

# Slough Early Years Service

## Professional Development Portfolio (PDP)

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Slough Early Years Service is introducing a new Professional Development Portfolio to replace our previous training guide. We will continue to offer scheduled statutory training opportunities via our website, where courses such as Paediatric First Aid and Universal Safeguarding will be offered throughout the year. This PDP contains a range of training and workshop events for people working with young children in Slough and the surrounding areas.

Each page details a training theme delivered over two and a half hours, and offers some suggestions as to how the content and focus of a training or workshop session could be altered to meet your specific requirements. Longer training courses, or a series of courses are also available.

If you do not find the topic you are looking for, or would like the training to have a specific focus not covered here, please contact us as we may be able to help.

To discuss potential bookings, trainer availability, costs, bespoke training or any other matters relating to early years training, please contact Slough Early Years Service on 01753 476581 or email [earlyyears@slough.gov.uk](mailto:earlyyears@slough.gov.uk)

Slough Early Years Service is committed to supporting affordable professional development across the sector by keeping charges low.

Providers from other local authorities are welcome to access training in Slough.

Please contact us to discuss availability and booking.

Please note that venue hire will add to the cost of the training course but if you are considering using your own setting as the training venue we ask that you consider carefully whether you can provide suitable adult facilities for all attendees (adult height chairs/tables, toilets etc.)

We need a minimum of eight practitioners in order to deliver a training session or workshop. If you are a sole provider or a group provider requesting fewer than eight training places we will endeavour to find practitioners from other settings to join you in the training before confirming your booking.

Training courses such as Paediatric First Aid and Universal Safeguarding are scheduled throughout the year and can be booked via 'The Link Website': [www.thelink.slough.gov.uk](http://www.thelink.slough.gov.uk)

# Learning and Development: SEND

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## Applying for an Education Health and Care Plan (EHCP)

This workshop provides information and advice about the EHCP application process for children in Early Years settings.

The session is designed to support Special Educational Needs Co-ordinators (SENCOs) and managers working in private, voluntary and independent (PVI) settings to determine quality evidence and relevant information for submission to the Local Authority when requesting a Statutory Assessment for a child with significant additional educational needs.

The workshop will offer practical examples of how the Assess, Plan, Do, and Review cycle provides high quality information to support provision for the child and an application for an EHCP.

### *Course development opportunities:*

- The workshop could have a stronger focus on the SEND Code of Practice requirements to support new SENCOs
- There could be more emphasis on the role of observation methods in the preparation of evidence.

# Learning and Development

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## Characteristics of Effective Learning (CoEL)

This course focuses on the importance of observing how a child is playing, rather than what they are playing with, in order to be able to determine what they are learning. Key messages include the principle that all children can demonstrate any CoEL because they are not age or developmental stage dependent, although the context in which adults will see them demonstrated is likely to change over time. The session makes links to the Observation, Assessment and Planning cycle. It is delivered through a combination of film clips, PowerPoint slides and discussion of the CoEL information contained in the Early Years Foundation Stage (EYFS) Development Matters.

### *Course development opportunities:*

- Links can be highlighted between the CoEL and specific learning strategies such as exploratory play, schematic play, pretend play etc.
- Incorporating CoEL into the planning process
- Using CoEL enhancement to support development in specific areas of learning.

## Key person responsibilities and attachment theory

The Statutory framework for the early years foundation stage states in paragraph 3.27 “Each child must be assigned a key person. Their role is to help ensure that every child’s care is tailored to meet their individual needs.”

This course encourages practitioners to evaluate the effectiveness of their support for individual children and their families by considering a series of challenging questions. The practitioner will become involved in a self evaluation process designed to develop knowledge and skills and support the application of statutory requirements in real life contexts. The session is strongly focused on discussion of specific scenarios, the EYFS Development Matters and attachment theory as it relates to carers.

### *Course development opportunities:*

- A longer course, or two short courses would enable practitioners to consider attachment theory in greater detail
- This course could be focused on a specific stage(s) of development for practitioners in baby/pre school etc.
- This course is a good precursor to working with parents.

## Observation, Assessment and Planning (OAP)

This introductory session provides an overview of the OAP cycle. It uses definitions and practice examples to make the stages in the process clear while also reinforcing their cyclical and interconnected nature. Key messages include the distinction between, and the specific functions of, formative and summative assessment as well as the importance of planning in the moment for effective early years provision. The briefing incorporates PowerPoint slides, film clips, observation and assessment activities and supportive recording documents.

### *Course development opportunities:*

- Each component of this course could be a separate session. This would provide three, more detailed courses (observation, assessment, planning).
- A setting could have their video clips incorporated in the training
- The session can be focused on an area of learning/CoEL/ stage of development.



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## Supporting boy's attainment

This introductory workshop briefly considers planning from interests and strengths as a way to notice and support boys attainment though focused observation and enhancement of the learning environment. Guarding against stereotyping and introducing effective changes to continuous provision and routines are explored through the evaluation of film, the discussion of some aspects of the Characteristics of Effective Learning and best practice advice.

### *Course development opportunities:*

- Practitioners could bring assessments or learning journeys to the training so their own assessments could be part of the exploration
  - Case study preparation.
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# Learning and Development: Two year olds

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## Schema

This course is designed to help practitioners identify schema and plan to support them. There is a strong focus on noticing a child's repeated play patterns and identifying the specific concepts and learning that a child is engaging with. The session is delivered using PowerPoint, film clips and questions to challenge practice.

### *Course development opportunities:*

- The particular schema covered during the training can be altered to be most directly relevant to the practitioners attending
- The course can be useful for parents as well as practitioners
- Specific links between schematic play and the Characteristics of Effective Learning can be identified.



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## Quality environments for two year olds

This training session is designed to consider the needs of two year olds in terms of people, space, resources, routines and play opportunities. It is delivered using PowerPoint slides, discussion topics and the critiquing of learning environments through the evaluation of photographic evidence.

### *Course development opportunities:*

- The environment critique could conclude with the host setting evaluating their own environment
  - The play opportunities most relevant to two year olds, referenced in this training can be addressed in greater detail in a longer session.
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## Exploratory Play/Heuristic Play and Treasure Baskets

This course briefly considers different types of exploratory play for babies, toddlers and infants. It outlines how an adult can prepare for, deliver and manage exploratory play for children at different stages of development by adopting and developing the role of facilitator. The messages and teaching points align with the constructivist view of learning as an active process. The session uses a combination of film clips, PowerPoint slides and information sheets to brief practitioners about a variety of exploratory play opportunities.

### *Course development opportunities:*

- We can offer an exploratory play short course that focuses on either treasure baskets OR heuristic play thereby creating the opportunity to provide more detailed information about how to run these adult led sessions for either babies or toddlers
- This course can be delivered in more detail over two sessions. The first session can be focused on theory, principles and child development. The second would concentrate on the role of the adult and potential observation and assessment opportunities
- This course could be followed by supported practical 'in-house' sessions with your own children
- Developing exploratory play opportunities for children who role play takes this course from 'two year old territory' into provision for three year olds and beyond. There is much value in investigating the benefits of using prop boxes to support this play and the planning process.

# Learning and Development: Literacy

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## Developing literacy in nursery

This introductory workshop focuses on ways practitioners can consider an individual child's needs, interests and stage of development when determining effective provision for reading and writing from birth to 30–50 months. There will be a focus on promoting children's love of stories, rhymes and songs as well as practical ideas for promoting the development of mark making and the motivation to write. There will also be a strong focus on vocabulary development and partnership working with parents.

The workshop uses film clips, challenge questions, practical resource ideas and peer discussions to explore a wide range of practical opportunities designed to prompt practitioners thinking around the enhancement of continuous provision, ways to create a literacy rich environment and how to extend quality interactions between practitioners and children as well as between children and their peers.

### *Course development opportunities:*

- The focus of this session could be reading OR writing
- Parental partnership and the use of STRAW (Slough Talks Reads and Writes) materials works well as an additional, follow up course
- This course provides an introduction to realistic practitioner and parent expectations of literacy skill development 30–50 months
- Develop an Early Language Lead Practitioner through the I Talk programme.



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## Be a Scribe

This workshop looks at opportunities for the modelling of writing and reading in an early years setting. It focuses on developing teaching and learning through practical situations in which modelling writing can provide the encouragement for children to have a go themselves. The ideas and activities are closely linked to relevant developmental stages and the use of effective assessment of individual children and appropriate individualised provision is a key message throughout the workshop. The workshop incorporates challenge questions, practical activity ideas and assessment scenarios using film clips and self evaluation opportunities.

### *Course development opportunities:*

- Be a Scribe is one of our I Talk strategies. You may want to find out more about the I Talk Programme
  - The messages in this workshop are appropriate for parents as well as practitioners. Why not learn together?
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## Developing literacy in reception

This introductory workshop briefly considers effective enhancements to continuous provision and routines with the aim of encouraging the development of children's motivation and ability to read and write. It is designed to support practitioners in addressing the *Statutory Framework (March 2017) Literacy statement, p8*.

"Encouraging children to link sounds and letters and begin to read and write. Children must be given access to a wide range of reading materials (books, poems and other written materials) to ignite their interest"

There is a strong focus on the development of the learning environment with more of an emphasis on vocabulary development than phonic development.

The workshop uses film clips, challenge questions, practical resource ideas and peer discussions to explore a wide range of practical opportunities designed to enhance continuous provision, create a literacy rich environment and extend quality interactions between practitioners and children as well as between children and their peers.

### **Course development opportunities:**

- The focus of this session could be reading OR writing
- Using letter and sounds
- Parental partnership and the use of STRAW (Slough Talks Reads and Writes) materials works well as an additional, follow up course
- This course would support realistic practitioner and parent expectations of literacy skill development 40-60 months.

# Learning and Development: Maths

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## Muddy maths

This workshop session will provide practical, hands on experiences to support mathematical learning through mud play.

Practitioners will receive research information regarding the benefits of sensory mud play and will also engage in the preparation of enhanced mud play activities, several with a mathematical focus, suitable for children at different developmental stages.

Please dress appropriately for messy play.

### *Course development opportunities:*

- This workshop can have as its focus: sensory play, linguistic concepts, and/or physical development
- The mud play can be focused on developments other than a mud kitchen.



# Support programmes

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For more information on costs and availability of the following programmes please contact Slough Early Years service on 01753 476581 or email [earlyyears@slough.gov.uk](mailto:earlyyears@slough.gov.uk)

## Leadership and management (for managers and deputies)

There are a variety of topics we can offer for managers/leaders. Each of the following 'headlines' would be offered as a bespoke half day session/sessions and would incorporate relevant information regarding the welfare requirements outlined in the Statutory framework for the early years foundation stage, 3 April 2017.

- Employment: Safer recruitment and managing induction
  - Statutory requirements: Safeguarding, qualification ratios, complaints, notifications to Ofsted
  - Staff development: Mentoring, enhancing qualifications, effective CPD, professional development structure
  - Quality improvement: Data analysis (cohort and individual), the measuring of impact.
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# Networks and forums

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The Early Years Service organises a number of network meetings and forums each term. These meetings are free to attend and dates can be found at: [www.thelink.slough.gov.uk](http://www.thelink.slough.gov.uk)

**EYFS cluster meetings** are usually held either side of the half term break. These brief meetings are for practitioners in EYFS group settings such as schools and PVI's. Practitioners are offered a choice of two dates so they can attend on a day most convenient for them. Each meeting contains sector updates, information about new initiatives and an aspect of assessment moderation. The meetings are held 4-5pm in schools and venues across the town.

**EYFS childminder cluster meetings** are held once a term and run from 7pm to 8.30/9pm. These meetings are for childminders working in Slough. Each meeting contains general updates from the sector and information about new initiatives. On occasions, there may be the opportunity to run specific training workshops or invite external speakers to share information.

**Manager forums** are evening meetings for managers of PVI's. The standing items on the agenda are

safer recruitment, safeguarding and health and safety. There are usually sector updates from a leadership and management point of view and other agenda items are at manager's request or relate to specific forthcoming initiatives. This is an opportunity for managers to network; share best practice and raise with members of the Early Years Service team any issues giving cause for concern.

**I Talk network meetings** are for practitioners working in settings using the I Talk programme.

The Early Years Service team offer all Early Language Lead Practitioners a choice of three I Talk meetings. By providing a morning, afternoon and evening session on the same day, practitioners can attend at a time that is most convenient to them. These two and a half hour sessions include I Talk data analysis, themed use of materials and interventions and, once a year, a further development of the programme.

# Relaunch

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## SENCo network meetings

These meetings provide an opportunity for Slough Early Years PVI SENCOs to come together to discuss important SEND issues. There will be a focus within each meeting on news and resources as well as a short training session and opportunities to network and share best practice with colleagues.

The subject of the training aspect of the meeting will be determined through discussion and chosen by the EYFS practitioners.



# New launch

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## Bristol Standard Network

These new termly meetings are for all practitioners working in settings using the Bristol Standard Quality Improvement Programme. Initially we will be offering two sessions on the same day, an afternoon and an evening and settings are encouraged to send a representative to facilitate informed development of their own Bristol Standard meetings.

The network meeting will involve information sharing and discussion of some of the materials and questions contained in up to three dimensions. Practitioners are encouraged to bring their current folders to the meeting to make notes in and support the sharing of best practice ideas with others. Each session will also include a short planning time so that practitioners can request and offer ideas for the next meeting.



# Contact details for Early Years Service

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Email:

[earlyyears@slough.gov.uk](mailto:earlyyears@slough.gov.uk)

Website:

[www.thelink.slough.gov.uk](http://www.thelink.slough.gov.uk)

Telephone:

**01753 476554**

For information regarding Funded Early Learning:

[eyfunding@slough.gov.uk](mailto:eyfunding@slough.gov.uk)

For information regarding SEND Inclusion Grant:

[eyinclusiongrant@slough.gov.uk](mailto:eyinclusiongrant@slough.gov.uk)

