



# Warwickshire Training & Development Plans

**A Step-by-Step Guide to Writing:  
A Training Policy  
&  
Training and Development Plan**

Warwickshire Sure Start Early Years &  
Childcare Partnership



# Training & Development Plans

**Warwickshire Sure Start Early Years & Childcare Partnership (WSSEYCP) is committed to ensuring quality in early years childcare and education through supporting workforce development.**

**It is now a requirement of Nursery Education Grant that:**

- All full time Foundation Stage Practitioners access a minimum of 4 days training and development per year.
- Part time Foundation Stage Practitioners access a minimum of 2 days training and development per year.
- Settings have a training and development policy in place.
- Settings have training and development plans in place.

WSSEYCP will monitor training and development plans to ensure that these requirements are met. As this monitoring will measure practitioners' access to training and development in hours, guidance is as follows: 4 days = 24 hours, 2 days = 12 hours.

Although these requirements are in place with regard to Foundation Stage practitioners, you may have practitioners in your setting working with children outside this age range. If so, you will need to consider their training needs. Good practice indicates this should be on an equal basis to those working within the Foundation Stage. It is beneficial for all practitioners to access appropriate training and development as it is common for practitioners to move between age ranges, and it is shown to contribute to the raising of quality within the whole setting.

The aim of the manual is to support settings in fulfilling these requirements by creating training and development plans and policies that encourage the development of the setting and all staff. It intends to highlight the importance of training and development to your business and to help you take a planned approach to workforce development. It leads you through a step-by-step approach to producing training policies, training plans and undertaking training needs analysis.

In order to assist you with this process the manual includes pro formas with guidance, which you are required to complete for monitoring purposes.

***We hope that you find this a useful document...***



# Section 1

## Why do we need Training and Development?

The most important resource of every setting is the staff. If this is what we believe, then investing in training and developing staff professionally is essential.

The three main reasons for doing this are:

- Ensure staff have the skills, knowledge and understanding to meet the needs of the children.
- To address the needs of the setting as identified by you, the manager.
- To help every member of staff achieve their potential.

This manual will provide you with a structured approach to setting up and maintaining a staff development programme in your setting. It will help you identify the needs of your setting, and the individuals within it, and give advice on how to prioritise, plan and keep training records effectively.

If you and your staff choose to ignore the benefits of training, the consequences may be:

- Staff may be unable to support children in realising their potential.
- Your setting may be unable to meet statutory requirements.
- You may face a high turnover of staff due to low morale and poor motivation.
- Your staff may have insufficient expertise and could make potentially serious mistakes.

If you and your staff take a positive approach to training and development the benefits will be:

- Staff develop the skills and knowledge to maximise children's development at a time when this can alter their whole attitude to learning and improve their life chances.
- Your staff will be confident, motivated, have increased knowledge and understanding, and feel valued as part of your team.
- Your staff will see that you promote career development for the benefit of the setting and individuals.
- Parents will have confidence in the quality of your provision.





# Section 2

## What counts as a training opportunity?

Training is most definitely not just about attending courses, particularly if funding is an issue. A wide range of other opportunities are on offer, which may be less expensive and just as effective. As the manager you must identify, promote and value all the different ways of accessing training in addition to courses.

Examples include:

- In-house training
- Cascading knowledge
- Sharing documentation from training courses
- Meetings with other settings
- Advisory teacher input
- Team meetings
- Books/articles/journals/professional magazines
- Radio/TV programmes, video tapes
- Visits to other settings
- The internet
- Observing good practice

Refer to the annual Foundation Stage Training Programme for details of available training and development opportunities. This also signposts you to other organisations that offer relevant training.





# Section 3

## The Role of the Manager

Your role as manager is crucial to the success of the training and development process.

As the manager you must become skilled at identifying the needs of both your organisation and the individual members of staff, including yourself. You will need to overcome any obstacles to training that may be apparent in your setting. Planning ahead and timetabling activities across the year often help this and a careful record should be kept of who attended what.

Your key roles in this process are:

- To ensure there is a training policy showing the organisation's commitment to an open and fair approach to training and development, and to work with staff to create this policy.
- To create training plans, which set out the training and development needs of the setting and clearly identifies how these will be addressed.
- To monitor and evaluate the effectiveness of the policy, the plans and the training that has taken place.
- To ensure that staff are meeting the requirements of the Nursery Education Grant in terms of Training and Development.
- To decide who is the most appropriate person to undertake the training and to ensure that there are opportunities for people to share training experiences.





# Section 4

## Training Policy

A training policy is very important because it sets out your commitment to developing the staff in your setting.

Remember an effective policy:

- Gets across the main points briefly and succinctly.
- Should be seen as a working document that informs practice.
- Reflects the views and aspirations of the team at that time.
- Is regularly reviewed to take account of new legislation/statutory guidance/developing aims of the provision.
- Is a public document.
- Is personal to your setting.



You may like to consider the following headings when writing your policy.

### Introduction (Why?)

This is where you state your beliefs about training and development within your setting.

Points to think about:

- Your commitment to training and developing your staff.
- The importance of training and development in meeting the needs of the children, ensuring the quality of the provision and motivating/retaining individuals.
- Who the policy applies to – consider equal opportunities issues here.







## Aims (What?)

This is where you set out what you want to achieve.

Points to think about:

- Meeting national and local requirements.
- Striving for a highly trained workforce with the appropriate skills to deliver effective Early Years practice.

## Implementation (How?)

This is where you state how you will achieve the above aims.

This section should include your intentions to:

- Create, implement and evaluate a Training and Development plan to meet the needs of the setting and each individual.
- Meet the specific needs of new staff through an effective induction process.
- Identify a training and development budget annually.



## Monitoring/ Review

This is where you state how often and when your policy will be reviewed. A good time to do this may be as you review your training and development plan – annually. The date of review should be stated on the policy.



# Section 5

## **Training & Development plans:**

a step-by-step guide for the completion of the Training and Development sheets.

The following guidance will help you to use the sheets provided in this pack effectively.

The enclosed blank sheets should be completed in numerical order, and you will be guided through the process, i.e. the information on sheet 1 leads to sheet 2, then 3 and then 4, which in turn brings you back to sheet 1.

Also enclosed is a set of exemplar sheets. These can be used for reference in order for you to see how a completed plan might look.







## Training Plans Sheet 1: Skills Matrix

This will show prior achievements and will indicate where a training update may be needed.

Entries on the matrix should be dated. Training and Development for the previous 3 years should be entered in the Statutory & Care, Curriculum and SEN columns. Training and Development for the previous 12 months should be entered in the column labelled "Other". In this way, when you return to this matrix at the end of the cycle, more recent training can be added, and Training and Development undertaken before the cut off date should be removed. This will ensure that the document is a reflection of updated skills and knowledge and does not become unwieldy.

This is a working document, which you may wish to add to through the year. However, it should not be considered to be a rolling programme; there needs to be a date at which you make your decisions about the next year's needs and plan how to meet them.

There are a number of ways of gathering this information, for example through the appraisal system, at a staff meeting, through existing records or informal discussions.

When you have filled in this sheet you will be able to see some of the development needs of your setting. You can use the matrix to consider: -

- Have you fulfilled your statutory obligations?
- Is there a good balance of training to meet requirements, curriculum and SEN training?
- Is the training relevant, up to date and in line with the latest guidelines?
- Are training opportunities offered fairly across all members of your team?

You will also need to consider any key issues from a recent Ofsted inspection, Nursery Education Grant requirements and advice from Advisory Teachers.





## **Training Plans Sheet 2: Meeting the Training and Development needs of the setting.**

Using the information gathered from the skills matrix you will need to complete the column “Identified area of need” before allocating appropriate members of staff to undertake the training. Ideally you will do this in consultation with your staff.

Next, identify appropriate training and development activities. Refer to the examples in Section 2 of this manual and consult the annual Foundation Stage training programme.

It will be necessary to return to this sheet throughout the year in order to complete the Impact on Practice/Evaluation column.

## **Training Plans Sheet 3: Meeting Individual Training and Development needs.**

To complete this sheet you will take information from Sheet 1 and Sheet 2, and also take into account personal interests. You may find staff appraisals a major way of assisting in completing this part of the process.

## **Training Plans Sheet 4: Record of Staff Training Hours**

This sheet provides an overview of each individual's training and development activity, with a total number of hours.

It should be updated regularly as training and development is undertaken, and you should ensure that there is a balance of activities undertaken across the year, particularly with regard to in-service training. A wide range of examples can be found in Section 2 of this guidance.

It is important that this sheet is completed accurately and kept up to date, as it has a key role in the WSSEYCP monitoring process.

**At the end of the cycle you will need to return to the Skills Matrix.**



# Acknowledgements and References

Recruitment Guide for Employers in the Early Years, Childcare and Playwork Sectors. –  
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