

L: Training 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](#) page 29, paragraphs 3.33.

Training and skills (page 24 of audit)	Things to consider and discuss:
<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?

Training and skills (page 24 of audit)	Things to consider and discuss:
	<ul style="list-style-type: none"> • 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 form 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?

Training and skills (page 24 of audit)	Things to consider and discuss:
	<ul style="list-style-type: none">• 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?

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](#)

[Derbyshire Early Years Service - Eventbrite](#)

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