

Early Years Learning and Development



Autumn Term 2018

Early Years Foundation Stage (EYFS) documents	4
Early Years Foundation Stage Profile (EYFSP)	5
Training tailored to your needs	6
Early Years Development Training Programme	7
Early Years Development Training Programme	8
Health and Safety Programmes	10
Inclusion Training and Support	11
Safeguarding Training Programmes	12
Childminder Information Sessions	13
Bilingualism and Multilingualism: Valuing Children’s Home Languages	14
Early Years Foundation Stage Coordinators’ Forum	15
Early Years Foundation Stage Profile (EYFSP) Moderation	16
Every Tower Hamlets Child a Talker (ETHCaT)	17
Every Tower Hamlets Child a Mover (ETHCaM)	18
First Aid at Work	19
Inclusion Coordinators’ Support Group	20
Level 2 Award in Health & Safety in the Workplace	21
Level 3 Certificate Forest School Leaders	22
CIEH Foundation Food Safety	23
MPVI Childcare Managers’ Forum	24
Paediatric First Aid	25

Person Centred Planning in the Early Years	26
Safeguarding Children Advanced - for Designated Safeguarding Person	27
Safeguarding Children Intermediate	28
Safeguarding Children Intermediate Plus - for Childminders	29
Special Educational Needs and Disability (SEND) Code of Practice 2015 – what you need to know!	30
Supporting children with social communication needs.....	31
Supporting children’s social and emotional wellbeing	32
Supporting Young Children’s Mathematical Development.....	33
Booking Information	36
Booking Information <i>continued</i>.....	37
Non-attendance and Cancellation Fees Policy	38
For the latest information, visit: www.towerhamlets.gov.uk/earlyyearstraining	39



The Early Years Foundation Stage

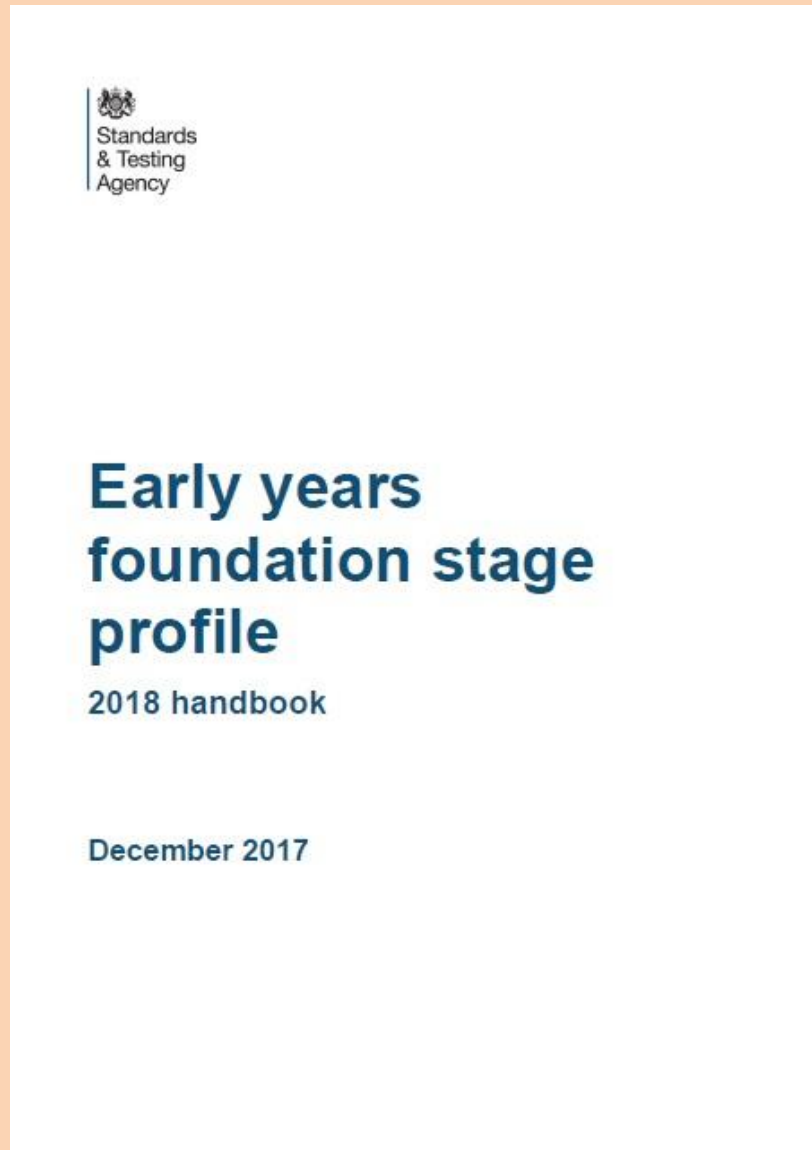
The Early Years Foundation Stage (EYFS) sets standards for the learning, development and care of children from birth to five years old. All schools and Ofsted-registered Early Years providers, including childminders, pre-schools, nurseries and school reception classes must follow the EYFS.

The statutory framework for the EYFS supports an integrated approach to early learning and care. It gives all professionals a set of common principles and commitments to deliver quality early education and childcare experiences to all children.

As well as being the core document for all professionals working in the foundation years, the framework can reassure parents. Regardless of where they choose for their child's early education, they can be assured that the same statutory commitments and principles will underpin their child's learning and development experience.

To view a copy of the Revised Statutory Framework for the EYFS click on the image of the document. The revised version came into effect from April 2017 and all practitioners, settings and childminders must ensure they are implementing the changes that have been introduced. Should you require further information on the changes please contact your Early Years Advisor.

Alternatively visit www.towerhamlets.gov.uk/earlyyears and go to useful practitioners' resources.



The Early Years Foundation Stage Profile (EYFSP)

The Early Years Foundation Stage Profile is statutory. The Integrated Early Years Service (IEYS) offers schools a three point moderation programme. 25% of schools in Tower Hamlets are notified and moderated annually. The data return based on the early learning goals (ELGs) is statutory for every setting which takes eligible (5 year old) children; for schools this will be the end of the Reception Year. The statutory return is completed every academic year during the summer term. Ofsted uses the 'Early Years Outcomes' to measure progress and attainment in early years and therefore all IEYS moderation events and assessment advice to schools are based on this document and Standards and Testing Agency requirements.

There will be a number of events to support practitioners with the EYFSP. All of the events are open to schools and settings that may have children for whom they will be completing a profile. To download a copy of the 2018 Early Years Foundation Stage Profile Handbook visit www.towerhamlets.gov.uk/earlyyears and go to useful practitioners resources.

You can also find the most recent [Tower Hamlets Moderation Plan](#) there.

Full team training has been shown to strengthen the positive impact on children's outcomes; therefore we have developed several training courses which you can request to be delivered in your setting. See below for an outline of the courses. These are focused on narrowing the gap between the most disadvantaged children and their peers. The content can be discussed in more detail with the trainer and can be adapted to meet the needs of the learners.

Every Tower Hamlets Child a Talker

- This training focusses on the importance of learning language and its fundamental relationship to learning. It identifies approaches and practical strategies for maximising children's opportunities to learn language.

Sustained Shared Thinking (SST) and Emotional Well-being

- This training focusses on the vital role adults play in helping children to be emotionally and intellectually ready to think and learn. It identifies the skills and approaches that settings can focus on to develop in their practice.

Inclusion and Special Educational Needs

- Specialist training in this area continues to be provided by Phoenix and Stephen Hawking schools – contact these schools directly if you wish to access their support. The six maintained nursery schools also have a wealth of experience in this area and are willing to share with Primary colleagues. Please contact the Workforce Development Team for further information.

Supporting Young Children's Mathematical Development

- This training focuses on an area of the curriculum that supports narrowing the gap. We have developed a modular package of training which aims to increase children's understanding and attainment in mathematics; develop practitioner understanding of children's mathematical development; increase practitioner confidence to support parents and families; develop a toolkit of SST strategies that support open-ended mathematical investigation and to support practitioners to use the rich environment around them and enhance it with mathematical development in mind.

Packages

Each training package consists of a total of 5 hours training. **Please call us to discuss your needs further.**

The costs will vary according to delivery requirements and whether a venue will need to be booked (if you are not using your own setting). Costs will be in the region of £550 for schools and £275 - £300 for MPVI settings.

Settings or schools may wish to work in partnership with each other to share the cost. The total number of participants in a group **should not exceed 15**. Larger groups will necessitate an additional trainer, and will be charged accordingly.

Please note it is the settings' responsibility to ensure that our tutors have adequate IT equipment available if the training is to be held at your designated venue. This includes the following:

- interactive whiteboard that will enable trainers to use Microsoft PowerPoint programme to present slideshows.
- access to the internet and access to a TV/DVD player
- the venue should be large enough to accommodate the number of participants

Please contact the Workforce Development Team if you would like to discuss dates and packages

For more information, click on your required session title.

Session Title	Duration (No. of days)	Dates	Session times	Aimed at	Attendance fee
Level 3 Certificate Forest School Leaders	8	1 st , 2 nd & 3 rd October 2018 4 th & 5 th February 2019 10 th , 11 th & 12 th June 2019	09:00 - 16:00	<ul style="list-style-type: none"> - Childminders - Children's Centres - Schools - Childcare settings 	£890

Contact the Workforce Development team to book your place.



For more information, click on your required session title.

Session Title	Duration (No. of days)	Date 1	Date 2	Course times	Aimed at (practitioners in)	Attendance fee
Bilingualism and Multilingualism: Valuing Children's Home Languages and Supporting Children with English as an Additional Language	0.5	15/01/2019	-	9.15 - 12.30	- Childminders - Children's Centres - Schools - Childcare settings	£25 - Childminders £75 - Children's Centres £75 - Schools £35 - Childcare settings
Every Tower Hamlets Child a Talker (ETHCaT)	Two half day sessions	28/11/2018	12/12/2018	9:15 - 12:30	- Childminders - Children's Centres - Schools - Childcare settings	£25 - Childminders £75 - Children's Centres £75 - Schools £35 - Childcare settings
Every Tower Hamlets Child a Mover (ETHCaM) * *Please contact Fran Haimes. Early Years Quality Assurance Teacher before booking: francesca.haimes@towerhamlets.gov.uk	2	26/09/2018	17/10/2018	9.15 - 15.30	- Childminders - Children's Centres - Schools - Childcare settings	£50 - Childminders £150 - Children's Centres £150 - Schools £70 - Childcare settings
Supporting young children's mathematical development	Two half day sessions	Feb 2019	Feb 2019	9.15 - 12.15	- Childminders - Children's Centres - Schools - Childcare settings	£50 - Childminders £150 - Children's Centres £150 - Schools £70 - Childcare settings

Contact the Workforce Development team to book your place.



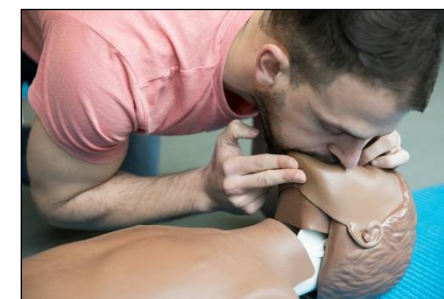
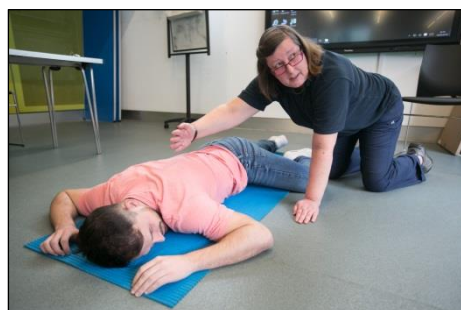
This term we have a range of forums; for more information click on your required session title.

Session Title	Duration (No. of days)	Date	Session times	Aimed at	Attendance fee
Early Years Foundation Stage Coordinators' Forum	1	09/11/2018	09:15 - 15:30	Early Years Coordinators	Free
MPVI Managers' Forum	1	09/11/2018	09:15 - 15:30	Childcare Managers	Free
Early Years Foundation Stage Coordinators' Forum	1	08/03/2019	09:15 - 15:30	Early Years Coordinators	Free
MPVI Managers' Forum	1	08/03/2019	09:15 - 15:30	Childcare Managers	Free
Early Years Foundation Stage Profile (EYFSP) and a moderation training event working with the EYFSP	1	18/10/2019	09:15 – 12:30	Early Years coordinators, anyone teaching in Reception or with a reception-aged child in their setting Childcare managers	Free

Contact the Workforce Development team to book your place.

This term we continue to offer health and safety related training sessions; for more information click on your required session title.

Session Title	No. of days	Date 1	Date 2	Date 3	Course times	Aimed at (practitioners in)	Attendance fee
Fire Warden/Fire Marshall Training	1	12/12/2018	-	-	09:15 - 16:45	- Childminders - Children's Centres - Schools - Childcare settings	£25 - Childminders £75 - Children's Centres £75 - Schools £35 - Childcare settings
First Aid at Work	3	15/10/2018	16/10/2018	17/10/2018	09:15 - 16:45	- Children's centres - Schools - Childcare settings	£225 - Children's Centres £225 - Schools £105 - Childcare settings
CIEH Foundation Food Safety (Formerly known as Level 2 Award in Food Safety in Catering)	1	14/11/2018	-	-	09:15 - 16:45	- Childminders - Children's Centres - Schools - Childcare settings	£25 - Childminders £75 - Children's Centres £75 - Schools £35 - Childcare settings
Paediatric First Aid	2	26/09/2018	27/09/2018	-	09:15 - 16:45	- Children's Centres - Schools - Childcare settings	£150 - Children's Centres £150 - Schools £70 - Childcare settings
Paediatric First Aid	2	03/10/2018	10/10/2018	-	09:15 - 16:45	- Children's Centres - Schools - Childcare settings	£150 - Children's Centres £150 - Schools £70 - Childcare settings
Paediatric First Aid (Saturday)	2	03/11/2018	10/11/2018	-	09:15 - 16:45	- Children's Centres - Schools - Childcare settings	£150 - Children's Centres £150 - Schools £70 - Childcare settings
Paediatric First Aid	2	05/12/2018	06/12/2018	-	09:15 - 16:45	- Childminders	£25 - Childminders
Level 2 Award in Health & Safety in the Workplace	1	21/11/2018	-	-	09:15 - 16:45	- Childminders - Children's Centres - Schools - Childcare settings	£25 - Childminders £75 - Children's Centres £75 - Schools £35 - Childcare settings



The role of an Inclusion Coordinator is extensive and in order to support their professional development, four half day training sessions covering core areas of knowledge and skills are offered during this term. All new Inclusion Coordinators are expected to access the core training programme (sessions 1 - 4) and will be prioritised for places. Remaining places will be offered to experienced Inclusion Coordinators who would like to attend any of these sessions. Your Area Inclusion Coordinator will be happy to discuss these sessions with you in more detail.

To complement the core training programme we will also be facilitating the Inclusion Coordinators' Support Group again this term. The group provides opportunities for Inclusion Coordinators to share ideas and best practice, gain support from colleagues and keep up to date with local and national developments relating to inclusion.

Session Title	Duration (No. of days)	Date	Course times	Aimed at (practitioners in)	Attendance fee
Inclusion Coordinators' Support Group	1.5 hours	31/10/2018	13:00 - 14:30	Inclusion Coordinators	Free
Special Educational Needs and Disability (SEND) Code of Practice 2015 – what you need to know!	3 hours	10/10/2018	9.15 - 12.30	Inclusion Coordinators	Free
Person Centred Planning in the Early Years	3 hours	10/10/2018	13:15 - 16.30	Inclusion Coordinators	Free
Supporting children's social communications needs	3 hours	7/11/2018	09.15 - 12.30	Inclusion Coordinators	Free
Supporting children with social, emotional & mental health needs	3 hours	7/11/2018	13:15 - 16:30	Inclusion Coordinators	Free

Contact the Workforce Development team to book your place.

We have organised safeguarding training into different levels of knowledge and skills. The level required will depend on the degree of contact you have with children and families and the role you play. It will allow those who work with, or take responsibility for, children and/or parents and carers at all levels to increase their knowledge and understanding of child protection and their ability to promote the safety and welfare needs of children.

Session Title	Duration (No. of days)	Date 1	Date 2	Course times	Aimed at (practitioners in)	Attendance fee
Safeguarding Children Intermediate	1	31/10/2018	-	09:15 - 16:45	- Childcare settings - Children's Centres - Schools	Free to Childcare Settings £75 - Children's Centres £75 - Schools
Safeguarding Children Intermediate Plus - for Childminders (Saturday)	1	17/11/2018	-	09:15 - 16:45	- Childminders	Free
Safeguarding Children Advanced - for Designated Safeguarding Person	2	19/09/2018	20/09/2018	09:15 - 16:45	- Designated Safeguarding Person	Free to childcare settings £150 - Children's Centres £150 - Schools
Safeguarding Children Advanced - for Designated Safeguarding Person	2	22/11/2018	23/11/2018	09:15 - 16:45	- Designated Safeguarding Person	Free to childcare settings £150 - Children's Centres £150 - Schools

Contact the Workforce Development team to book your place.



We offer group information sessions led by our Early Years Advisors team who will provide in-depth advice on the process of becoming a registered childminder in Tower Hamlets.

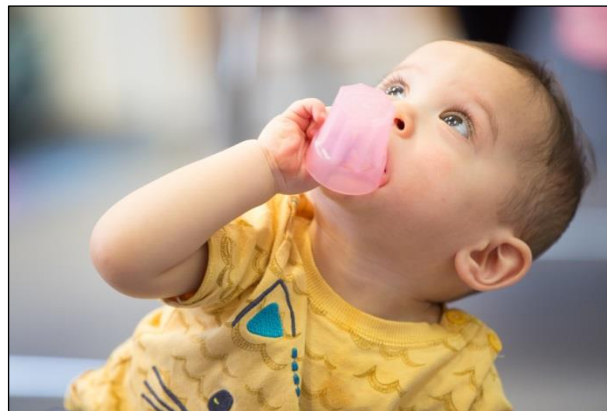
By the end of the session you will be informed of what you can expect from childminding, what is expected of you and have an understanding of the Ofsted registration process. Our information sessions aim to help you establish if childminding is a career option for you. There will be many opportunities at the session to ask questions.

The group information sessions are delivered over a two-hour period.

Crèche facilities are not available at the sessions, therefore if needed you are advised to arrange childcare prior to the day.

Session Title	Duration (No. of days)	Date	Course times	Aimed at (practitioners in)	Attendance fee
Childminder Information Session	2 hours	16/11/2018	10:00 - 12:00	- Childminders	Free - Childminders

Contact the Workforce Development team to book your place.



Bilingualism and Multilingualism: Valuing Children’s Home Languages

Introduction	Session Aims	Session Learning Outcomes
<p>An increasing number of Tower Hamlets children are growing up speaking two or more languages. This hands-on, practical workshop will consider how best to support the development of children's home languages and English. This course makes reference to Every Tower Hamlets Child a Talker (ETHCaT), and Sustained Shared Thinking (SST), and will support practitioner understanding and reflection on these skills.</p> <p>One of the key messages is valuing children’s first languages and how we convey this to parents and children.</p> <p>This session is linked to the Early Years Foundation Stage Practice Guidance.</p>	<ul style="list-style-type: none"> • Explore relevant research and develop an understanding of key concepts about the process of language acquisition • Learn about current EYFS guidance and how Development Matters supports children and families with additional languages • Make links with ETHCaT and SST strategies • Consider the importance of language to identity and how to work with families with English as an additional language; making real connections for children and their families. • Offer practical tips and ideas on supporting the children in your setting, such as ways to introduce narrative, song and rhyme meaningfully. 	<p>Participants will:</p> <ul style="list-style-type: none"> • Have a better understanding of how multilingual children learn languages and the role of language in identity • Be able to reflect on and plan for the needs of children and families in their setting and be more confident about scaffolding a child’s next steps • Enhance their ‘toolkit’ for supporting children’s multilingual language development and working with families with diverse heritages.

This course/session is aimed at:

Childminders	Children’s Centre Family Support Staff	Children’s Centre Play and Learning Staff	Childcare Managers	Nursery Staff	Playgroup Staff	Foundation Stage Teachers	School Support Staff
✓	✓	✓	✓	✓	✓	✓	✓

Dates and times	15/01/2019 09:15 – 12:30
------------------------	--------------------------

Contact the Workforce Development team to book your place.

Early Years Foundation Stage Coordinators' Forum

Introduction	Session Aims	Session Learning Outcomes
<p>The Early Years Foundation Stage Coordinators' forum is held termly. If coordinators are unable to attend please send another member of the early years' team.</p> <p>The agenda will be sent out closer to the event.</p>	<ul style="list-style-type: none"> • To update coordinators in initiatives in early years nationally and locally. • To hear about examples of good practice from other practitioners (presentations from practicing teachers). • To have time for discussions, sharing and networking. • To meet colleagues from the MPVI sector and children's centres. 	<p>You will be up to date with initiatives in early years and will have a chance to network with colleagues across the authority.</p>

This course/session is aimed at:

Childminders	Children's Centre Family Support Staff	Children's Centre Play and Learning Staff	Childcare Managers	Nursery Staff	Playgroup Staff	Foundation Stage Teachers	School Support Staff
						✓	

Dates and times	09/11/2018	09:15 – 15:30
	08/03/2019	09:15 – 15:30

Contact the Workforce Development team to book your place.

Early Years Foundation Stage Profile (EYFSP) Moderation

Introduction	Session Outcomes
<p>The Early Years Foundation Stage Profile is statutory. Schools must continue to complete the EYFSP for their reception-year pupils in the summer term by 30 June 2019, and report the results to local authorities. The baseline introduced two years ago will not be used by the Department for Education (DfE) or Ofsted. The early learning goals (ELGs) remain statutory at the end of reception. Ofsted advises that they will therefore continue to use the 'Early Years Outcomes' to measure progress and attainment in early years.</p> <p>There are a number of different events during the autumn term to support practitioners with the EYFSP. Events are open to schools and settings that may have children for whom they will be completing a profile. Please refer to page 5 for more information. To download a copy of the 2018 Early Years Foundation Stage Profile Handbook visit www.towerhamlets.gov.uk/earlyyears and go to useful practitioners resources.</p> <p>Schools are reminded that they must attend two events during the year, including one moderation agreement trialling event. Drop-ins can only count for one of these events. This is a statutory requirement. Attending LA events is an important way to build shared understanding of the ELGs and the national exemplification of standards. Further events will be announced for the spring and summer terms.</p> <ol style="list-style-type: none"> 1) Thursday 18th October 9.15am - 12.15pm Working with the EYFSP: This moderation training event will cover: <ul style="list-style-type: none"> • The Characteristics of Effective Learning, the nature of exceeding, both issues that have arisen from this year's moderation process • Data analysis: the focus for our first moderation visits • Introduce the 2018-19 STA specified areas of learning: PSED and Literacy 2) Twilight drop-in sessions 4-5:30pm at different schools – specific venues to be confirmed. These will be opportunities for practitioners to consider how rich environments will support children's learning and their progress towards the Early Learning Goals, and to discuss further questions about the EYFSP. Twilights will be held on the first Thursday of the month, in the autumn term, and the fourth Thursday of month in the spring term. Autumn term dates: Thursday 1st November; Thursday 6th December Spring term dates: Thursday 24th January; Thursday 28th February; Thursday 28th March 2019 3) Four moderation agreement trialling events to be held in March and April 2019 <p>It is a statutory requirement that an EYFSP is completed on children who were born between September 1, 2013 and August 31, 2014.</p>	<p>By the end of these sessions:</p> <ul style="list-style-type: none"> - Participants will be clearer and more confident in making judgements for the EYFSP. - Participants will be clear about the process for making judgements and submission to the Local Authority - Participants will build a shared understanding of the exemplification materials, the importance of the CoEL, and a deeper capacity to reflect on what exceeding looks like.

Every Tower Hamlets Child a Talker (ETHCaT)

Introduction	Session Aims	Session Learning Outcomes
<p>This training consists of two half day sessions: session two will build on the knowledge gained in session one, reflecting on how ETHCaT strategies can be put into practice.</p> <p>Research into what will best support the development of communication and language skills tells us that some children do not necessarily have the rich opportunities and experiences that are needed. Some have fewer opportunities to talk with their parents and carers.</p> <p>We know that children who have good early language skills generally go on to achieve more in reading and writing and other educational outcomes.</p> <p>The ETHCaT training explores strategies to improve the opportunity for, and the quality of, children’s talk.</p> <p>This is linked to the Statutory Framework for the Early Years Foundation Stage.</p>	<ul style="list-style-type: none"> • Look at the research which underpins best practice for supporting children’s language and communication development. • Consider how the environment may be set up to provide more opportunities for children’s talk. • Explore strategies adults can use when interacting with children to encourage more conversation and language use. • Consider how best to work with parents to support them in helping their children to develop as confident communicators. 	<p>Participants will:</p> <ul style="list-style-type: none"> • Have an increased understanding of how children’s communication and language develops from birth to five. • Be more confident in assessing children’s development and identifying where extra support may be needed. • Have completed a practical task to support them in making changes to their practice. • Have expanded their ‘toolkit’ of communication strategies to support children’s language development.

This course/session is aimed at:

Childminders	Children’s Centre Family Support Staff	Children’s Centre Play and Learning Staff	Childcare Managers	Nursery Staff	Playgroup Staff	Foundation Stage Teachers	School Support Staff
✓	✓	✓	✓	✓	✓	✓	✓

Dates and times	28/11/2018	09:15 – 12:30
	12/12/2018	09:15 – 12:30

Contact the Workforce Development team to book your place.

Every Tower Hamlets Child a Mover (ETHCaM)

Introduction	Session Aims	Session Learning Outcomes
<p>This training has been devised to support the borough’s priority to improve children’s outcomes in physical development and health, at a time where there is much concern around high levels of childhood obesity, screen time and physical inactivity in early childhood and the impact that these are having on children’s early health and development.</p> <p>In this training, practitioners will learn how to use the MOVERS scales to assess the quality of the learning environment and movement experiences of children in early childhood education and care settings. The MOVERS will provide staff who work with young children vital knowledge around physical development and how it relates to all other areas of early learning. Using the MOVERS scales will also enable practitioners to identify areas for professional development back at their own settings. On completion of this training, there will be an expectation that participants will support other practitioners to drive change and improve practice across Tower Hamlets.</p> <p>This training will be facilitated by Carol Archer (co-author of MOVERS) and consists of two whole days: The first day will focus on half a day of introduction/revision of movement and physical activity which will involve participants engaging in movement themselves and learning about/revising the benefits to children’s learning. For the rest of the day, participants will closely examine what high quality provision looks like in supporting children’s physical development. Participants will be required to complete a gap task before the next session three weeks later.</p> <p>The second day will involve participants returning with their results, queries, confusions and discussions with colleagues about their experience.</p>	<p>Trainers will:</p> <ul style="list-style-type: none"> • Look at the research which underpins best practice for supporting children’s physical development. • Develop practitioner understanding of children’s physical development. • Increase practitioner confidence to support children, practitioners, parents and families. • Increase practitioner confidence to use the MOVERS scales in the context of EPPE • Consider how the environment may be set up to provide more opportunities for physical development and movement • Consider how best to work with parents and carers to support them in helping their children to develop as confident movers 	<p>Participants will:</p> <ul style="list-style-type: none"> • Have an increased understanding of how children’s physical development evolves from birth to five. • Have an increased understanding of the role of adults in supporting children and families • Have completed a practical task to support them in making changes to their practice to support rich movement opportunities. • Be better able to develop a rich environment to support children’s physical development and movement, using the MOVERS scales to do this. • Have expanded their ‘toolkit’ of sustained shared thinking strategies to support children’s physical development and movement experiences • Be more confident to support parents and carers with ways to support children’s physical development and movement opportunities.

This course/session is aimed at:

Childminders	Children’s Centre Family Support Staff	Children’s Centre Play and Learning Staff	Childcare Managers	Nursery Staff	Playgroup Staff	Foundation Stage Teachers	School Support Staff
✓	✓	✓	✓	✓	✓	✓	✓

Dates and times

February 2019 2 sessions, 2-3 weeks apart, 09:15 - 12:15

First Aid at Work

Introduction	Session Aims	Session Learning Outcomes
<p>The Health and Safety (First Aid) Regulations 1981 require employers to provide adequate and appropriate equipment, facilities and personnel to enable First Aid to be given to employees if they are injured or become ill at work. These Regulations apply to all workplaces including those with five or fewer employees and to the self-employed. In emergencies a first aider can act to prevent situations becoming major issues and can limit potential sick leave through prompt action.</p> <p>The same participant must attend all three days.</p> <p>Candidates are required to show an item of photographic ID to the trainer in order to take the exam. A passport or full driving licence with photo card is recommended.</p>	<p>To provide the First Aider with the knowledge, skills and confidence to act to summon help and give safe, prompt and effective emergency aid to a casualty in the workplace following an injury or illness.</p>	<p>By the end of the course, participants will:</p> <ul style="list-style-type: none"> • Render First Aid for life threatening and minor injuries • Decide whether an illness is serious and what appropriate action to take.

This course/session is aimed at:

Childminders	Children's Centre Family Support Staff	Children's Centre Play and Learning Staff	Childcare Managers	Nursery Staff	Playgroup Staff	Foundation Stage Teachers	School Support Staff
✓	✓	✓	✓	✓	✓	✓	✓

Dates and times	Day 1 – 15/10/2018	09:15 - 16:45
	Day 2 - 16/10/2018	09:15 - 16:45
	Day 3 - 17/10/2018	09:15 - 16:45

Contact the Workforce Development team to book your place.

Inclusion Coordinators' Support Group

Introduction	Session Aims
<p>This support group provides opportunities for Inclusion Coordinators to share ideas and best practice, gain support from colleagues and keep up to date with local and national developments relating to inclusion. This is also an opportunity for Inclusion Coordinators to celebrate successful practice as well as discussing ways forward with any issues they are experiencing in planning for children's needs. The session also provides an opportunity to follow up any developments and queries relating to the 'Special educational needs and disability code of practice: 0 to 25 years'.</p>	<ul style="list-style-type: none"> • To provide an opportunity to meet with other Inclusion coordinators • Support professional development • Share best practice and resources.

This course/session is aimed at:
<p>Inclusion Coordinators in maintained, private, voluntary and independent (MPVI) childcare settings.</p>

Dates and times	<p>31/10/2018 13:00 – 14:30</p>
-----------------	---

Contact the Workforce Development team to book your place.

Level 2 Award in Health & Safety in the Workplace

Introduction	Session Aims	Session Learning Outcomes
<p>Health & Safety legislation requires workplace hazards and risks to be measured, managed and reduced. No UK business is exempt from Health & Safety law. Implementing an efficient Health & Safety system is critical to maintaining a safe work environment designed to protect both staff and customers and reduce both absenteeism and the risk of injury. The course is designed to raise awareness of Health & Safety issues in any work environment. It is also suitable as a refresher course for staff.</p> <p>This is linked to the Statutory Framework for the EYFS, especially Section 3 – Safety and suitability of premises, environment and equipment.</p> <p>Candidates are required to show an item of photographic ID to the trainer in order to take the exam. A passport or full driving licence with photo card is recommended.</p>	<ul style="list-style-type: none"> • Identify the consequences and causes of poor standards of Health & Safety in the workplace. • Explain the management of Health & Safety through the risk assessment process. • Identify the key areas of Health & Safety relevant to the work environment and the controls we use to maintain a safe working environment. • Raise awareness of Health & Safety issues. 	<p>By the end of this session you will have:</p> <ul style="list-style-type: none"> • Demonstrated an understanding of your legal and moral responsibility for a safe working environment. • Demonstrated an understanding of Health & Safety issues at work. • Identified the key controls used to manage Health & Safety in the workplace.

This course/session is aimed at:

Childminders	Children’s Centre Family Support Staff	Children’s Centre Play and Learning Staff	Childcare Managers	Nursery Staff	Playgroup Staff	Foundation Stage Teachers	School Support Staff
✓	✓	✓	✓	✓	✓	✓	✓

Dates and times	21/11/18 09:15 – 16:45
------------------------	-------------------------------

Contact the Workforce Development team to book your place.

Level 3 Certificate Forest School Leaders

Course overview

This Laser accredited, 18 credits, Level 3 qualification enables you to set up and run forest school sessions in your setting. The course involves eight training days with both a practical and theoretical element, and is assessed through a portfolio of evidence and the successful completion of a six-week forest school programme that is planned and delivered by the delegate.

Aims & Objectives	Modules
<ul style="list-style-type: none"> You will develop an understanding of the principles and ethos of Forest School You will develop an understanding of child learning and development theories and how they relate to forest schools You will develop the practical skills to be able to carry out all forest school activities, including lighting and cooking on fires, safe use of tools, etc. You will develop the knowledge and skills to sustainably manage your forest school site You will learn how to plan, deliver and evaluate a full Forest School programme 	<ul style="list-style-type: none"> Forest School Programme: Learning & Development (6 credits) Forest School Programme: Practical Skills (3 credits) Forest School Programme: Planning and Preparation (3 credits) Forest School Programme: The Woodland Environment (3 credits) Forest School Programme: Delivery (3 credits)

This course/session is aimed at:

Childminders	Children's Centre Family Support Staff	Children's Centre Play and Learning Staff	Childcare Managers	Nursery Staff	Playgroup Staff	Foundation Stage Teachers	School Support Staff
✓	✓	✓	✓	✓	✓	✓	✓

Dates and times	1st, 2nd & 3rd October 2018	09:00 – 16:00
	4th & 5th February 2019	09:00 – 16:00
	10th, 11th & 12th June 2019	09:00 – 16:00

Spaces are limited. Contact the Workforce Development team to book your place.

CIEH Foundation Food Safety

Introduction	Session Aims	Session Learning Outcomes
<p>It is often assumed that the practice of good food hygiene is just a matter of common sense however, statistics tell a different story. In reality, the level of food poisoning in the UK is still far too high. The young are particularly at risk and it is essential that those preparing food for children and babies understand the risks involved. Raising awareness of the responsibility of food handlers to produce safe food is critical.</p> <p>This links to the Statutory Framework for the Early Years Foundation Stage. Section 3 – Food and Drink 3.47 and 3.49.</p> <p>Candidates are required to show an item of photographic ID to the trainer in order to take the exam. A passport or full driving licence with photo card is recommended.</p>	<ul style="list-style-type: none"> • To identify the consequences and causes of food related illness • To identify the controls used to maintain standards for hygiene and food safety used in the work environment • To raise awareness of food safety issues. 	<p>By the end of this session you will have demonstrated an understanding of:</p> <ul style="list-style-type: none"> • Your legal and moral responsibility to provide a safe food product. • The consequences of poor standards of food safety. • The workplace routines to maintain standards for food safety.

This course/session is aimed at:

Childminders	Children’s Centre Family Support Staff	Children’s Centre Play and Learning Staff	Childcare Managers	Nursery Staff	Playgroup Staff	Foundation Stage Teachers	School Support Staff
✓	✓	✓	✓	✓	✓	✓	✓

Dates and times	14/11/2018 09:15 - 16:45
------------------------	---------------------------------

Contact the Workforce Development team to book your place.

MPVI Childcare Managers' Forum

Introduction	Forum Aims
<p>The forum provides opportunities to promote and share best practice in supporting learning and development for young children.</p> <p>The afternoon of the day will bring together schools, settings and children's centres to network and promote joint working.</p> <p>A detailed agenda will be shared closer to the event.</p>	<ul style="list-style-type: none"> • To provide an opportunity to meet colleagues, make links, share and discuss common issues. • To keep childcare providers up to date with local and national initiatives and opportunities. • To aid managers in offering high quality care and learning for young children.

This course/session is aimed at:

Childminders	Children's Centre Family Support Staff	Children's Centre Play and Learning Staff	Childcare Managers	Nursery Staff	Playgroup Staff	Foundation Stage Teachers	School Support Staff
			✓				

Dates and times	09/11/2018	09:15 - 15:30
	08/03/2018	09:15 - 15:30

Contact the Workforce Development team to book your place.

Paediatric First Aid

Introduction	Session Aims	Session Learning Outcomes
<p>This session is delivered in line with the Statutory Framework for the Early Years Foundation Stage.</p> <p>The same person must attend both days</p> <p>Section 3 – Staff qualifications, training, support and skills 3.25 and 3.44.</p> <p>Candidates are required to show an item of photographic ID to the trainer in order to take the exam. A passport or full driving licence with photo card is recommended.</p>	<ul style="list-style-type: none"> To provide you with the knowledge and skills to summon help, and/or give safe, prompt and effective emergency aid to a child casualty (both children and babies) within a childcare setting following an injury or illness. To qualify you as a First Aider for Early Years Care in accordance with the welfare requirements of the Early Years Foundation Stage Practice Guidance. 	<p>By the end of this session you will be able to:</p> <ul style="list-style-type: none"> Plan for and manage the medical emergency involving children and babies Stock and maintain an appropriate first aid box for use in the early years setting Render effective first aid for life threatening conditions Render effective first aid for a range of non life threatening conditions Decide whether an illness is serious and what appropriate actions to take. Understand the requirements for Reporting and Recording incidents.

This course/session is aimed at:

Childminders	Children’s Centre Family Support Staff	Children’s Centre Play and Learning Staff	Childcare Managers	Nursery Staff	Playgroup Staff	Foundation Stage Teachers	School Support Staff
✓	✓	✓	✓	✓	✓	✓	✓

Dates and times	2 day training	26/09/2018 and 27/09/2018	09:15 - 16:45
	2 day training	03/10/2018 and 10/10/2018	09:15 - 16:45
	2 day training (Saturdays)	03/11/2018 and 10/11/2018	09:15 - 16:45
	2 day training	05/12/2018 and 06/12/2018	09:15 - 16:45

Contact the Workforce Development team to book your place.

Person Centred Planning in the Early Years

Introduction	Session Aims	Session Learning Outcomes
<p>This half day course is an introduction to person centred planning for Inclusion Coordinators. It will provide an opportunity to consider the Tower Hamlets Early Years Inclusion Team formats. It will explore the implications for working with children with additional needs and their parents.</p> <p>This session will look at the whole process from preparing for meetings, to holding meetings and reviews.</p> <p>This session is linked to the Statutory Framework for the Early Years Foundation Stage and Special educational needs and disability code of practice: 0 to 25 years.</p>	<p>To have an overview of Person Centred Planning:</p> <ul style="list-style-type: none"> • Role of the Inclusion Coordinator • Parent partnership including identifying aspirations and outcomes • Knowledge of the approach and how to use the Tower Hamlets Early Years Inclusion Team formats • Identifying appropriate next steps and support strategies. 	<p>By the end of the course, participants will:</p> <ul style="list-style-type: none"> • Understand how to use the Tower Hamlets Early Years Inclusion Team person centred planning formats: my profile, my profile-transition, my plan and review • Be confident in supporting colleagues to use the person centred planning formats • Be confident in preparing and running person centred planning meetings.

This course/session is aimed at:

Inclusion Coordinators in maintained, private, voluntary and independent (MPVI) childcare settings.

Dates and times

10/10/2018 13:15 - 16.30

Contact the Workforce Development team to book your place.

Safeguarding Children Advanced - for Designated Safeguarding Person

Information

The content of this two day (12 learning hours) training course has been designed in accordance with the Tower Hamlets Local Safeguarding Children Board (LSCB) requirements. It is delivered in line with 3.5 of the Statutory Framework for the Early Years Foundation Stage (EYFS):

Day one will follow the course content of [Safeguarding Children Intermediate](#), and day two will focus on the roles and responsibilities of the Designated Safeguarding Person.

On completion of the two day course, participants will be issued with an official Tower Hamlets Council Designated Safeguarding Person Certificate.

3.5 of the Statutory Framework for the EYFS

'A practitioner must be designated to take lead responsibility for safeguarding children in every setting. Childminders must take the lead responsibility themselves. The lead practitioner is responsible for liaising with local statutory children's services agencies, and with the LSCB. They must provide support, advice and guidance to any other staff on an ongoing basis, and on any specific safeguarding issue as required. The lead practitioner must attend 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 3.6)'.

This course/session is aimed at:

The named 'Designated Safeguarding Person'.

Dates and times

2 day training	19/09/2018 and 20/09/2018	09:15 – 16:45
2 day training	22/11/2018 and 23/11/2018	09:15 – 16:45

Contact the Workforce Development team to book your place.

Safeguarding Children Intermediate

Introduction	Session Aims	Session Learning Outcomes
<p>This session is suitable for staff who work regularly with children, families and carers and who have considerable professional and organisational responsibility for safeguarding and promoting children’s and young people’s welfare.</p> <p>Who should attend?</p> <ul style="list-style-type: none"> • Childcare workers • Teachers • Teaching Assistants • Educational support staff • Early years practitioners <p>This session is linked to the Statutory Framework for the Early Years Foundation Stage, Section 3 - the safeguarding and welfare requirements.(3.4 to 3.13).</p>	<p>The course aims to raise awareness about safeguarding processes and procedures in Tower Hamlets. It will also develop your understanding of your roles and responsibilities as well as those of other agencies. It aims to increase your skills in identifying and responding effectively when a child and/or their family needs intervention, to protect the child from abuse and/or promote their welfare in line with the London Child Protection procedures. It will also identify and challenge your own personal attitudes and beliefs and the impact these may have on your practice.</p> <p>You will use case studies to apply your learning to realistic scenarios. Through discussions and exploration, you will gain confidence in assessing risk, making a sound professional judgement and acting on safeguarding/child protection issues, in line with national and local legislation and guidance.</p>	<p>By the end of this session you will:</p> <ul style="list-style-type: none"> • Be able to identify child abuse • Have an overview of diversity and child protection • Be able to describe the categories of abuse and show an understanding of the components within the different categories • Have an overview of stress and risk factors • Feel more confident in assessing and making a sound professional judgement about a situation and how to respond • Have an awareness of legislation and guidance • Have the knowledge and skills to respond to concerns about the safety and welfare of a child, including recording, information sharing, who to contact, making a referral, what to expect after referral and where to access support.

This course/session is aimed at:

Childminders	Children’s Centre Family Support Staff	Children’s Centre Play & Learning Staff	Childcare Managers	Nursery Staff	Playgroup Staff	Foundation Stage Teachers	School Support Staff
	✓	✓	✓	✓	✓		

Dates and times

31/10/2018 09:15 – 16:45

Contact the Workforce Development team to book your place.

Safeguarding Children Intermediate Plus - for Childminders

Introduction	Session Aims	Session Learning Outcomes
<p>This session is the same as the Safeguarding Children Intermediate, with additional home reading and an assignment.</p> <p>This session is suitable for registered childminders who work regularly with children, families and carers.</p> <p>This session is linked to the Statutory Framework for the Early Years Foundation Stage, especially Section 3 - the safeguarding and welfare requirements (3.4 to 3.13).</p>	<p>The course aims to raise awareness about safeguarding processes and procedures in Tower Hamlets. It will also develop your understanding of your roles and responsibilities as well as those of other agencies. It aims to increase your skills in identifying and responding effectively when a child and/or their family needs intervention, to protect the child from abuse and/or promote their welfare in line with the London Child Protection procedures. It will also identify and challenge your own personal attitudes and beliefs and the impact these may have on your practice.</p> <p>You will use case studies to apply your learning to realistic scenarios. Through discussions and exploration, you will gain confidence in assessing risk, making a sound professional judgement and acting on safeguarding/child protection issues, in line with national and local legislation and guidance.</p>	<p>By the end of this session you will:</p> <ul style="list-style-type: none"> • Be able to identify child abuse • Have an overview of diversity and child protection • Be able to describe the categories of abuse and show an understanding of the components within the different categories • Have an overview of stress and risk factors • Feel more confident in assessing and making a sound professional judgement about a situation and how to respond • Have an awareness of legislation and guidance • Have the knowledge and skills to respond to concerns about the safety and welfare of a child, including recording, information sharing, who to contact, making a referral, what to expect after referral and where to access support.

This course/session is aimed at:

Childminders	Children's Centre Family Support Staff	Children's Centre Play and Learning Staff	Childcare Managers	Nursery Staff	Playgroup Staff	Foundation Stage Teachers	School Support Staff
✓							

Dates and times	17/11/2018 09:15 – 16:45
------------------------	---------------------------------

Contact the Workforce Development team to book your place.

Special Educational Needs and Disability (SEND) Code of Practice 2015 – what you need to know!

Introduction	Session Aims	Session Learning Outcomes
<p>This half day course provides an overview of the Special educational needs and disability (SEND) code of practice: 0-25 years (2015) with a focus on information relating to early years. The code of practice provides statutory guidance in supporting children and young people with SEN and disabilities.</p> <p>The course will outline the role and responsibilities of Inclusion Coordinators under the SEND legislation.</p> <p>This session is linked to the Statutory Framework for the Early Years Foundation Stage and SEND code of practice: 0 to 25 years.</p>	<p>To have an overview of the SEND Code of Practice (2015):</p> <ul style="list-style-type: none"> • Role of Inclusion Coordinator • The Graduated Approach • Education Health and Care Plans • Local Offer. 	<p>By the end of the course, participants will have:</p> <ul style="list-style-type: none"> • An overview of the SEND Code of Practice (2015) • An understanding of their role and responsibilities • Knowledge of the Local Offer.

This course/session is aimed at:

Inclusion Coordinators in maintained, private, voluntary and independent (MPVI) childcare settings.

Dates and times	<p>10/10/2018 09:15 - 12.30</p>
-----------------	---

Contact the Workforce Development team to book your place.

Supporting children with social communication needs

Introduction	Session Aims	Session Learning Outcomes
<p>This half day course provides Inclusion Coordinators with an opportunity to develop their knowledge of social communication needs, including autism, and strategies to support children in their setting.</p> <p>This session is linked to the Statutory Framework for the Early Years Foundation Stage and the Special educational needs and disability code of practice: 0 to 25 years.</p>	<ul style="list-style-type: none"> • To develop knowledge of social communication needs • To develop confidence in supporting children with social communication needs • To develop skills in using a range of strategies. 	<p>By the end of the course, participants will:</p> <ul style="list-style-type: none"> • Understand what is meant by social communication needs in order to support early identification • Have increased confidence in supporting children • Widen their knowledge of a range of strategies to support children

This course/session is aimed at:

Inclusion Coordinators in maintained, private, voluntary and independent (MPVI) childcare settings.

Dates and times	7/11/2018	09.15 - 12.30
-----------------	-----------	---------------

Contact the Workforce Development team to book your place.

Supporting children’s social and emotional wellbeing

Introduction	Session Aims	Session Learning Outcomes
<p>This half day course aims to develop Inclusion Coordinators knowledge of how to support the social and emotional wellbeing of young children.</p> <p>It will give Inclusion Coordinators the opportunity to think about the range of social, emotional and mental health needs of young children. It will promote early identification and support Inclusion Coordinators to plan effective support.</p> <p>This session is linked to the Statutory Framework for the Early Years Foundation Stage and Special educational needs and disability code of practice: 0 to 25 years.</p>	<p>This session will include:</p> <ul style="list-style-type: none"> • Recognising and understanding some of the causes of social, emotional or mental health needs • How to improve skills to ‘tune-in’ to the feelings and experiences of children and their families. • How to promote children’s self-esteem and positive relationships • Strategies to support planning for children with social, emotional and mental health needs. 	<p>By the end of the course, participants will:</p> <ul style="list-style-type: none"> • Understand a range of social, emotional and mental health needs • Have knowledge to support practitioners in how to identify and support young children and families • Know what specialist services are available in Tower Hamlets and how to access them.

This course/session is aimed at:

Inclusion Coordinators in maintained, private, voluntary and independent (MPVI) childcare settings.

Dates and times	7/11/2018	13.15 - 16.30
-----------------	-----------	---------------

Contact the Workforce Development team to book your place.

Supporting Young Children’s Mathematical Development

Introduction	Session Aims	Session Learning Outcomes
<p>This training focuses on an area of the curriculum that supports narrowing the gap. We know that many practitioners do not feel confident with maths and maths talk, and sometimes find it difficult to support children’s maths conversations. We know that building on young children’s early number sense, and understanding the meaning of number is as important as learning the number sequence and counting on. Research also shows that learning disposition can have an enormous impact on children’s mathematical development.</p> <p>We have developed a package of training which builds on the ETHCaT (Every Tower Hamlets Child a Talker) model and SSTEW (Sustained Shared Thinking and Emotional Well-being) statements so that practitioners will better understand how interactions, and building on previous experiences and activities and first-hand experience can foster problem-solving. It will explore what research tells us about children’s early mathematical understanding, and how to harness this, including using routines, and how children need to make connections.</p> <p>The training will introduce the learning environment audit: Developing Indoor and Outdoor Learning Environments to support Mathematics.</p> <p>This training consists of two half day sessions: session two will build on the knowledge gained in session one, reflecting on a gap task.</p> <p>This is linked to the Statutory Framework for the Early Years Foundation Stage.</p>	<ul style="list-style-type: none"> • Look at the research which underpins best practice for supporting children’s mathematical development. • Develop practitioner understanding of children’s mathematical development. • Increase practitioner confidence to support parents and families; • Explore strategies adults can use when interacting with children to support open-ended mathematical investigation • Consider how the environment may be set up to provide more opportunities for children’s maths learning • Consider how best to work with parents and carers to support them in helping their children to develop as confident mathematicians 	<p>Participants will:</p> <ul style="list-style-type: none"> • Have an increased understanding of how children’s mathematical understanding develops from birth to five. • Have an increased understanding of the role of adults in supporting children and families • Have completed a practical task to support them in making changes to their practice and • Be better able develop a rich environment to support mathematical development • Have expanded their ‘toolkit’ of sustained shared thinking strategies to support children’s maths development. • Be more confident to support parents and carers with ways to support children’s maths understanding.

This course/session is aimed at:

Childminders	Children’s Centre Family Support Staff	Children’s Centre Play and Learning Staff	Childcare Managers	Nursery Staff	Playgroup Staff	Foundation Stage Teachers	School Support Staff
✓	✓	✓	✓	✓	✓	✓	✓


Dates and times	8th Feb 2019 09:15 – 12:30 1st Mar 2019 09:15 – 12:30
------------------------	---


UP TO **30** hours **FREE** childcare 


for working parents of 3 & 4 year olds



Up to 30 hours free childcare for working families

 Check if you're eligible at www.childcarechoices.gov.uk

 Create a government gateway account to get your 11 digit eligibility code

 Take your code to your childcare provider/childminder

HMRC helpline
0300 123 4097

If your child turns three between	They can take up their FREE place from
1 April to 31 August	1 September (Autumn term)
1 September to 31 December	1 January (Spring term)
1 January to 31 March	1 April (Summer term)

For more information, please visit www.towerhamlets.gov.uk/childcare



Learning 2
Free educational places for two year olds



Find out if your two year old is eligible for a free place.

They could be entitled to 15 hours a week if you are on a low income, if your child has additional needs or if your child is looked after by the council.

For more information, and to find out what childcare is available in the borough, call the Family Information Service on 020 7364 6495 or go to www.towerhamlets.gov.uk/Learning2



Some of our courses have a contribution fee. How much will it cost you to attend?

I am a registered childminder	I work in a maintained, private, voluntary or independent (MPVI) registered childcare setting	I work in a: <ul style="list-style-type: none"> • children’s centre • school 	<ul style="list-style-type: none"> • I’m an assistant to a childminder • I work for a non-registered childcare organisation.
Your fee is £25 per day	Your fee is £35 per day	Your fee is £75 per day	Your fee is £75 per day

Half-day sessions are charged at the per day fee above. Refer to the programme of sessions for details of specific course cost details.

Are fees refundable if I cannot attend?

A cancellation received four or more working days prior to the session start date will **not** be charged. Any cancellations made within the three working days leading up to the start date will incur in Early Years Training retaining the total course fee. This includes courses that run for a number of days. Alternatively you may send another member of staff to attend from the same setting. More information can be found on **page 30**.

A full refund will be given if the Early Years Training service cancels an event and you do not wish to attend a forthcoming session which we may offer.

Are any sessions free?

Yes, there are various sessions in our programme that are free to attend. Refer to the programme at the beginning of this brochure for more details.

Please note our ‘free to attend’ sessions are subject to our non-attendance and cancellation policy. Please take time to read this. Details can be found on **page 30**.

How do I make payment?

You are required to pay for your course place at the point of booking. Payment can be made over the phone using a debit or a credit card. If you do not have this facility, please let us know and we can arrange to invoice you or your employer.

How do I apply?

Have you/the staff member attended a session provided by the Integrated Early Years Service before?

YES

Email the Workforce Development Team at eytraining@towerhamlets.gov.uk to request a place with the following information: Course date, Time, Full Name, Job Title, Full name of setting or workplace

NO

You will need to complete a New Staff Registration Form. **Please email us for a form.**

How will I know I have been offered a place?

The Workforce Development Team will update you regarding the booking through a return email or, on the phone when you request the booking. You will also receive a course confirmation letter or email.

What do I do if I have not received a confirmation email or letter?

If you do not receive a confirmation email or letter, it may mean you do not have a place on the session. Please contact the Workforce Development Team at least two days prior to the session start date to confirm if you have a place.

What happens if I'm turned away from a course for arriving late?

Anyone arriving to a session more than 15 minutes after the start time may not be allowed to attend the training and this is at the discretion of the facilitator. Late arrivals cause great disruption to other course participants and the planned schedule. In such cases, the employer will still be expected to pay the attendance fee for the course booked. With regards to 'free to attend' sessions the employer will be charged a non-attendance fee.

What happens if I turn up to a session without booking?

It is your responsibility to ensure that you have a place before you arrive at one of our training venues. Our training rooms hold a specific number of people and if they are overfilled we are in breach of Health and Safety Regulations. Therefore, people turning up on the day without prior booking will be turned away.

Can I book more than two staff from my setting to attend training?

In order to cater for all our childcare settings, each course is normally limited to two early years' practitioners per setting/per venue however, additional practitioners can attend if places are available. Courses are booked on a first come first served basis, therefore book early to avoid disappointment.

Waiting list

For all of our courses we have a waiting list. If places become available we will contact you to book your place.

Schools

If the school admin is making the booking/s, please be aware that the confirmation will be sent to the email address they submit at time of booking. It is their responsibility to pass on the confirmation email to you.

Certificates

Participants are expected to attend the full duration of the course/sessions. Certificates will only be issued after full attendance and clearance of payments. For accredited courses, certificates can only be released when assignments/assessments have been passed by the Awarding Body.

Respect for others

When attending any training all delegates are politely requested to give their full attention to the trainer and follow their instructions. Inappropriate conduct at training events will be reported to setting managers and/or registered providers.

Refreshments

Refreshments are not provided as part of our training courses but we try and make sure that the venues we use have a café on site or nearby.

Parking

The venues we use do not have parking facilities but may have resident/pay-and-display on-street parking. Please plan well ahead when travelling to the venues.

Code of conduct

We want the training to be enjoyable and beneficial for all participants attending and therefore set out the following:

Please note: if any participants disrupt a training courses, the trainer may ask the participant/s to leave the course.

- Ensure that you arrive on time for the course. It may be possible that if you arrive late you will not be able to stay for the session.
- Please return from all breaks on time to ensure training can restart in a timely fashion.
- Do not expect to be able to leave the course early without making prior arrangements.
- Ensure that all mobile phones are switched to silent/mute/switched off. If you need to take a call, please let the trainer/s know.
- Please do not use your mobile phone or tablet to play games, use social media sites, emails or internet, whilst the course is taking place.
- Respect confidentiality about issues raised in the training.
- Actively listen and respect other peoples' views (both trainer and other delegates).
- Engage and contribute to discussion, but ensure others are equally able to contribute.
- Respect the opinions and experience of others.
- Challenge discriminating attitudes and behaviour.

Please take the time to read our 'non-attendance and cancellation fee' policy. When booking a place on a session or course, the employer of the participant will be subject to our non-attendance and cancellation fee policy.

Policy

A cancellation received four or more working days prior to the session start date will not be charged. Any cancellations made within the three working days leading up to the start date will incur in Early Years Training retaining the total course fee. This includes courses that run for a number of days. Alternatively you may send another member of staff from the same setting.

The day you make your cancellation is classified as working day one. We refer to working days as Monday to Friday.

Employers and childminders may also be charged if a course participant arrives more than 15 minutes late to a session and as a result is turned away by the facilitator.

Cancellation fees are based on the duration (number of days) of the session booked.

Non-attendance and cancellation fees will not be applied to courses where there is an upfront attendance fee.

If we cancel

We reserve the right to cancel or postpone any course due to unforeseen operational difficulties or insufficient delegate numbers. If this happens, we will inform you as soon as possible using the contact details provided on the booking form. An alternative date will be offered if possible; otherwise a refund will be issued.

Please find our cancellation fees listed below.

MPVI childcare settings	Schools/Children Centres	Registered Childminders
£100 per day of training (Two day course = £200 etc.) Half a day session charged at £75	£100 per day of training (Two day course = £200 etc.) Half a day session charged at £75	£50 per day of training (Two day course = £100 etc.) Half a day session charged at £25



We look forward to working with you all and receiving your booking requests