

Inducting Well

A guide to effective induction



'This book is excellent and is a very good partner for 'Recruiting Well.'

Wendy Hawkins - Director, Clybiau Plant Cymru Kids' Clubs

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Introduction

The Care Council for Wales is the social care workforce regulator in Wales and is responsible for promoting and securing high standards across the early years and social care workforce. We aim to ensure that this workforce in Wales has the right skills and qualifications to work to a high professional standard, and is capable of delivering high quality services. At the Care Council for Wales we believe that a carefully managed induction is a priority for all childcare providers. We share the belief of childcare providers that quality of provision is dependent upon ensuring that practitioners have a comprehensive, structured and thorough induction process. At the same time we also understand that this can be a challenge and that direction and guidance is sometimes needed. We have responded to that need by producing this booklet.

This booklet provides information in two parts;

Section 1 – Provides general information and guidance to inform the Induction process

Section 2 – Outlines areas of knowledge that are essential for early years workers to know, understand and be able to apply consistently to their work with children

Section 1

Induction is the first piece of learning a practitioner undertakes when joining the workforce and it is essential that you as the employer arrange the appropriate support.

Evidence shows that a structured induction process, along with programmes for professional development, play a significant part in the retention of staff. The booklet may be used as guidance for managers to highlight good practice and areas that may be covered during induction.

Essential Skills Wales

The induction process may reveal that the practitioner needs additional help in order to meet the functional levels of language, literacy and numeracy which you the manager may consider necessary for them to do their job properly. This area of work is a top Welsh Assembly Government priority and there are many schemes available which you can access to provide your employee with support and information.

The new Essential Skill Wales qualifications are being introduced to ensure that everyone in Wales has the skills they need. Essential Skills Wales replaces basic and key skills. Essential skills are the skills that your practitioner will need. Without the ability to read, write and communicate and use Information Technology, practitioners will find it harder to be successful in post.

Facts about induction

All employers whether in private business, the public sector, voluntary organisations or registered charities need to develop a sound induction process:

- Induction is essential for every practitioner to assist them in understanding the crucial role they play in supporting children during their formative years
- Induction is also vital in helping practitioners understand and recognise their roles and responsibilities
- A thorough and structured induction, together with programmes for continuing development, can play a part in retaining practitioners
- Planning for your practitioners induction is essential for consistent practice and implementation of policies and procedures
- Induction can enhance performance management

The importance of an effective induction programme?

Without an effective induction programme, practitioners may not be given the opportunity to fully understand the organisation itself or their role in it. This may lead to:

- poor integration into the team
- low morale, particularly for the practitioner
- loss of productivity
- failure to work to their highest potential

A sound induction process ensures that:

- children are better protected from potential harm
- the practitioner's team is protected from the effects of poor performance
- practitioners are better integrated into the team
- practitioners are better supported
- employers are more likely to retain the **best** people for the job

Understanding the sector

Safe, reliable, efficient and thorough induction procedures are not only reliant upon providers having a broad knowledge of their responsibilities as employers. Employers need to have an understanding of the sector and its position with regard to potential availability of staffing. Providers currently face numerous exciting but challenging sector changes that impact upon availability of qualified and experienced practitioners. This undoubtedly makes retaining practitioners more difficult. For those interested in further information about sector activity and current and recent development, it is certainly worth visiting the Care Council for Wales website www.ccwales.org.uk and reading reports from research undertaken in the early years and childcare sector.

Links between induction and training

Induction can:

- be used to identify the learning and skills needs of practitioners
- assist in developing individual development plans for practitioners
- assist in identifying and prioritising ongoing learning

Planned learning

There are many ways that people learn. It is good practice to use a variety of methods throughout the induction process which may include:

- mentoring by a more experienced colleague
- distance learning
- e-learning
- guided reading
- structured use of supervision
- taught courses
- shadowing

The induction should also be conducted in bite sized pieces rather than overloading the new practitioner with too much information all at once.

Supporting the learning process

The person with responsibility for induction needs to ensure practitioners are given:

- enough time
- encouragement
- support
- regular and appropriate supervision

Who needs an induction programme?

All practitioners, whether full or part-time, need an induction programme. The induction programme should be flexible to meet the needs of everyone including people returning from career breaks, long-term absence, maternity/paternity leave or trainees and apprentices.

The first day

The single most important aspect of the first day is to welcome and make time for the practitioner. If you have the opportunity, use a "buddy" system where another employee is "assigned" to look after the new person – it can help both to develop confidence.



A good first day should include all of the following:

- A warm welcome for the practitioner
- Introductions to colleagues, families and children
- Completion of necessary paperwork and documentation including:
 - Core policies and procedures eg safeguarding children, confidentiality
 - Identification documents eg birth certificate, passport or drivers license
 - Personnel details eg details of next of kin, bank details for the payroll, qualification certificates and other paperwork that is required by the Care and Social Services Inspectorate Wales (CSSIW)
- Basic health and safety information eg accessing the building, signing in and out requirements
- Information on length of any formal induction period and probationary requirement eg six month probationary period
- Line management arrangements
- Familiarisation of the work environment eg toilets, staff room
- Organisational documents and routines eg a copy of the staff handbook, staff structure, dress code, etc
- Information on regulations and standards eg National Minimum Standards

It is good practice to provide an induction plan and checklist to ensure that all the areas highlighted above are covered. This can then be signed by both practitioner and the person in charge of induction and retained on the practitioners personnel file.

Section 2

This section has been designed to provide you the employer with guidance and an overview of the core areas to be covered within a thorough induction.

The areas of learning listed below are linked to the National Occupational Standards (NOS) for Children's Care, Learning and Development (CCLD) and the Seven Core Aims (See Appendix 1 on page 20).

Outcome 1 - Principles and values essential for working with children in Wales

Outcome 2 - Children's rights

Outcome 3 - Understanding your role in the early years and childcare workforce

Outcome 4 - Health, safety and security

Outcome 5 - Listening and communication

Outcome 6 - Understanding development and behaviour

Outcome 7 - Keep children safe from harm

Outcome 8 - Developing yourself and your skills

Outcome 1

Principles and values essential for working with children in Wales

Summary

Principles and values mean the main beliefs we hold about children and their families. These beliefs direct the way we work with children and are an important basis of practice.

These principles and values reflect the importance of children's rights and listening to what children have to say. The principles and values can be found in full in Appendix 1 on page 20.

Guidance

In order to achieve this outcome the following areas may be covered:

- Principles and values
- Confidentiality
- Person centred approaches
- Equality and inclusiveness in practice

Outcome 2

Children's rights

Summary

This outcome is about the rights of the child or young person as expressed in the United Nations Convention on the Rights of the Child (UNCRC). Practitioners are expected to promote these rights throughout their work with children including working with children to raise their awareness of their rights and helping them to express their views.

Guidance

In order to achieve this outcome the following areas may be covered:

- Understanding rights and respect
- The right to self determination
- The right to play
- The right to education and learning
- The right to be safe

Outcome 3

Understanding your role in the early years and childcare workforce

Summary

This outcome is concerned with ensuring that the practitioner understands their roles and responsibilities in relation to the children they work with and within the wider early years and childcare workforce. The practitioner should understand to who they are accountable and limits of their responsibility.

Guidance

In order to achieve this outcome the following areas may be covered:

- Understand your day to day tasks and responsibilities
- The importance of working in partnership
- Understanding of the different types of organisations, agencies and individual workers that make up the early years workforce
- Understanding of the legal and organisational responsibilities of practitioners
- Aims of the individual work setting

Outcome 4

Health, safety and security

Summary

Practitioners need to show that they have created a safe environment, appropriate to the age and developmental abilities of the children in their care, taking action to support the physical, mental, social and emotional health and well being of children. This means having full information about the health of the child they care for and understanding what particular health issues they may have. It is especially important that the practitioner is able to understand the laws about health and safety and how they relate to their work with children and young people.

Guidance

In order to achieve this outcome the following areas may be covered:

- Hazard and risk
- Health and well being
- Moving and positioning
- Fire safety
- Emergency first aid
- Infection prevention and control
- Medication and health care procedures
- Security

Outcome 5

Listening and communication

Summary

Listening to children is one of the most important skills. Practitioners will need to understand and be able to demonstrate effective communication.

Guidance

In order to achieve this outcome the following areas may be covered:

- Engage with children
- Listen to children
- Communicate with children
- Communication with other individuals
- Record keeping
- Complaints and compliments

Outcome 6

Understanding development and behaviour

Summary

In order to be effective as a practitioner, it is important that practitioners have a broad understanding of children's physical, emotional, social and intellectual development and the difference between growth, chronological age and expected developmental progress.

Guidance

In order to cover this outcome they may cover the following areas:

- Child and young person development
- Behaviour
- Transitions
- Play
- Educational potential

Outcome 7

Keep children safe from harm

Summary

An early year's practitioner must know the laws, work policies and procedures that are intended to protect children and safeguard them from harm. They must be able to recognise the signs of abuse and clearly understand their responsibilities for protecting children under the law, together with the safeguarding policies and procedures of their place of work.

Guidance

In order to achieve this outcome the following areas may be covered:

- Safety and safeguarding
- Safe practice

Outcome 8

Developing yourself and your skills

Summary

An early year's practitioner will need to know what support is available to help them to develop within their role, together with the role of their supervisor. They will also need to know where to get information and understand their responsibility for gaining knowledge and practising the skills they will need to be effective in their role.

Guidance

In order to achieve this outcome the following areas may be covered:

- Knowledge and skill development
- Support and supervision

What next?

Upon completion of your employee's induction the early years practitioner should demonstrate that they have the skills to work safely, efficiently and effectively with children and their carers.

Continuous Professional Development (CPD)

Learning should continue throughout your employee's career, and should enable your employee to develop new skills and maintain their skills and expertise.

CPD is a shared responsibility:

- all practitioners whether working independently, within or outside an organisation need to take responsibility for their learning and to continue to develop their skills and knowledge
- employers need to actively provide appropriate learning opportunities



Appendix 1

The principles

- The welfare of the child or young person is paramount
- Childcare workers contribute to children's care, learning and development, and safeguarding. This is reflected in every aspect of practice and service provision
- Childcare workers support parents and families who are partners in the care, learning, development and safeguarding of their children, recognising they are the child's or young person's first, and in most situations their most enduring, carers and educators

The values

- The needs, rights and views of the child or young person are at the centre of all practice and provision
- Individuality, difference and diversity are valued and celebrated
- Equality of opportunity and anti-discriminatory practice are actively promoted
- Children's health and well being are actively promoted
- Children's educational needs are given high priority to ensure that they reach their full potential
- Children's personal and physical safety is safeguarded, whilst allowing for risk and challenge, as appropriate to the capabilities of the child or young person
- Self-esteem and resilience are recognised as essential to every child or young person's development
- Confidentiality and agreements about confidential information are respected as appropriate unless a child's or young person's protection and well being are at stake

- Professional knowledge, skills and values are shared appropriately in order to enrich the experience of children more widely
- Social inclusion and advancement of children are actively promoted as specified in the UN Convention on the Rights of the Child (UNCRC)

The principles and values are aimed at practitioners to inform their work.

The Seven Core Aims

The Seven Core Aims for children in Wales have been distilled from the UNCRC. They form the basis of government policies for children in Wales to ensure that the UNCRC apply at all levels. The Seven Core Aims are focused on implementing children's rights, whereas the principles and values are focused on what practitioners need to do.

The Seven Core Aims ensure that children:

- Have a flying start in life and the best possible basis for future growth and development
- Have access to a comprehensive range of education, training and learning opportunities, including acquisition of essential personal and social skills
- Enjoy the best possible physical and mental, social and emotional health, including freedom from abuse, victimisation and exploitation
- Have access to play, leisure, sporting and cultural activities
- Are listened to, treated with respect, and are able to have their race and cultural identity recognised
- Have a safe home and a community that supports physical and emotional wellbeing
- Are not disadvantaged by child poverty

Appendix 2

GLOSSARY

Capabilities	The range of natural abilities and learned skills
Development	Process of change – increase in complexity and maturity; children gaining skills and competence
Environment	All aspects of the indoor and outdoor environment for which you are responsible
Families	Includes parents and carers together with chosen individuals who contribute significantly to the well-being of individual children and who may have legal responsibility
Growth	Increasing in size – getting bigger in height and weight
Resilience	The ability to withstand normal everyday disappointments, hurt feelings and assaults on one's confidence without it affecting self esteem
Self-determination	Making decisions on one's own behalf, or influencing decisions made by others that affect you

Resources

Welsh Assembly Government

<http://wales.gov.uk>

Care and Social Services Inspectorate Wales (CSSIW)

<http://www.cssiw.org.uk>

Care Council for Wales

www.ccwales.org.uk

Wales Pre-school Playgroups Association

<http://www.walesppa.org>

National Day Nurseries Association (NDNA)

<http://www.ndna.org.uk>

Cylbiau Plant Cymru Kids' Clubs

<http://www.clybiauplantcymru.org>

Bwrdd yr Iaith Cymraeg

<http://www.byig-wlb.org.uk/Pages/Hafan.aspx>

Children in Wales

<http://www.childreninwales.org.uk>

Advisory, Conciliation and Arbitration Service (ACAS)

<http://www.acas.org.uk/index.aspx?articleid=1461>

Direct Gov

<http://www.direct.gov.uk/en/index.htm>

Job Centre Plus

<http://www.jobcentreplus.gov.uk>

National Childminding Association (NCMA)

<http://www.ncma.org.uk>

Department for Children, Education, Lifelong Learning and Skills (DCELLS) – Qualifications

<http://wales.gov.uk/about/civilservice/departments/dcells/?lang=en>

Essential Skills Wales

<http://essentialskillswales.co.uk>

Department for Children, Education, Lifelong Learning and Skills (DCELLS) – Business & Skills

<http://wales.gov.uk/about/civilservice/departments/dcells/?lang=en>

ESTYN

<http://www.estyn.gov.uk/home.asp>

Mudiad Ysgolion Meithrin

<http://www.mym.co.uk>

Play, Learn and Grow

<http://wales.gov.uk/topics/educationandskills/playlearngrowsub/playlearngrow/?lang=en>

Family Information Services

http://www.familyinformationservices.org.uk/index.php?option=com_comprofiler&task=userslist&listid=6&Itemid=74

Children's Workforce Development Council (CWDC)

<http://www.cwdcouncil.org.uk>

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