due fees the Council will pursue legal action to recover the sum owing to it through the City's automated debt recovery system.
8. Persistent non-attendees will not be given priority on future courses.
9. The Early Intervention and Localities Group reserve the right to cancel training courses should there be less than 50% take up and notification will be sent accordingly.
10. Where circumstances beyond our control result in a session being cancelled on the day e.g. due to sickness, practitioners will be asked to return to their setting and alternative dates arranged – supply payments may be available to compensate in these situations.

Supply Cover

1. Funding may be provided for practitioners from the following settings to provide support whilst practitioners attend training:
 - Full daycare settings
 - Nursery schools or classes
 - Reception classes
 - Out of school childcare
 - Childcare providers on domestic premises (not including childminders)
 - Crèches
2. Availability of supply cover will be indicated against each CPD opportunity.
3. Payments will only be made upon the receipt of a completed Supply Cover Application Form (PDT4) which may be sent by post, fax or attached to an email.
4. Supply Cover Application Forms will only be processed if completed in full and in a legible manner - incomplete forms **will not** be processed.
5. Application forms must be submitted within **30 days** of training taking place - forms received after this period **will not** be processed and no payment made.
6. Application forms received in advance of training will be disregarded.
7. Where a course has multiple sessions, applications should be submitted after each session and not at the end of the course as this may exceed the 30 day claim period.
8. Funds will be awarded as follows:

Session Length	Non Teaching Staff	Teaching Staff
Full-day	£90	£145
Half-day	£45	£72.50
Twilight	£20	N/A

9. Supply will be paid at the discretion of the Childcare Team to those settings where practitioners fail to complete a course in full.
10. All payments will be made by BACS/cheque or direct into GL accounts where applicable.

EYFS Setting Training and Development

1. These sessions will only be offered to settings delivering the EYFS.
2. A specific professional development need must be identified by local authority officers as part of the EYQISP.
3. All opportunities will be provided by local authority officers in the first instance however, external organisations may be used at our discretion.

Qualification Funding

1. Funds may be available for practitioners working or intending to work in Ofsted registered settings within Sunderland to gain early childhood and childcare qualifications.
2. Funding will not be available to learners who are eligible for funding from other sources e.g. apprenticeship funding or means tested grants.
3. Funds will be awarded on a yearly basis as there is no guarantee of funding for subsequent years.
4. Expressions of interest should be submitted on the Qualification Funding Application Form (PDT5) which may be sent by post, fax or attached to an email.
5. Qualification Funding Application Forms will only be processed if completed in full and in a legible manner.
6. Applications for funding for qualifications will be assessed on an individual basis and subject to funding availability.
7. Practitioners will be required to enrol direct with the training provider.
8. All qualifications funded for those delivering the Early Years Foundation Stage (EYFS) must be deemed as full and relevant as defined by the Children's Workforce Development Council (CWDC).
9. Managers should ensure their staff member is willing and able to complete the qualification and that the qualification is appropriate to their role.
10. Employers may be liable for repayment of funding if their staff member fails to complete the qualification.
11. Childminders and volunteers should ensure they are fully committed and able to complete the qualification as they may be liable for repayment of costs themselves.
12. Approval for funding does not automatically guarantee a place on a training course.
13. Places on courses may be limited and allocated on a first come first served basis by the training provider.
14. Practitioners may be required to complete specific application forms, attend interviews and carry out assessments for certain qualifications.
15. The cost of replacement certificates will be met by the practitioner.

Privacy Statement

Children's Services will hold any personal information individuals supply securely, and may use it for the following reasons:

- To contact individuals about the training they are attending
- To assess the training needs of the childcare workforce
- To complete statistical analysis
- To meet audit requirements

We will not share individuals' information with any organisations outside Sunderland City Council unless required to do so by law or to facilitate training with external training providers.

This authority is under a duty to protect the public funds it administers, and to this end may use the information individuals have provided for the prevention and detection of fraud. It may also share information with other bodies responsible for auditing or administering public funds for these purposes.

**CPD Programme 2011/2012
Booking Form - Group Settings and Children's Centres**

PDT1

Setting or Children's Centre Details			
Name			
Address			
Telephone		Email	

Practitioner Details			
Name			
Job Title		Mobile No.	

Course Details 1				
Course Title				
Course Reference		Start Date		Start Time

Course Details 2				
Course Title				
Course Reference		Start Date		Start Time

Course Details 3				
Course Title				
Course Reference		Start Date		Start Time

Do you have any special requirements/food allergies/intolerances (please specify)?

.....

Declaration

I have read and accepted the Terms and Conditions stipulated in this programme.

Signed:

Print name:

(Manager/Head of Setting)

Date:

Equal Opportunities Monitoring

Gender	Male <input type="checkbox"/>	Female <input type="checkbox"/>	Do not wish to say <input type="checkbox"/>
Date of Birth			
Disability			
The Disability Discrimination Act 1995 states that a "person has a disability for the purpose of this Act if he/she has a physical or mental impairment which has a substantial and long term adverse effect on his/her ability to carry out normal day to day activities".			
Do you consider yourself to have a disability, long standing illness or infirmity?			Yes <input type="checkbox"/> No <input type="checkbox"/>
Ethnic Origin			
Please tick one of the boxes below to best describe your ethnic origin. Please note that United Kingdom citizens can belong to any of the categories shown.			
White <input type="checkbox"/> British <input type="checkbox"/> Irish <input type="checkbox"/> Any other white background Please state:	Black or Black British <input type="checkbox"/> Caribbean <input type="checkbox"/> African <input type="checkbox"/> Any other black background Please state:	Chinese and other ethnic group <input type="checkbox"/> Chinese <input type="checkbox"/> Gypsy/Roma/Traveller <input type="checkbox"/> Any other ethnic group Please state:	
Asian or Asian British <input type="checkbox"/> Indian <input type="checkbox"/> Pakistani <input type="checkbox"/> Bangladeshi <input type="checkbox"/> Any other Asian background Please state:	Mixed <input type="checkbox"/> White and Black Caribbean <input type="checkbox"/> White and Black African <input type="checkbox"/> White and Asian <input type="checkbox"/> Any other mixed background Please state:		

Privacy Statement

Children's Services will hold any personal information that you supply securely, and may use it for the following reasons:

- To contact you about the training you are attending
- To assess the training needs of the childcare workforce
- To complete statistical analysis
- To meet audit requirements

We will not share your information with any organisations outside Sunderland City Council, unless we are required to do so by law or to facilitate training with external training providers. This authority is under a duty to protect the public funds it administers, and to this end may use the information you have provided for the prevention and detection of fraud. It may also share information with other bodies responsible for auditing or administering public funds for these purposes.

**CPD Programme 2011/212
Booking Form - Childminders**

PDT2

Childminder Details			
Name			
Address			
Telephone		Email	

Course Details 1				
Course Title				
Course Reference		Start Date		Start Time

Course Details 2				
Course Title				
Course Reference		Start Date		Start Time

Course Details 3				
Course Title				
Course Reference		Start Date		Start Time

Crèche facilities are available for Saturday courses, please provide child details below if you require places (a packed lunch must be provided for each child):			
Name of child 1		Age	
Name of child 2		Age	

Do you or the child/ren you wish to place in the crèche have any special requirements/food allergies/ intolerances (please specify)?

.....

Declaration

I have read and accepted the Terms and Conditions stipulated in this programme.

Signed:

Date:

Please return your completed form to The Sandhill Centre. Sunderland SR3 4EN or fax to 0191 553 8886

Equal Opportunities Monitoring

Gender	Male <input type="checkbox"/>	Female <input type="checkbox"/>	Do not wish to say <input type="checkbox"/>
Date of Birth			
Disability			
The Disability Discrimination Act 1995 states that a "person has a disability for the purpose of this Act if he/she has a physical or mental impairment which has a substantial and long term adverse effect on his/her ability to carry out normal day to day activities".			
Do you consider yourself to have a disability, long standing illness or infirmity?			Yes <input type="checkbox"/> No <input type="checkbox"/>
Ethnic Origin			
Please tick one of the boxes below to best describe your ethnic origin. Please note that United Kingdom citizens can belong to any of the categories shown.			
White <input type="checkbox"/> British <input type="checkbox"/> Irish <input type="checkbox"/> Any other white background Please state:	Black or Black British <input type="checkbox"/> Caribbean <input type="checkbox"/> African <input type="checkbox"/> Any other black background Please state:	Chinese and other ethnic group <input type="checkbox"/> Chinese <input type="checkbox"/> Gypsy/Roma/Traveller <input type="checkbox"/> Any other ethnic group Please state:	
Asian or Asian British <input type="checkbox"/> Indian <input type="checkbox"/> Pakistani <input type="checkbox"/> Bangladeshi <input type="checkbox"/> Any other Asian background Please state:	Mixed <input type="checkbox"/> White and Black Caribbean <input type="checkbox"/> White and Black African <input type="checkbox"/> White and Asian <input type="checkbox"/> Any other mixed background Please state:		

Privacy Statement

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- To contact you about the training you are attending
- To assess the training needs of the childcare workforce
- To complete statistical analysis
- To meet audit requirements

We will not share your information with any organisations outside Sunderland City Council, unless we are required to do so by law or to facilitate training with external training providers. This authority is under a duty to protect the public funds it administers, and to this end may use the information you have provided for the prevention and detection of fraud. It may also share information with other bodies responsible for auditing or administering public funds for these purposes.

**CPD Programme 2011/2012
Course Cancellation/Replacement Form**

PDT3

Setting/Children's Centre/Childminder Details			
Name			
Address			
Telephone		Email	

Cancelling Practitioner Details (Group Settings and Children's Centres only)			
Name			
Job Title		Mobile No.	

Replacement Practitioner Details (Group Settings and Children's Centres only)			
Name			
Job Title		Mobile No.	

Course Details					
Course Title					
Course Reference		Start Date		Start Time	

Please tick (✓) one of the boxes below to indicate reason for cancellation	
<input type="checkbox"/> Bereavement	<input type="checkbox"/> Holiday
<input type="checkbox"/> Hospital Appointment	<input type="checkbox"/> No Longer working at setting. Leave date: / /
<input type="checkbox"/> Ofsted Inspection	<input type="checkbox"/> Personal Reason
<input type="checkbox"/> Replaced by other member of staff	<input type="checkbox"/> Staff Shortages
<input type="checkbox"/> Sickness	<input type="checkbox"/> Maternity
<input type="checkbox"/> Other (please specify)	

Declaration

I have read and accepted the Terms and Conditions stipulated in this programme.

Signed:

Print name:

(Manager/Head of Setting)

Date:

CPD Programme 2011/2012 Supply Cover Application Form

PDT4

Application forms must be submitted within **30 days** of the training session, forms received after this period will not be processed and no payment made. Where there are multiple sessions to a course, applications should be submitted after each session and not at the end of the course.

Please ensure that each application is submitted only once to avoid duplication.

Setting or Children's Centre Details			
Name			
Address			
Telephone		Email	

Remittance payable to:	
Your Cost Centre and GL Account Code (local authority settings only)	

Practitioner Name	Course Title	Course Reference	Date

Declaration

I have read and accepted the Terms and Conditions stipulated in this programme.

Signed:

Print name:

(Manager/Head of Setting)

Date:

Approved by:	Total Amount:
--------------	---------------

**CPD Programme 2011/2012
Qualification Funding Application Form**

PDT5

Setting Details (if applicable)			
Name			
Address			
Telephone		Email	

Practitioner Details			
Name		D.O.B.	
Job Title		Mobile No.	

Qualification Details			
Name			
Training Provider (if known)			
Start Date		End Date	

Please detail why you require this qualification?

Declaration

I have read and accepted the Terms and Conditions stipulated in this programme.

Signed:
(Practitioner)

Print name:

Endorsed by:
(Manager/Head of Setting)

Print name:

Date:

Equal Opportunities Monitoring

Gender	Male <input type="checkbox"/>	Female <input type="checkbox"/>	Do not wish to say <input type="checkbox"/>
Date of Birth			
Disability			
The Disability Discrimination Act 1995 states that a "person has a disability for the purpose of this Act if he/she has a physical or mental impairment which has a substantial and long term adverse effect on his/her ability to carry out normal day to day activities".			
Do you consider yourself to have a disability, long standing illness or infirmity?			Yes <input type="checkbox"/> No <input type="checkbox"/>
Ethnic Origin			
Please tick one of the boxes below to best describe your ethnic origin. Please note that United Kingdom citizens can belong to any of the categories shown.			
White <input type="checkbox"/> British <input type="checkbox"/> Irish <input type="checkbox"/> Any other white background Please state:	Black or Black British <input type="checkbox"/> Caribbean <input type="checkbox"/> African <input type="checkbox"/> Any other black background Please state:	Chinese and other ethnic group <input type="checkbox"/> Chinese <input type="checkbox"/> Gypsy/Roma/Traveller <input type="checkbox"/> Any other ethnic group Please state:	
Asian or Asian British <input type="checkbox"/> Indian <input type="checkbox"/> Pakistani <input type="checkbox"/> Bangladeshi <input type="checkbox"/> Any other Asian background Please state:	Mixed <input type="checkbox"/> White and Black Caribbean <input type="checkbox"/> White and Black African <input type="checkbox"/> White and Asian <input type="checkbox"/> Any other mixed background Please state:		

Privacy Statement

Children's Services will hold any personal information that you supply securely, and may use it for the following reasons:

- To contact you about the training you are attending
- To assess the training needs of the childcare workforce
- To complete statistical analysis
- To meet audit requirements

We will not share your information with any organisations outside Sunderland City Council, unless we are required to do so by law or to facilitate training with external training providers. This authority is under a duty to protect the public funds it administers, and to this end may use the information you have provided for the prevention and detection of fraud. It may also share information with other bodies responsible for auditing or administering public funds for these purposes.

Training Course Matrix

Managers may use this matrix to help keep a record of identified training and development opportunities featured in this CPD programme and the date of attendance.

Staff Name																				
Welfare Requirements																				
An Introduction to Safeguarding Children for Childminders																				
An Introduction to Working Together to Safeguarding Children																				
Awareness of Child Abuse and Neglect – Core Level																				
E-learning Domestic Violence																				
Child Protection Conferences																				
Designated Person Briefing																				
First Aid at Work																				
First Aid at Work Refresher																				
Getting Ready for your Ofsted Inspection for Childminders																				
Health and Safety Awareness																				
Level 2 Award in Food Safety and Catering																				
Level 2 Award/Certificate/Diploma in Playwork.																				

Personal Development Plan

A personal development plan is a useful tool which may be used during the induction and appraisal process. It should be reviewed and added to on a continual basis throughout the year to ensure that individual practitioners have the appropriate skills and knowledge to fulfil their role. The following is an example of how a plan may be completed for a nursery nurse in a daycare setting - please note that this is only intended to show possible training and development needs and managers will have to assess the individual needs of their staff. A blank template has been provided for managers on the following page.

Practitioner Name: A N Other

Job Title and/or Role: Nursery Nurse

Area of Development	Knowledge and/or skills to be developed	Priority	Training or Development Type	Source/Provider	Target Start Date	Target Completion Date	Renew/ Refresh Date
Safeguarding	Awareness of safeguarding issues	High	E-learning	Early Childhood & Childcare Services CPD Programme	March 2012		
Paediatric First Aid	Knowledge of first aid to support nominated first aid staff	Medium	Course	Early Childhood & Childcare Services CPD Programme	February 2012	February 2015	
Outdoor Play	Theory and practice around outdoor play	High	Course	Early Childhood & Childcare Services CPD Programme	February 2012		

Personal Development Plan

Practitioner Name:

Job Title and/or Role:

Area of Development	Knowledge and/or skills to be developed	Priority	Training or Development Type	Source/Provider	Target Start Date	Target Completion Date	Renew/Refresh Date

Support and contacts

Childcare Team

We offer the following support and guidance to the early childhood services and childcare workforce:

- Information and advice about training, qualifications and funding
- Advice on current workforce initiatives and requirements e.g. New Qualifications List for those delivering the EYFS
- Implementing the Graduate Leader Fund (GLF) and use of the Early Years Workforce Audit Tool
- Implementing and developing the use of the EYFS Statutory Framework, especially in relation to the Welfare Requirements
- Implementing and developing the use of the Early Years Quality Improvement Support Programme (EYQISP)
- Assistance in relation to Ofsted requirements for the Early Years, Childcare and Voluntary registers
- Information and advice around sustainability and sufficiency
- Facilitation of sector networks e.g. Daycare and Childminder Networks
- Supporting inclusive practice e.g. DDA support to meet requirements, training needs in relation to individual children, bursary support for additional staff, purchase of specialist equipment
- Meeting the requirements of the EYFS Statutory Framework in relation to inclusion and safeguarding
- Developing the role of the SENCo and the SEN Code of Practice, e.g. ensuring each child's individual needs are met, completion of Individual Education Plan's and support with review meetings
- Supporting vulnerable children, e.g. guidance on identifying and signposting families for additional support through Children's Centres

For further information please contact:

Project Support Assistant 0191 561 5659

Bookings and administration

Professional Development Officer 0191 561 5646

Training, qualifications and GLF

Email: professional.development@sunderland.gov.uk

Fax: 0191 553 8886

Early Years Foundation Stage (EYFS) Team

The Early Years Foundation Stage Team offers the following support and guidance to early years settings:

- Implementing and developing the use of the EYFS Statutory Framework
- Implementing and developing the use of the Early Years Quality Improvement Support Programme (EYQISP)
- Implementing and developing the use of Early Years National Strategy practices and materials e.g. Progress Matters
- Implementing and developing Early Years National Strategy programmes/interventions e.g. Every Child a Talker (ECAT)

For further information please contact your nominated Childcare Development Officer of Support Teacher/Consultant:

Coalfields

Sunderland Children's Centre Monument
Barnwell Primary School 0191 561 8126

East

Sunderland Children's Centre East
Old Hendon Health Centre 0191 561 2839

North

Sunderland Children's Centre Bunnyhill
Sunderland Customer Service Centre, Bunnyhill 0191 561 8126

Washington

Sunderland Children's Centre Washingt
Rainbow Family Centre 0191 219 3995

West

Sunderland Children's Centre Thorney Close
Thorney Close Action and Enterprise Centre 0191 553 4127

Venue details and on-site facilities

⁴ Please note meals need to be pre booked at Leechmere before the start of your course.

For all venues if specialised dietary requirements please inform catering staff prior to the start of the course

Venue	Chilled Water	Hot & Cold Drinks	Hot & Cold Food	Snacks	Seating Area (packed lunches)
Bede Centre City of Sunderland College, Durham Road, Sunderland SR3 4AH	✓	✓	✓	✓	✓
Bunny Hill Customer Service Centre Hylton Lane, Sunderland SR5 4BW	✓	✓	✓	✓	✓
Highfield Children's Centre Fordfield Road, Ford Estate, Sunderland SR4 0DA	✗	✓	✗	✗	✗
Leechmere Training Centre Carrmere Road, Grangetown, Sunderland SR2 9TQ	✓	✓	✓ ⁴	✗	✓
Shiney Row Centre City of Sunderland College, Success Road, Philadelphia, Houghton-le-Spring DH4 4TL	✓	✓	✗	✗	✓
St Mary's Childcare Centre University of Sunderland, Chester Road, Sunderland SR1 3SD	✓	✓	✓	✗	✓
The Sandhill Centre Grindon Lane, Sunderland SR3 4EN	✓	✓	✓	✓	✓
Valley Road Community Primary School Corporation Road, Sunderland SR2 8PL	✓	✓	✓	✗	✓

Useful websites

Children's Workforce Development Council

www.cwdcouncil.org.uk

Children's Centres

www.sunderlandchildrenscentres.co.uk

Department for Education

www.education.gov.uk

Early Years Foundation Stage

<http://webarchive.nationalarchives.gov.uk/20110809101133/http://www.nsonline.org.uk>

Families Information Service

www.familiesinfoservice.com

Ofsted

www.ofsted.gov.uk

Skills Active

www.skillsactive.com

School Food Trust

<http://www.schoolfoodtrust.org.uk/research/advisory-panel-on-food-and-nutrition-in-early-years>

Better Food Better Business

<http://www.food.gov.uk/foodindustry/regulation/hygleg/hyglegresources/sfbb/sfbbchildminders/>

Student Finance UK

http://www.direct.gov.uk/en/EducationAndLearning/UniversityAndHigherEducation/StudentFinance/Typesoffinance/DG_171530

Childminder Virtual Learning Environment

<http://www.sunderlandschools.org/childminders>

Notes page

Notes page



Extended Services Group

Children's Services, The Sandhill Centre, Grindon Lane, Sunderland SR3 4EN

Tel: 0191 561 5600 Fax: 0191 553 8886

Email: professional.development@sunderland.gov.uk

This training programme and associated documents can be found at:
www.familiesinfoservice.com/working.html

This information can be made available in large print, Braille, audio and other languages. Please contact the Professional Development Team on 0191 561 5659 or email professional.development@sunderland.gov.uk for help

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