

E: Qualifications, training, support, and skills – Group and school-based providers

What do I need to know?

- Legal Framework
 - [Equality Act 2010](#)
 - [The Health and Safety \(First-Aid\) Regulations 1981](#)

[EYFS statutory framework for group and school based providers \(publishing.service.gov.uk\)](#) pages 27-29, paragraphs 3.23 – 3.33.

Staff qualifications, training, support and skills (pages 17-23 of audit)	Things to consider and discuss:
<p>Do you ensure you follow your legal responsibilities under the Equality Act 2010 including the fair and equal treatment of practitioners regardless of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation?</p>	<ul style="list-style-type: none"> • Are you and all your staff aware of your legal responsibilities under the equality act? How do you know? • Have you accessed and read guidance documentation on the Equality Act? Are there any actions to implement from this? • How have you made your legal responsibilities known and accessible to all staff, whatever their role?

<p>Do you ensure you train all staff to understand your safeguarding policy and procedures, and ensure that all staff have up to date knowledge of safeguarding issues?</p> <p>Do you ensure the training made available by you enables staff to identify signs of possible abuse and neglect at the earliest opportunity, and to respond in a timely and appropriate way?</p> <p>Does the training enable staff to identify, understand and respond appropriately to signs of possible abuse and neglect, including:</p> <ul style="list-style-type: none"> • significant changes in children's behaviour? • A decline in children's general well-being? • unexplained bruising, marks or signs of possible abuse or neglect? • children's comments which give cause for concern? • Inappropriate behaviour from practitioners, or any other person working with the children. This could include inappropriate sexual comments; excessive one to-one attention beyond what is required through their role; or inappropriate sharing of images. • any reasons to suspect neglect or abuse outside the setting, for example in the child's home or that a girl may have been subjected to (or is at risk of) female genital mutilation: Female genital mutilation - GOV.UK (www.gov.uk) 	<ul style="list-style-type: none"> • How do you identify what training and professional development opportunities staff require to ensure they understand your safeguarding policy and procedures? • How do you check that staff have up to date knowledge of safeguarding issues? • How do you ensure that any training that is completed covers signs of possible abuse and neglect? • Do all staff know how to report their concerns? • How do you check that information shared by staff is accurate? • What training and professional development opportunities have staff undertaken? What difference has this made to their practice? What difference has this made to safeguard and protect children? • How is learning from training courses disseminated to all staff? • How do you identify what training and professional development opportunities staff require to ensure that children's welfare is promoted and children are protected from harm? • What training and professional development opportunities have staff undertaken to ensure that children's welfare is promoted, and children are protected from harm? How is this disseminated to all staff? What is the impact of these training and professional development opportunities? • What training records do you keep for staff? How long do you retain these for? • Do you know how to request bespoke training from Derbyshire's Early Years Service? • Are staff aware of female genital mutilation and what they should do if they discover or suspect that a child has been affected by this?
<p>Are you aware of 'What to do if you're worried a child is being abused: Advice for practitioners'? Child abuse concerns: guide for practitioners - GOV.UK (www.gov.uk)</p>	<ul style="list-style-type: none"> • Have staff read 'What to do if you're worried a child is being abused: Advice for practitioners'? Child abuse concerns: guide for practitioners - GOV.UK (www.gov.uk)
<p>Do you ensure you provide support, advice, and guidance to any other staff on an ongoing basis, and on any specific safeguarding issue as required.</p>	<ul style="list-style-type: none"> • How does the DSL and Deputy DSL provide support, advice and guidance to staff and, or assistants on a regular, ongoing basis as required? • How often do you discuss safeguarding matters at team meetings and with individual staff members?

<p>Do you ensure the lead practitioner attends a child protection training course that enables them to identify, understand and respond appropriately to signs of possible abuse and neglect (as described at paragraph 3.8).</p>	<ul style="list-style-type: none"> • How do you know the DSL has attended relevant child protection training which enables them to identify, understand and respond appropriately to signs of possible abuse and neglect? • How is this training disseminated to all staff members working directly and indirectly with children? • Does the DSL and Deputy DSL undertake safeguarding training every 2 years, and refresh their knowledge and skills at least annually? Do they feed back to the rest of the staff and is this formally recorded? • How do you ensure your DSL and Deputy DSL attends wide ranging and relevant safeguarding training at least every 2 years? • How do you ensure that knowledge and skills are kept up to date? What is your system for ensuring training is accessed by all staff within the expected timeframes? • When the setting is in operation, is the DSL and Deputy DSL available for staff to discuss safeguarding concerns? How do you ensure this? • How do you ensure the DSL and Deputy DSL are given time, funding, training, resources and support to provide support to other staff on child welfare and child protection matters?
<p>Do you make sure that the child protection training course takes is in line with the guidance and procedures of the relevant Local Safeguarding Partners (LSP)?</p>	<ul style="list-style-type: none"> • How do you make sure the child protection course undertaken is in line with the guidance and procedures of the relevant Local Safeguarding Partners (LSP)?
<p>(NB Within Derbyshire this is known as the Derby and Derbyshire Safeguarding Children Partnership: Derby and Derbyshire Safeguarding Children Partnership (ddscp.org.uk))</p>	<ul style="list-style-type: none"> • Have you accessed the DDSCP 'Learning & Development Training Programme' which explains who requires which and what level of training staff and volunteers require? • Has the DSL and Deputy DSL subscribed to the DDSCP website to receive regular updates? • Is the DSL and Deputy DSL aware of information from other local or national agencies that promote child protection, e.g. NSPCC or Ofsted?

<p>Do all practitioners have appropriate qualifications, training, skills, knowledge, and a clear understanding of their roles and responsibilities?</p>	<ul style="list-style-type: none"> • Where would you find out if a member of staff’s qualification is appropriate? • How do you know staff members have the necessary training, skills and knowledge? What evidence do you ask for? How and where is this information recorded? • How to you know staff members have a clear understanding of their roles and responsibilities? How do you ensure they implement their roles and responsibilities effectively? What happens if they don’t? • Does your manager hold an approved level 3 qualification or above as defined by the DfE? Does the manager have at least two years’ experience of working in an early years setting, or at least two years other suitable experience? • Have you a named deputy who, in your judgement, is capable and qualified to take charge in the managers absence? How do you judge if your deputy is qualified and is capable to take charge when the manager is absent? • In settings on the early years register, does at least half of all other staff hold at least an approved level 2 qualification as defined by the DfE? • In out-of-school provision (i.e. before and, or after school care or holiday provision) for reception aged children, how do you determine what qualifications, if any, the manager and, or staff should have? • In maintained schools or non-maintained special schools, where two year olds are pupils, how do you ensure staff are under the direction and supervision of a qualified or nominated teacher? As the headteacher, how do you ensure you are satisfied that the staff have the skills, expertise and experience needed to carry out the work and determine the appropriate level of direction and supervision? • How do you ensure an instructor at the provision has the appropriate qualifications, training, skills and knowledge?
<p>Do you ensure that all staff receive induction training to help them understand their roles and responsibilities?</p> <p>Do you ensure induction training includes information about:</p> <ul style="list-style-type: none"> • emergency evacuation procedures? • safeguarding? • child protection? • health and safety issues? 	<ul style="list-style-type: none"> • What induction policies and procedures do you have in place? • What induction training do staff receive? • How do you know staff have a clear understanding of their roles and responsibilities? • How do you ensure new staff have all the necessary information for their first day in the setting? • How do you evaluate the impact of your induction training and know that it is effective? • What other important policies and procedures do you need to share with as a part of your induction process?

<p>Do you ensure you support staff to undertake appropriate training and professional development opportunities to ensure they offer quality learning and development experiences for children that continually improves?</p>	<ul style="list-style-type: none"> • How do you identify what training and professional development opportunities staff require to ensure they provide a high quality education for children? • What training and professional development opportunities have staff undertaken? What difference has this made to their practice? What difference has this made to outcomes for children? • How is learning from training courses disseminated to all staff? • How do you identify what training and professional development opportunities staff require to ensure that children’s welfare is promoted and children are protected from harm? • What training and professional development opportunities have staff undertaken to ensure that children’s welfare is promoted, and children are protected from harm? How is this disseminated to all staff? What is the impact of these training and professional development opportunities? • What training records do you keep for staff? How long do you retain these for? • Do you know how to request bespoke training from Derbyshire’s Early Years Service?
<p>Do you ensure you put appropriate arrangements in place for the supervision of staff who have contact with children and families?</p> <p>Do you provide effective supervision which provides support, coaching and training for the practitioner and promotes the interests of children?</p> <p>Do you provide supervision which fosters a culture of mutual support, teamwork and continuous improvement, which encourages the confidential discussion of sensitive issues?</p>	<ul style="list-style-type: none"> • Do you understand the importance and role of supervision? Do staff understand it’s importance? • What supervision arrangements are in place for staff? • How do your supervision processes support and protect children and families? • How do you evaluate the effectiveness of your supervision arrangements - what is the impact? • What do your supervision arrangements entail? How do you ensure you provide support, coaching and training for practitioners through these arrangements? • How do you know supervision promotes the interests of children? • How do you know your supervision fosters a culture of mutual support, teamwork and continuous improvement? • DO your supervision arrangements encourage the confidential discussion of sensitive issues? Do staff know what the procedures are if they wish to confidentially discuss sensitive issues? How do you know that all staff feel comfortable to discuss sensitive issues? Have you a space to hold confidentially sensitive issues?
<p>Do you make sure you provide supervision opportunities for staff to:</p> <ul style="list-style-type: none"> • discuss any issues – particularly concerning children’s development or well-being, including child protection concerns? • identify solutions to address issues as they arise? • receive coaching to improve their personal effectiveness? 	<ul style="list-style-type: none"> • What supervision arrangements are in place for staff? • How do you evaluate the effectiveness of your supervision arrangements? What is the impact of staff supervisions? • How do you ensure you address any issues and identify solutions • Who delivers coaching and does it improve personal effectiveness? • Have you received training on how to support, coach and train staff? • How do you gain the opinions of staff on the effectiveness of the supervision process?

<p>Do you ensure at least one person has a current paediatric first aid (PFA) certificate and is on the premises and is available at all times when children are present, and accompanies children on outings?</p>	<ul style="list-style-type: none"> • Who are the staff members with a current paediatric first aid certificate (PFA)? • When do they need to renew their qualification? How do you plan to ensure there is always at least one person in your provision holds a current PFA certificate? • How do you ensure there is always a member of staff with a current PFA certificate on-site, on visits and on school-runs? • Where do you keep your first aid kit? How do you ensure the first aid kit is easily accessible? Does everyone know where to find it? Who would use it? • Do you have separate, portable first aid kits for outings or school runs? • What procedures are in place to ensure the contents of first aid kits are regularly checked and returned to allocated storage space? • How do you know what should be in your first aid kit to meet Health and Safety Regulations? • What are your contingency plans if a staff member with a current PFA certificate isn't available? • If you only have one person who has a current PFA certificate, what will happen should they be on sick leave or annual leave?
<p>Do you ensure the certificate is for a full course consistent with the criteria set out in Annex A of the 'Statutory framework for the EYFS' (page 43)?</p> <p>Do you ensure you renew PFA training every three years and ensure it is relevant for workers caring for young children and where relevant, babies?</p> <p><i>Are you aware you are responsible for identifying and selecting a competent training provider to deliver your PFA training?</i></p> <p><i>Are you aware training is available from a wide range of providers including: those who offer regulated qualifications; or the Voluntary Aid Societies; or those who operate under voluntary accreditation schemes; or one that is a member of a trade body with an approval and monitoring scheme; or those who operate independently of any such accreditation scheme?</i></p> <ul style="list-style-type: none"> • The Register of Regulated Qualifications may help you identify PFA providers. • HSE guidance about choosing a first aid training provider may be helpful. 	<ul style="list-style-type: none"> • How do you know staff's PFA certificates meet the requirements of the Statutory framework for the EYFS, Annex A? • Do staff renew their PFA certificate every three years? • How do you know your PFA training is relevant for workers caring for young children and where relevant, babies? • How do you track when PFA renewals are due to ensure that staff are always up to date? • How do you ensure the PFA course content is consistent with the criteria set out in Annex A of the 'Statutory framework for the EYFS' (pages 42 & 43)? • How would you obtain information on local companies who are able to provide appropriate, high quality first aid training?

<p>Do you take into account the number of children, staff and layout of premises to ensure that a paediatric first aider is able to respond to emergencies quickly?</p>	<ul style="list-style-type: none"> • How do you manage staff with PFA to ensure they are able to respond to emergencies quickly e.g. if staff with PFA are on another floor, in another building (on-site) or outdoors? • How quickly and easily accessible is the first aid kit and other equipment that may be required in an emergency? • How do you maintain ratios if staff with PFA have to move to another area of the provision? • How do you monitor and ensure all newly qualified entrants have either a full PFA or emergency PFA certificate to be counted in ratio's? What evidence do you require? • What procedures do you have in place to ensure new staff have completed the PFA qualification within the 3 month time limit? • What procedure have you got in place for if this is not completed?
<p>Do you ensure all newly qualified entrants to the early years workforce who completed a level 2 and, or level 3 qualification on or after 30 June 2016, also have a full PFA qualification within three months of starting work in order to be included in the required staff:child ratios at level 2 or level 3 in an early years setting?</p> <p><i>Are you aware that in this context, "newly qualified entrants" includes staff who have been apprentices or long-term students who have gained a level 2 or level 3 early years qualification?</i></p> <p><i>Are you aware you can make an exception to this requirement where a newly qualified entrant to the workforce is unable to gain a PFA certificate if a disability would prevent them from doing so?</i></p> <p><i>Are you aware such a newly qualified entrant can still be included in the staff:child ratios if otherwise competent to carry out their childcare duties?</i></p> <p><i>Are you aware that, where possible, such staff should attend a relevant PFA training course and obtain written evidence of attendance?</i></p> <p>To continue to be included in the ratio requirement do you ensure the certificate is renewed every 3 years?</p>	<ul style="list-style-type: none"> • What risk assessments do you have in place where a newly qualified entrant to the work workforce is unable to gain a PFS certificate? • Do you include newly qualified entrants in the staff: child ratios? How do you manage these staff? • Which such staff have attended PFA training? What written evidence have you obtained for these members of staff? How do you securely store this information?
<p>Do you make sure you display (or make available to parents) staff PFA certificates or a list of staff who have a current PFA certificate?</p>	<ul style="list-style-type: none"> • Is the display visible and accessible to all parents? • If your PFA is not displayed, can you make this available to parents if requested? • How often do you review and update this display?

Do you **ensure** that staff have sufficient understanding and use of English to ensure the well-being of children in your care? For example, settings must be able to keep records in English, to liaise with other agencies in English, to summon emergency help, and to understand instructions such as those for the safety of medicines or food hygiene.

- How do you check staff have sufficient understanding and use of English to ensure the well-being of children? What information and, or evidence do you require to check this?
- How do you ensure that your staff have sufficient understanding and use of English for their role and responsibilities?
- What other situations require a certain level of comprehension and ability to speak English?

Useful links and further help:

[UK Government and Ofsted guidance to registration](#)

[Early years qualifications list](#)

[First aid at work - your questions answered](#)

[Basic advice on first aid at work](#)

[First aid in schools](#)

[Derbyshire SchoolsNet - Early Years Quality Team](#)

[Derbyshire Early Years Service - Eventbrite](#)

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