



Professional Practice Framework

Professional Practice Framework

Welcome to our Professional Practice Framework, developed for those engaged in training and employment in the Early Years Sector through an engaging Professional Practice Framework.

Working with babies, children and families is a highly regarded professional occupational role. At NCFE we decided to develop a Professional Practice Framework for Early Years staff as well as those studying early years and childcare. Individuals accessing the professional practice framework will be referred to as mentees throughout this document.

The Framework is arranged in three distinct parts:

Part 1:

Introduction, aims and intentions
Reflection and supervision for improved outcomes
Lifelong learning

Part 2:

Self -analysis: action planning and dedicated support for next steps planning along a Professional Practice Framework

Part 3:

Templates
Reflection and supervision
Intent and Impact

Part 1

Introduction, aims and intentions

Reflection and supervision for improved outcomes

One of the ways in which we can successfully retain staff and ensure that their wellbeing is high is through regular check-ins that are meaningful and purposeful. Supervision is one of the many ways to do this and one that can be formally structured, whilst remaining agile to the needs of individuals, to maintain professionalism and raising of standards.

This is not a tick-box exercise, it needs to serve a greater purpose and in order to do this those carrying out the supervisions must also commit to improving and developing the practice of supervisions. Supervision is an accountable, two-way process that motivates individuals and supports the development of improving practice. It offers an opportunity to review performance, accentuate strengths, receive constructive feedback, guidance and support and determine personal and professional growth needs.

The EYFS (2024) states that *'Providers must put appropriate arrangements in place for the supervision of staff who have contact with children and families. Effective supervision provides support, coaching, and training for the practitioner and promotes the interests of children. Supervision should foster a culture of mutual support, teamwork, and continuous improvement, which encourages the confidential discussion of sensitive issues.'*

Mentoring, supervision and the Professional Practice Framework

When using the professional practice framework there are steps to take to ensure effectiveness and to maintain a continuous journey of development. The professional practice framework can be used to support standardisation, personal self-reflection, team and whole setting reflection. In this way the PPF can provide an effective introduction to collaborative and reflective strategies to improve practice from early induction and newly qualified position to experienced leadership.

Stage 1 – The mentee uses the self-reflection tool to consider where they feel they are performing and where they need further support, guidance, and practice. They will rate themselves by a competency-based self-analysis:

For criteria with multiple criteria, it is possible to use a combined competency-based self-analysis approach. For example, in some areas the practitioner may feel **GREEN** but in others **RED** or **AMBER** will apply. Use the space provided to add any comments too.

RED: mark any area you feel you have no or limited experience in **RED**. This may be an appropriate level for students or staff to build confidence informed by self-reflection and supervision to increase competence in this area.

AMBER: mark any area you feel you would benefit from further, perhaps wider experience in **AMBER**.

GREEN: mark any area you feel confident in **GREEN**.

Stage 2 – As the mentor you will review their reflections and ratings adding your own assessment and observation of the EYE criteria.

Stage 3 – A supervision will take place using the template included in the Framework.

Stage 4 – The professional practice framework will be used to access continuous professional development relevant to the mentees ratings and therefore give an opportunity to reflect, implement and revise before the next supervision.

The EYFS (2021) states that ‘*Supervision should provide opportunities for staff to:*

- *discuss any issues – particularly concerning children’s development or wellbeing, including child protection concerns*
- *identify solutions to address issues as they arise*
- *receive coaching to improve their personal effectiveness*

Lifelong learning

This professional practice framework engages learning through reflection and continuous professional development for all individuals who access the framework and at any level. At NCFE we will monitor, review, and revise the links to learning and wider professional opportunities on a continuous cycle. Working with children and families is a commitment requiring an evolving appreciation of learning from evidence-based practice, for the individual, for the setting, and significantly, for the child and their family. This professional practice framework brings this learning to life and assures that there is always something new to learn and that practitioners have access to quality materials raising an awareness of and developing an interest in the professional world of education and childcare.

National Professional qualifications introduced 2022/2023

As part of the Government’s Recovery Programme for the early years, investment has been made to a series of staged leadership programmes for practitioners working in the early years sector. You can read more on the DfE website:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1126003/National_Professional_Qualification_for_Early_Years_Leadership_ref.pdf



Part 2: Professional Practice Framework for Early Years

Part 2: Self analysis and leadership of self

The following information signposts to CPD which can be used by newly qualified practitioners, students, aspiring practitioners, inspiring practitioners, homebased child carers and volunteers to enhance and improve their skills in the workplace.

The level at which the practitioner has measured themselves should be discussed and checked with them. As a mentor you can then assess which CPD is most appropriate for them to undertake. Practitioners will need to sign up to CACHE Alumni to access some of the links below, this is free and an extremely useful resource. Your own organisation may have a range of resources to support professional development which should be used alongside the Professional Practice Framework.

DfE Early Years Educator Criteria	Competency-based self-analysis. For criteria with multiple criteria, it is possible to use a combined competency-based self-analysis approach. For example, in some areas the practitioner may feel GREEN but in others RED or AMBER will apply. Use the space provided to add any comments too.		
	RED: mark any area you feel you have no or limited experience in RED		
	AMBER: mark any area you feel you would benefit from further, perhaps wider experience in AMBER		
	GREEN: mark any area you feel confident in GREEN		
	Competency Rating: add RED, AMBER or GREEN		
	RED	AMBER	GREEN
Child Development – Stages and Sequences			
<p>1.2 An effective early years educator knows the expected patterns of children’s development from birth to 5 years, and has an understanding of further development from age 5 to 7.</p> <p>1.3 The early years educator must know the development patterns in babies and children from birth to 7 in the following areas:</p> <p>Children’s development patterns to include:</p> <ul style="list-style-type: none"> • cognitive • speech, language and communication development • physical • emotional • neurological and brain development. 	<p>realisingtheambition.pdf (education.gov.scot)</p> <p>31811 book item 31811.pdf (sagepub.com)</p>	<p>Creating Enabling Environments for Children in the Early Years (cachealumni.org.uk)</p>	<p>Filip - planning meeting - Siren Films</p>
Child Development – Factors Impacting Child Development			
1.7 The ways babies’ and children’s learning and development can be			

<p>affected by their individual circumstances and significant events in their lives.</p> <p>2.5 Difficult or withdrawn behaviour does not necessarily mean that a baby or child has SEND.</p>			
<p>Child Development – Communication and Language</p>			
<p>1.13 Communication and language are the cornerstone of an early years curriculum, which can provide all children with an equal chance of success.</p> <p>1.14 The impact of an effective communication and language curriculum shows positive benefits for young children’s development, including their spoken language skills, their understanding of language, and their early reading skills, including for children from disadvantaged backgrounds.</p> <p>1.15 Some children are at an earlier stage of language development and can experience speech and language difficulties.</p> <p>1.16 There are ways to communicate with all children, appropriate for their stages of development. This may include those who have speech or language differences, such as some SEND or neurodivergent children, and those</p>	<p>Communication and language NCFE</p> <p>Supporting children's speech, language and communication development - YouTube</p> <p>CPD short course (ican.org.uk)</p>	<p>How to Boost Speech and Language Development in Early Years (firstdiscoverers.co.uk)</p> <p>CPD short course (ican.org.uk)</p>	<p>Activities for babies, toddlers and kids: Fun games to help development and bonding - BBC Tiny Happy People</p>

<p>for whom English is an additional language (EAL).</p> <ul style="list-style-type: none"> • Develop, support and promote babies' and children's speech, language, and communication through effective planned adult interactions, such as: <ul style="list-style-type: none"> ○ reading aloud stories and talking about them to build familiarity and understanding ○ exploring vocabulary in wider contexts once children know a story well through conversation and sensitive questioning, using a rich range of vocabulary and language structures ○ supporting awareness of sounds through rhymes and songs • Communicate with all children in ways that will be understood, including verbal and non-verbal communication, to extend their learning and development. • Help children to catch-up with language development through planned use of pronunciations, words, and phrases. • Identify delays in communication development and describe appropriate support services for babies and children. 			
--	--	--	--

Curriculum and Learning – Assessment

<p>1.20 Assessment plays an important part in helping parents, carers and practitioners to recognise children’s progress, understand their needs, and to plan and provide activities and support.</p> <p>1.21 Ongoing assessment (also known as formative assessment) is an integral part of the learning and development process. It involves practitioners knowing what children can and can’t do, and then shaping teaching and learning so that children develop the broad range of skills, knowledge and attitudes they need as foundations for future progress.</p> <p>1.22 An effective early years educator considers when and why to carry out accurate and proportionate assessment. Assessment is about noticing what children can do and what they know. It is not about lots of data and evidence. It should not involve taking lots of time away from teaching and supporting children or have a disproportionate impact on workload.</p> <p>1.23 There are different assessment methods and techniques, which inform what we know about children’s progress and the planning</p>	<p>How can we encourage parents to be more involved in their children’s education? - YouTube</p> <p>How to Communicate Effectively with Parents (cachealumni.org.uk)</p> <p>Early years inspection handbook for Ofsted-registered provision - GOV.UK (www.gov.uk)</p> <p>Working with families effectively NCFE</p> <p>Making Observations Early Years Management Teach Early Years</p> <p>Planning ‘Next Steps’ Early Years Management Teach Early Years</p> <p>Early years foundation stage NCFE</p> <p>Observation (cachealumni.org.uk)</p> <p>7 useful approaches to early years observations - Teachwire</p> <p>Observation, assessment & planning - Siren Films</p>	<p>The importance of play - BBC Tiny Happy People</p> <p>Child protection records retention and storage guidance NSPCC Learning</p> <p>Filip - planning meeting - Siren Films</p> <p>Early years foundation stage NCFE</p> <p>Making Observations Early Years Management Teach Early Years</p> <p>Observation, assessment & planning - Siren Films</p>	<p>Introducing Esme - Siren Films</p> <p>Reflect on what you currently do and make recommendations for your practice.</p> <p>Filip - planning meeting - Siren Films</p> <p>How Are EYFS Assessed? - Early Years Careers</p> <p>Are Your Planned Next Steps Meaningful? - Early Years Careers</p> <p>Early years foundation stage NCFE</p> <p>7 useful approaches to early years observations - Teachwire</p> <p>Observation, assessment & planning - Siren Films</p> <p>BLOG: Observations and assessment PACEY</p>
---	---	--	---

cycle. These should be based on age and stage of babies' and children's development. There are benefits and limitations of assessment.

1.24 The key stages in assessing children's progress, including the progress check at age 2, the reception baseline assessment, the early years foundation stage profile and the value these have for:

- the baby or child
 - the parents or carers
 - curriculum adaptation
 - the early years setting and key stakeholders in planning the next steps.
- Use information from assessment to adjust curriculum and plans so that any gaps in children's learning are addressed and support the child's development.
 - Carry out assessment effectively, plan and record the outcomes, and share results accurately and confidentially in line with the Early Years Foundation Stage statutory framework and setting's requirements.
 - Work with colleagues to identify efficient approaches to assessment.

<ul style="list-style-type: none"> • Discuss children’s progress and plan the next stages in their learning with the key person, colleagues, parents and/or carers. • Encourage parents and carers to take an active role in their baby’s or child’s care, play, and learning and development. • Maintain accurate and coherent records and reports and share information, when appropriate, to ensure the needs of all children are met. Records and reports include: <ul style="list-style-type: none"> ○ medication requirements ○ special dietary needs ○ planning ○ observation and assessment ○ health, safety, and security ○ accidents and near misses ○ daily registers 			
<p>Curriculum and Learning – Evidence Based Theory</p>			
<p>1.5 There is a range of evidence-based theories, philosophical approaches and research that underpin early years development. Some approaches are not evidence-based and do not support childhood development.</p>			

<ul style="list-style-type: none"> Apply evidence-based theories and philosophical approaches in practice, and as appropriate, based on a clear understanding of cognitive science. 			
--	--	--	--

Curriculum and Learning – Early Years Foundation Stage

<p>1.10 The Early Years Foundation Stage sets out the early education curriculum requirements from birth to age 5. These are:</p> <ul style="list-style-type: none"> communication and language physical development personal, social and emotional development literacy mathematics understanding the world expressive arts and design <p>1.11 The content of the curriculum is planned for all children. The carefully planned and sequenced curriculum recognises that some forms of knowledge are important, useful and interesting. These forms of knowledge help prepare children for future learning and are not learned or discovered without explicit teaching.</p> <p>1.12 Children are likely to have different levels of prior experience and knowledge. The curriculum should take account of this prior knowledge and be planned</p>	<p>How to plan play activities in the Early Years Using a child's interest to engage - YouTube</p> <p>Physical Development - YouTube</p> <p>Communication and language NCFE</p> <p>Physical development NCFE</p> <p>Emotional Literacy Vlog - YouTube</p> <p>Promoting children's literacy in a digitalised world (cachealumni.org.uk)</p> <p>Niaz and the princess - Siren Films</p> <p>How Should Mathematics Be Promoted Within Early Years? - Early Years Careers</p> <p>The ABC of Childcare with Anne Rodgers Environments (cachealumni.org.uk)</p> <p>Filip plays in the sand pit - Siren Films</p> <p>Blog Home - EYtagteam (cachealumni.org.uk)</p>	<p>Filip rides bikes - Siren Films</p> <p>Alison Gopnik - Why is pretend play so important? - Siren Films</p> <p>Child development and milestones - BBC Tiny Happy People</p> <p>The importance of risky play (cachealumni.org.uk)</p> <p>Filip plays in the sand pit - Siren Films</p> <p>Alison Gopnik - Why is pretend play so important? - Siren Films</p> <p>What Is Sustained Shared Thinking? With Kathy Brodie Family</p> <p>Ideas to Promote More Sustained Shared Thinking Family</p>	<p>Filip rides bikes - Siren Films</p> <p>BLOG: The power of books and reading PACEY</p> <p>Child development and milestones - BBC Tiny Happy People</p> <p>Filip plays in the sand pit - Siren Films</p> <p>Daisy - ducks and geese - Siren Films</p>
--	--	---	--

<p>accordingly. Pedagogical approaches to teaching may need to be adapted because of this.</p> <p>1.18 An effective early years educator makes adaptations to their teaching (adaptive pedagogy): these changes promote learning for all.</p> <p>1.19 The learning environment, both indoors and outdoors, is a resource that supports the implementation of the curriculum.</p> <ul style="list-style-type: none"> • Plan an educational programme, reflecting the child's: <ul style="list-style-type: none"> ○ stage of development ○ individual interests, needs and circumstances ○ entitlement to new, important and interesting knowledge. • Use appropriate curriculum and practice support, such as the non-statutory Development Matters guidance. • Choose, plan and sequence what all children need to learn. 	<p>What Is Sustained Shared Thinking? With Kathy Brodie Family</p> <p>Sustained Shared Thinking - YouTube</p> <p>Ideas to Promote More Sustained Shared Thinking Family</p>		
<p>Curriculum and Learning – Meeting the Individual Needs of Babies and Children</p>			
<ul style="list-style-type: none"> • Select and combine the best pedagogical approaches, based on the curriculum and children's prior knowledge, considering an appropriate balance of adult and child-led activities, for example: 	<p>The Characteristics of Effective Learning - an overview - Siren Films</p> <p>What Is Sustained Shared Thinking? With Kathy Brodie Family</p>	<p>A game of pirates - Siren Films</p> <p>What Is Sustained Shared Thinking? With Kathy Brodie Family</p>	<p>Supporting Social Play: Helping Children Learn Social Skills from Play (thegeniusofplay.org)</p> <p>A game of pirates - Siren Films</p>

<ul style="list-style-type: none"> ○ role modelling and supporting children's group learning and socialisation ○ reading a story with expression and clarity ○ explaining new concepts with clarity and precision ○ using strategies for supporting early literacy and mathematics <ul style="list-style-type: none"> ● Adapt teaching to suit babies' and children's different starting points, experience and knowledge, ensuring that it goes beyond their existing interests and gives them the best chance of success now and later utilising and resourcing the learning environment to help babies and children progress against the planned curriculum. <ul style="list-style-type: none"> ● Respond to the needs and interests of the child, to support intended learning, including: <ul style="list-style-type: none"> ○ giving encouragement ○ introducing the child to new interests ○ applying strategies to develop and extend children's development, learning and thinking, including sustained shared thinking. 	<p>Sustained Shared Thinking - YouTube</p> <p>Ideas to Promote More Sustained Shared Thinking Family</p> <p>Identifying And Supporting All Children's Individual Needs - Early Years Careers</p> <p>Examples Of Types Of EYFS Planning - Early Years Careers</p> <p>Julian Grenier talks about effective planning - Siren Films</p> <p>How-to...-Encourage-childrens-participation.pdf (parenta.com)</p> <p>Getting the right balance between adult-led and child-initiated learning Optimus Education Blog (optimus-education.com)</p> <p>Niaz and the princess - Siren Films</p>	<p>Ideas to Promote More Sustained Shared Thinking Family</p> <p>Identifying And Supporting All Children's Individual Needs - Early Years Careers</p> <p>Julian Grenier talks about effective planning - Siren Films</p> <p>How-to...-Encourage-childrens-participation.pdf (parenta.com)</p> <p>Early years foundation stage NCFE</p>	<p>Daisie - ducks and geese - Siren Films</p> <p>Getting the right balance between adult-led and child-initiated learning Optimus Education Blog (optimus-education.com)</p>
---	--	--	--

Curriculum and Learning – Pedagogical Approaches

<p>1.17 There are different pedagogical approaches and what these are, such as:</p> <ul style="list-style-type: none"> • play • direct teaching • adult explanations • adult modelling • learning from peers • guided learning 			
<p>SEND – Code of Practice</p>			
<p>2.2 There are 4 general areas of need, and how to balance these against a detailed understanding of an individual baby or child’s needs:</p> <ul style="list-style-type: none"> • communication and interaction • cognition and learning • social, emotional and mental health • physical and sensory needs <p>2.1 All children and young people are entitled to a quality education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential.</p> <ul style="list-style-type: none"> • Explain and apply the Early Years Foundation Stage statutory framework and SEND code of practice in relation to the care and education of babies and children with SEND through a graduated approach. 			

SEND – Supporting Babies and Children with SEND

2.3 There are appropriate strategies for supporting a baby or child with SEND.

2.4 A delay in a baby or a child's learning and development does not necessarily indicate a learning difficulty or disability that requires special educational provision. The delay may be due to a gap in a baby or child's knowledge and understanding.

2.6 There are specialist aids, resources, and equipment available to support babies and children with SEND.

- Identify, help and work appropriately with others to provide children and babies with any additional support they may need.
- Work effectively in partnership with others, including parents and carers, to promote and implement appropriate strategies for supporting the progress of babies and children with SEND.
- Promote and encourage a working environment that values and respects the individual developmental needs and stages

[Meeting the needs of all children - Help for early years providers - GOV.UK \(education.gov.uk\)](#)

[Creating an Enabling Environment - Nursery Resources | Blog : Nursery Resources | Blog](#)

[Study of Early Education and Development \(SEED\): Meeting the needs of children with special educational needs and disabilities in the early years \(publishing.service.gov.uk\)](#)

[Special educational needs and disability \(SEND\) | early years alliance \(eyalliance.org.uk\)](#)

[Oliver looks at books - Siren Films](#)

<p>of babies and children with SEND.</p> <ul style="list-style-type: none"> Effectively carry out a child's care plan alongside parents and carers, including the initial assessment, implementation, and ongoing review. Use specialist aids, resources and equipment available to support babies and children with SEND. 			
<h2>Safeguarding and Welfare – Well-being</h2>			
<p>1.4 Self-regulation changes according to a child's age and development. Children are in the early stages of learning to self-regulate and it is something that is developed throughout the early years. Co-regulation (the support we provide to children to help them understand, express and regulate their feelings) is a vital building block towards the ability to self-regulate.</p> <p>1.6 Personal, social and emotional development (PSED) is crucial for babies and children to lead healthy and happy lives and is fundamental to their cognitive development. The important attachments that shape their social world underpin babies' and children's personal development.</p>	<p>Mental health and wellbeing NCFE</p> <p>Soothing, Listening and Understanding - Stacy Mann discusses how self-regulation can help parents, practitioners and other grown-ups Pod-CACHE (podbean.com)</p> <p>a-store-of-meaningful-well-being-experiences-for-children.pdf (ncfe.org.uk)</p> <p>The Characteristics of Effective Learning - an overview - Siren Films</p>	<p>Mental health and wellbeing NCFE</p> <p>Emotional intelligence, wellbeing and working with families - Jo Morton Brown talks to Pod-CACHE (cachealumni.org.uk)</p> <p>A game of pirates - Siren Films</p>	<p>Mental health and wellbeing NCFE</p> <p>Emotional intelligence, wellbeing and working with families - Jo Morton Brown talks to Pod-CACHE (cachealumni.org.uk)</p> <p>Supporting Social Play: Helping Children Learn Social Skills from Play (thegeniusofplay.org)</p> <p>A game of pirates - Siren Films</p>

1.9 Physical, mental and emotional health and wellbeing are important and can impact on babies' and children's development.

- Prepare and support babies and children through transitions and significant events in their lives, such as:
 - moving school
 - starting or moving through early years settings
 - birth of a sibling
 - moving home
 - family breakdown
 - living outside of the home
 - loss of significant people or bereavement
 - social events that impact their lives, such as COVID-19
 - adoption and care; and including the significance of adverse childhood experiences and trauma.
- Interact with babies and children with confidence to positively impact their health and wellbeing.
- Support children to develop a positive sense of self and to recognise, understand and manage their emotions, including supporting a child's understanding of differing

<p>emotional reactions and what may or may not be appropriate.</p> <ul style="list-style-type: none"> • Use co-regulation to support children when they are experiencing any range of emotions, by providing warm, responsive interactions to help support the development of self-regulation. • Support children to form positive attachments, including how to develop warm and responsive relationships with other children, with clearly established and age-appropriate boundaries. 			
<p>Safeguarding and Welfare – Maintaining a Safe Environment</p>			
<p>3.1. Safeguarding and security systems are an important part of keeping babies and children safe.</p> <p>3.2 An effective early years educator understands their own role and responsibilities, including appropriate supervision of others, in relation to safeguarding and security, including child protection, duty of care, reporting and confidentiality of information.</p> <p>3.3 An effective early years educator knows about employer, local and national safeguarding policies and procedures as set out in statutory and non-statutory guidance and the</p>			

<p>need to stay updated on changes to legislation.</p> <p>4.1 There are legal requirements, statutory guidance and other non-statutory guidance on health and safety, security, and confidentiality of information that must be adhered to.</p> <p>6.4 There are procedures that must be adhered to in the work setting and the importance of these for:</p> <ul style="list-style-type: none"> • reporting • whistleblowing • protecting and promoting the welfare of children • safeguarding • confidentiality • information-sharing • use of technology • referring development concerns • protecting practitioners, for example media and online presence • staff health and safety, including mental health and wellbeing support <ul style="list-style-type: none"> • Recognise when a baby or child is in danger or at risk of abuse, including online, and know how to act to protect them. • Carry out own role and act upon responsibilities, including 			
--	--	--	--

<p>providing appropriate supervision of others in relation to safeguarding and security, including child protection, duty of care, reporting and confidentiality of information.</p> <ul style="list-style-type: none"> • Find and stay updated on employer, local and national safeguarding policies and procedures as set out in statutory and non-statutory guidance. • Follow Ofsted's whistleblowing policy to pass on information that, where it is reasonable to believe, shows wrongdoing or a cover-up by an employer's organisation. This might be about activity that is illegal, risks others' health and safety, is about poor practice or fails to meet statutory requirements. • Follow procedures in the work setting, including where appropriate updating and developing policies and procedures, for: <ul style="list-style-type: none"> ○ reporting ○ whistleblowing ○ protecting and promoting the welfare of children ○ safeguarding ○ confidentiality ○ information-sharing 			
--	--	--	--

<ul style="list-style-type: none"> ○ use of technology ○ referring development concerns ○ protecting practitioners - for example, media and online presence ○ staff health and safety, including mental health and wellbeing support 			
<p>Safeguarding and Welfare – Child Health</p>			
<p>4.2 It is important to know what the signs and symptoms are which may indicate that a child is injured, unwell (including common childhood illnesses and allergies) or in need of urgent medical or dental attention.</p> <p>4.7 It is important for babies and children to have a healthy, balanced and nutritious diet, to be physically active and to have good oral health.</p>			
<p>Safeguarding and Welfare – Child Protection</p>			
<p>3.4. An effective early years educator knows the signs of harm and the different types of abuse and what these are, including but not limited to:</p> <ul style="list-style-type: none"> • neglect • physical • emotional • online • domestic • sexual abuse 			

Safeguarding and Welfare – Hygienic Environments			
<p>4.3. It is important to prevent and control infection.</p> <ul style="list-style-type: none"> • Implement effective strategies for preventing and controlling infection, including: <ul style="list-style-type: none"> ○ handwashing ○ food hygiene ○ dealing with spillages safely ○ safe disposal of waste ○ using correct personal protective equipment ○ knowledge of common childhood illnesses and immunisation ○ exclusion periods for infectious diseases 	<p>Chapter 1: introduction to infections - GOV.UK (www.gov.uk)</p> <p>Chapter 2: infection prevention and control - GOV.UK (www.gov.uk)</p> <p>Exclusion Periods for Common Infectious Illnesses - Oxford Brookes University</p>	<p>How to wash your hands NHS - YouTube</p> <p>Promoting the Health and Hygiene of Children Demo - YouTube</p>	<p>Reflect on what you currently do and make recommendations for your practice.</p>
Safeguarding and Welfare – Food and Drink Requirements			
<p>4.4. There are different stages of weaning, and it is important to keep knowledge up-to-date, including knowledge of food allergies and anaphylaxis.</p> <p>4.5. Mealtimes can be a high-risk environment for babies and young children in regard to choking, the signs of choking, and that choking can be completely silent; therefore, children should be supervised closely when eating.</p>			
Safeguarding and Welfare – Personal Care Routines			

<ul style="list-style-type: none"> • Explain, plan, and carry out respectful care routines appropriate to the development, stage, dignity and needs of the child, including: <ul style="list-style-type: none"> ○ eating (feeding and weaning and complementary feeding) ○ nappy-changing procedures ○ potty and toilet training ○ care of skin, teeth, and hair ○ rest and sleep provision • Other dietary considerations including: <ul style="list-style-type: none"> ○ use current dietary guidance for early years and be able to explain why it is important for babies and children to have a healthy, balanced diet and be physically active ○ find and apply the most up-to-date advice on weaning provided by the NHS. ○ prepare food that is suitable for the age and development of babies and children, referring to the most up-to-date guidance ○ supervise children effectively when eating • Maintain accurate and coherent records and reports and share information, when appropriate, to ensure the needs of all children are met. Records and reports include: 	<p>Early years inspection handbook for Ofsted-registered provision - GOV.UK (www.gov.uk)</p> <p>Meeting the needs of all children - Help for early years providers - GOV.UK (education.gov.uk)</p>	<p>Child protection records retention and storage guidance NSPCC Learning</p> <p>Hungry Little Minds – Simple fun, activities for kids aged 0 – 5</p>	<p>Reflect on what you currently do and make recommendations for your practice.</p> <p>Reflect on what you currently do and make recommendations for your practice.</p>
---	--	---	---

<ul style="list-style-type: none"> ○ medication requirements ○ special dietary needs ○ planning ○ observation and assessment ○ health, safety, and security ○ accidents and near misses ○ daily registers 			
<h2>Health and Safety – Legislation and Guidance</h2>			
<p>4.1 There are legal requirements, statutory guidance and other non-statutory guidance on health and safety, security, and confidentiality of information that must be adhered to.</p> <ul style="list-style-type: none"> • Maintain accurate and coherent records and reports and share information, when appropriate, to ensure the needs of all children are met. Records and reports include: <ul style="list-style-type: none"> ○ medication requirements ○ special dietary needs ○ planning ○ observation and assessment ○ health, safety, and security ○ accidents and near misses ○ daily registers 	<p>Early years inspection handbook for Ofsted-registered provision - GOV.UK (www.gov.uk)</p>	<p>Child protection records retention and storage guidance NSPCC Learning</p>	<p>Reflect on what you currently do and make recommendations for your practice.</p>
<h2>Health and Safety – Policy and Procedures</h2>			
<p>4.6. It is important to ensure equipment, furniture, and materials are used safely and the dangers for not doing so.</p>	<p>NurseryVue - VR Childcare Application NCFE NCFE</p> <p>Safeguarding (cachealumni.org.uk)</p>	<p>NurseryVue - VR Childcare Application NCFE NCFE</p> <p>Safeguarding and child protection reminder (cachealumni.org.uk)</p>	<p>NurseryVue - VR Childcare Application NCFE NCFE</p> <p>Safeguarding Update Briefing - YouTube</p>

<ul style="list-style-type: none"> • Identify and act upon own responsibilities in relation to: <ul style="list-style-type: none"> ○ health and safety ○ confidentiality of information ○ promoting the welfare of babies and children • Carry out risk assessments and risk management in line with: <ul style="list-style-type: none"> ○ employer, local and national requirements ○ policies and procedures • Respond and take appropriate action to accidents and emergency situations, including: <ul style="list-style-type: none"> ○ a baby or young child requiring urgent medical or dental attention ○ a non-medical incident or emergency ○ identifying risks and hazards ○ receiving, storing, recording, administering and the safe disposal of medicines • Use equipment, furniture, and materials safely, following the manufacturer's instructions and setting's requirements, with regard for sleep safety. Assist others in the safe use of: <ul style="list-style-type: none"> ○ equipment ○ furniture ○ materials 	<p>Early years inspection handbook for Ofsted-registered provision - GOV.UK (www.gov.uk)</p>	<p>Child protection records retention and storage guidance NSPCC Learning</p>	<p>Reflect on what you currently do and make recommendations for your practice.</p>
---	--	---	---

<ul style="list-style-type: none"> • Promote health and wellbeing in settings by implementing strategies to encourage babies and children to: <ul style="list-style-type: none"> ○ consume healthy and balanced meals, snacks and drinks appropriate for their age and that support good oral health ○ be physically active through planned and spontaneous activity throughout the day, both indoors and outdoors ○ be aware of personal safety and the safety of others ○ develop personal hygiene practices, including oral hygiene 			
<h3>Equality and Inclusion – Anti-discriminatory Practice</h3>			
<p>1.8 Different cultural backgrounds and family circumstances can impact babies and children’s learning and development.</p> <p>6.6 Respecting and promoting diversity and inclusion, cultural differences and family circumstances is an important part of the role.</p> <ul style="list-style-type: none"> • Promote equality of opportunity in the education and care of all children in early years provision, including children with SEND. 	<p>Equality, Diversity, and Inclusion - YouTube</p>	<p>Entry Home - EYtagteam (cachealumni.org.uk)</p>	<p>Entry Home - EYtagteam (cachealumni.org.uk)</p> <p>BLOG: Diversity, Inclusion and Equality...What this means to me PACEY</p>

<ul style="list-style-type: none"> • Avoid stereotypes - for example, those based on gender, culture, or race, and explain how they can cause damage (how they might encourage prejudice). • Analyse and explain how cultural background and family circumstances can impact on babies' and children's learning and development. 			
<h3>Equality and Inclusion – Legislation</h3>			
<p>1.1 All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential, as set out in the Equality Act 2010.</p>	<p>Early years inspection handbook for Ofsted-registered provision - GOV.UK (www.gov.uk)</p>	<p>Child protection records retention and storage guidance NSPCC Learning</p>	<p>Reflect on what you currently do and make recommendations for your practice.</p>
<h3>Roles and Responsibilities – Professional Practice</h3>			
<p>6.1 There are expected behaviours in a professional and early years setting.</p> <p>6.2 A Level 3 Early Years Educator may be expected to supervise staff or lead a setting.</p> <p>6.3 Supervision is an opportunity for staff to discuss any issues, identify solutions to address issues as they arise and receive coaching to improve their personal effectiveness. Effective supervision provides support, coaching and training for</p>	<p>EYTagteam CPD - YouTube</p> <p>Family: Alison Featherbe on Improving CPD in the Early Years</p> <p>Exploring language - Help for early years providers - GOV.UK (education.gov.uk)</p> <p>English as an additional language (EAL) - Help for early years providers - GOV.UK (education.gov.uk)</p>	<p>EYTagteam CPD - YouTube</p> <p>Cpd NCFE NCFE</p> <p>Reflective practice - YouTube</p> <p>Communication and language NCFE</p>	<p>EYTagteam CPD - YouTube</p> <p>Cpd NCFE NCFE</p> <p>Reflective practice - YouTube</p> <p>Reflective practice - YouTube</p>

the practitioner and promotes the interests of babies and children.

6.5 Engaging in reflective practice and evidence-based, continuous professional development can improve own skills, practice, and subject knowledge, increase career opportunities and help children's academic outcomes, especially in areas of disadvantage.

- Use and model good communication skills, including a good command of the English language in spoken and written form - for example, when working with children, emails, in meetings and discussions.
- Foster a culture of mutual support, teamwork and continuous improvement that encourages confidential discussion of sensitive issues, through effective supervision at all stages of a career.
- Seek out feedback from others to identify and support career development goals, for example through mentoring and/or supervised observations.
- Explain how our own and others' behaviour can impact on babies and children and the importance

<p>of role-modelling positive behaviours.</p> <ul style="list-style-type: none"> Communicate with all children in ways that will be understood. Adapt teaching approaches as appropriate to ensure children with speech and language difficulties and those with whom English as an additional language (EAL) are supported to catch up. 			
---	--	--	--

Roles and Responsibilities – Partnership Working

<p>5.1 It is important to develop and maintain good relationships and partnerships in an early years setting to ensure the needs of all children are met.</p> <p>5.2 Parent and carer engagement is consistently associated with ensuring their child’s subsequent academic success.</p> <p>5.3 Effective engagement with parents and carers is important and that working effectively with parents and carers may be challenging and is likely to require sustained effort and support.</p> <p>5.4 Setting leaders need to collaborate and work with colleagues and other relevant professionals within and beyond their setting to</p>	<p>A vodcast with Natalie Showell about working with families effectively - YouTube</p> <p>Working together to safeguard children - GOV.UK (www.gov.uk)</p> <p>Filip - planning meeting - Siren Films</p> <p>How can we encourage parents to be more involved in their children’s education? - YouTube</p> <p>How to Communicate Effectively with Parents (cachealumni.org.uk)</p>	<p>Parents as Partners (cachealumni.org.uk)</p> <p>Package of child protection advice and guidance published Local Government Association</p> <p>The importance of play - BBC Tiny Happy People</p>	<p>Reflect on what you currently do and make recommendations for your practice.</p> <p>Reflect on what you currently do and make recommendations for your practice.</p> <p>Introducing Esme - Siren Films</p>
--	--	---	---

<p>ensure babies and children progress well in their learning.</p> <p>5.5 It is important to be an advocate for the child’s learning and development, parental and carer engagement, the home learning environment, and their roles in early learning.</p> <p>5.6 There are other agencies and professionals that work with and support early years settings and children, both statutory and non-statutory, including local authorities and other relevant agencies and bodies. These all have different roles and responsibilities.</p> <p>5.7 Ofsted is responsible for the regulation and inspection of early years provision. It carries out inspections and reports on the quality and standards of provision.</p> <ul style="list-style-type: none"> • Share information with parents and carers about: <ul style="list-style-type: none"> ○ the importance of healthy balanced diets ○ looking after teeth and oral health ○ being physically active • Work co-operatively and communicate effectively with key persons, colleagues, other professionals, and agencies to meet the needs of babies and 			
---	--	--	--

<p>children and enable them to progress.</p> <ul style="list-style-type: none">• Work in partnership with parents and carers to help them recognise and value the significant contributions they make to the child's health, wellbeing, and learning and development.• Explain the roles and responsibilities of other agencies and professionals that work with and support the setting and children, both statutory and non-statutory, and be familiar with statutory and non-statutory guidance to support this.• Make additional provisions to support babies' and children's education and development where they lack this support from parents/carers.• Work effectively and confidently with Ofsted, including having confidence in using Ofsted's early years inspection framework.• Explain own role, responsibilities and expected behaviours, and the roles of colleagues in the setting and team.			
--	--	--	--

- | | | | |
|---|--|--|--|
| <ul style="list-style-type: none">• Be confident in supporting or challenging the practice of colleagues. | | | |
|---|--|--|--|

Helpful links

[Robert Winston talks about early education, gender, music & science - Siren Films](#)

[Statutory framework for the early years foundation stage \(publishing.service.gov.uk\)](#)

[Education and childcare student conference \(May 2022\) - focused on SEND in education - YouTube](#)

[Activities - SLCF - The Communication Trust \(slcframework.org.uk\)](#)

[David Whitebread - What is self-regulation? - Siren Films](#)

<https://www.ncfe.org.uk/sector-specialisms/early-years-and-childcare/education-childcare-career-toolkit/>

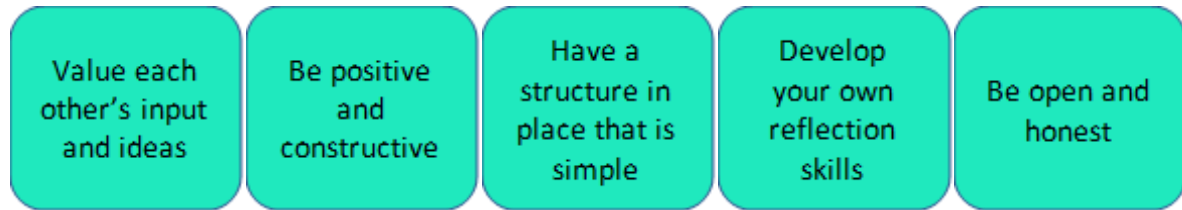


Action planning

Planning and Reflection		
Name of mentee:	Name of Mentor:	Date:
Identified criteria RED/AMBER /GREEN (Please circle as appropriate)	Reflections (collaborative) <i>What needs to be improved and how? Mentor and mentee comments if they do not align. Also, to include celebrations of strengths.</i>	Next steps (collaborative) <i>This is to include any CPD/next steps that will be carried out and a timeframe for completion and review.</i>

Part 3: Reflection and Supervision

Top Tips for effective supervision



Intent and impact

The intention of the Professional Practice Framework is quite simply participation. The goal is that professional status is maintained through reflective engagement with the Early Years Educator Criteria in the context of own practice, interest and potential needs development. Through a scaffolded approach to development ideas and experiences are focused and targeted allowing for a personalised journey of reflection, leading the way for purposeful supervision and collaborative, distributive leadership.

The impact of engagement with the Professional Practice Framework is quite simply growth. Through open and honest reflection and supervision personal development is boosted and everyone benefits from new learning, new ways of working and responsible, accountable leadership from professionals who are always at the peak of evidence-based practice.

The following templates are for guidance only and are specific to the professional practice framework. The supervision template has been designed to ensure that key areas are covered in line with the Early Years Educator criteria. The richness of discussion cannot be replicated with a form and therefore here are some top tips when carrying out a supervision.

Supervision template

Name of mentee:	
Professional status (please circle/highlight)	Volunteer
	Student
	Newly qualified
	Experienced Educator
	Senior Practitioner
	Childminder/nanny
	Other
	Type of provision
Name of mentor:	
Date:	
Welcome:	<i>This section is to set the scene and ensure that everyone is at ease. A general discussion about the last supervision and conversation about how they are feeling.</i>
Professional Practice Framework:	<p><i>This is to discuss the EYE criteria along with the staff members' reflection ratings for each criterion.</i></p> <p><i>Competency Rated self-analysis. For criteria with multiple criteria, it is possible to use a combined competency rated approach. For example, in some areas the practitioner may feel GREEN but in others RED or AMBER will apply. Use the space provided to add any comments too.</i></p> <p>RED: mark any area you feel you have no or limited experience in RED. The professional practice framework indicates in depth continuous professional development/reflection and this needs to be watched/listened to/read. The staff member must then reflect using the reflective tool (or similar) to support their understanding. During supervision this can be discussed, and impact can be noted. It may be at this point that the RED becomes AMBER.</p> <p>AMBER: mark any area you feel you would benefit from further, perhaps wider experience in AMBER. The professional practice framework indicates continuous professional development/reflection that can be documented by using the tool (or similar). This can be discussed in supervision and again, impact noted. It may be at this point that the AMBER becomes GREEN.</p> <p>GREEN: mark any area you feel confident in GREEN. The professional practice framework indicates more continuous professional development/reflection here to maintain confidence and give further ideas for practice. This can still be reflected on and can</p>

	<p><i>also form part of the strengths and celebrations of the mentee. In some cases, this may be used as exemplary practice to the team.</i></p> <p><i>If the self-reflective competency-based rating and your own rating of the mentee differs, ensure that conversations are carried out respectfully and with a positive outlook on what can be improved. This needs to be supported with evidence of practice. It may also be that your own rating is higher than the self-reflection, in which case, still provide evidence of practice and this can be celebrated.</i></p>
Focus for the next supervision session	<p><i>After completing the professional practice framework supervision discussion, it will be important to set achievable targets to be completed for the next session in order of priority. This should be carried out collaboratively.</i></p>
General comments	<p><i>This relates to day-to-day work and priorities and should provide opportunities to discuss successes and challenges. It provides an opportunity to discuss specific work with children and families and practice development.</i></p>
Wellbeing	<p><i>As a mentor we need to ensure that we are checking in with all of our mentees to ensure their wellbeing is high. We can consider here ways of supporting the workload and discuss how wellbeing is a priority.</i></p>
Close	<p><i>Each mentee should leave the supervision aware of the next steps and the timeframe. This can be recorded here to pick up from at the next supervision session.</i></p>

Reflective tool

The Professional Practice Framework offers a space to dip into quality webinars, podcasts and articles that are specific to education and childcare. Effective continuous professional development is that that encourages a deeper reflection into our practice, considering the impact and benefit to your own role in education and childcare.

For more reflection support, please visit [Reflective practice - YouTube](#)

You can download the reflective tool [here](#).

Starting point – Why have you chosen this particular topic?

Educate – Which parts of the CPD ignited your interests? Give a description of aspects that you found useful, interesting, and relevant to your role.

Enhance – How might this impact your own practice? What changes might you make? Give reasons as to why this may be needed and how you could implement.

Enrich – How might this CPD benefit the children, young people, and families that you work with? Give examples of how this could enrich their experiences.

Engage – How might you share the information that you have gained from this CPD with others in the setting, this might include colleagues, other professionals, as well as children, young people, and their families.