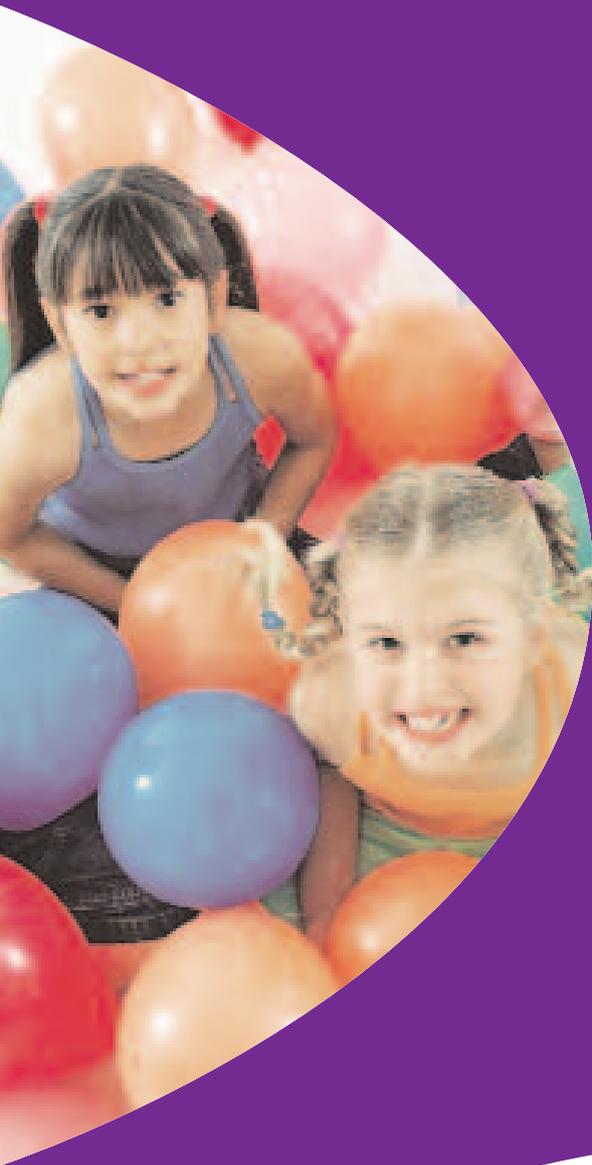


Good Practice Guidelines



Recruitment and Retention of Childcare, Early Years and Play Practitioners

Recruitment and Retention Guidelines

Foreword

At no time in the history of working with children and young people has there been such an emphasis on the need to keep all children safe, ensure their well being and provide quality childcare. Anyone with the responsibility for recruiting and supporting staff in their setting will understand the need for effective recruitment and management systems.

In line with Ofsted's report *Leading to Excellence*, these guidelines support the ethos that "Recruitment practice includes thorough checks of applicants' backgrounds and references to ensure staff are appropriately qualified and experienced. Records of staff performance, training, qualifications and appraisal are used effectively to support staff development and to maintain consistent high-quality provision for children."

We hope this document will help you make the most of your recruitment process to ensure that you:

- employ the most suitable staff to work with children in your setting.
- put systems in place for all staff to ensure they understand their roles and responsibilities.
- create a safe working environment.

Beyond the initial recruitment process, the guidelines offer information on effective induction in line with the Children's Workforce Development Council (CWDC) Standards for Induction. This should ensure that all staff are clear about the ethos and values of the setting, and their own role within it. Longer term you will need to consider the training needs of your staff and what can be done to motivate them to ensure the on-going success of your business and successful outcomes for all children and young people who attend.

We have designed these guidelines to be a useful working tool that can be referred back to for information and guidance on all aspects of recruitment and retention, no matter where you are in the process. The guidelines can be used:

- as a stand alone item;
- in conjunction with other documents such as the SSCB Guidance for Safer Working Practice for Adults who Work with Children and Young People
- to support attendance at other related training such as Safer Recruitment.

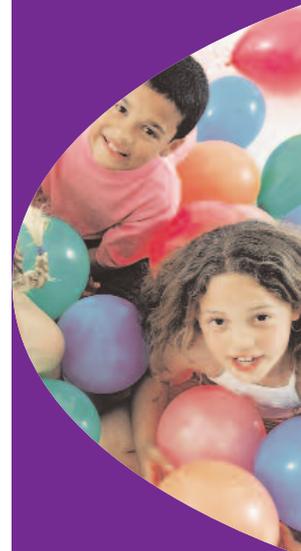
I hope that you will find these useful.

Elaine Marsh, Senior Adviser Early Years Education & Childcare

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1. Before Recruitment Begins

Assess your staffing needs

This is the most important part of the recruitment process and requires careful thought.

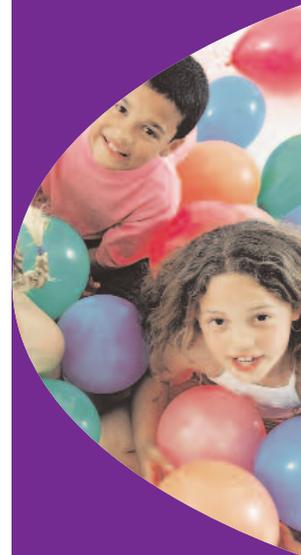
If a member of staff is leaving, you really must carry out an exit interview to ascertain the reasons why. You may be able to keep them on board by making reasonable changes to their role or, if not, you may learn some valuable lessons about the role which will help you when drawing up the job description for the new candidate.

Before thinking about employing someone else ask yourself:

- Do I really have a vacancy?
- Am I still meeting the requirements of the Early Years Foundation Stage/ Ofsted Childcare Register? (see section 5)
- Do I need to recruit someone with the potential to obtain Early Years Professional Status (EYPS)? Or someone with EYPS already? By 2015 all full day care settings need to be led by an Early Years Professional (EYP).
- Can the tasks be allocated to existing staff without overloading anyone?
- Could we recruit from within? If it is a senior post, this may give junior staff the opportunity for promotion. Recruiting inexperienced staff is often easier than trying to recruit to a more senior position.
- Do I want the same work carried out?
- Has the role changed?
- Have parents' work patterns altered the job role? What are the implications?
- What do other staff members think?
- What do the children think?
- Is this a full time job? Or can it be done part-time or through a job-sharing scheme?

If this is a new post, ask yourself:

- Why do I need a new member of staff and what will s/he be doing?
- How will the new post affect our existing staff structure?
- Will it be cost effective?
- Have I considered the additional expense in my business plan?
- Where will this new post fit into our existing wage structure?
- Is the demand sufficient to sustain the post?



2. Good Practice Recruitment

Establish who is going to be involved in the recruitment procedure and take specific responsibility for:

- Developing a Job Description and Person Specification
- Developing an application form
- Advertising the post or posts
- Fielding enquiries (this should not be someone who will also be on the interview panel)
- Being involved in the short-listing process
- Interviewing procedures
- Notifying the candidates of their success or failure at the application stage and/or interview stage and offering feedback to unsuccessful candidates
- Taking up references and checking suitability.

Job Description

Taking time over drawing up your job description will make sure that you:

- will focus on what gaps need filling in your setting
- will give sufficient information for the candidates to decide if they want to apply for the job
- will avoid misunderstandings when the post is filled.

To ensure that you have a really good job description, it is a good idea to ask other members of the team to contribute after all they may actually be doing the job and know what aspects are being overlooked or where another person could complement their role. New people in the work place can sometimes be seen as a threat to existing staff but if they have had a hand in drawing up the job description, these fears can be minimised.

A job description is an outline of the main duties and responsibilities of the post. Make sure you include the following:

- The job title
- Who the job holder will report to – state the jobholder’s immediate supervisor and/or any other person who works in a supervisory capacity in the workplace.
- Supervisory responsibilities, if there are any – list the staff, their job titles and state the degree of responsibility the post holder will have for them. Also include any other areas of responsibility, eg budgets, equipment, vehicles.
- The purpose of the job – clearly and concisely state the objectives of the post and the key areas of responsibility.
- What the job holder will have to do – list the various duties in bullet points and ensure they are specific to the job.
- Pay scale – enclose a copy of your pay scale.
- Working hours.
- Any other extra requirements that the job holder needs to know about
 - specify any time required outside normal hours, eg staff meetings, attendance at provider forum meetings, training sessions etc.
 - add a clause which reflects ‘any other duties commensurate with this post’.



Person Specification

The person specification profiles the personal skills, experience and characteristics of the ideal person for the job. Writing a person specification and using it at the short-listing and interview stages makes it easier for you to make a decision based on fact rather than feelings.

Although you may use the same job description each time you advertise a particular post, you should think carefully about what you put in the person specification. It is a good idea to look at your existing team and identify any gaps or weaknesses which could be overcome with a new member of staff who can bring additional skills or characteristics. You could also consult with the children and parents for their ideas. This will help you identify the type of person you are looking for to fill the post.

Using the checklist below, write down the type of person you are looking for. You will need to distinguish between essential or minimum requirements to do the job and additional desirable qualities.

Essential criteria means that the post-holder must possess these qualifications, qualities, characteristics and experience to carry out the job effectively and to comply with the Early Years Foundation Stage/ Ofsted Childcare Register

Desirable criteria cover those areas where the ideal candidate could have extra skills that would enhance job performance.

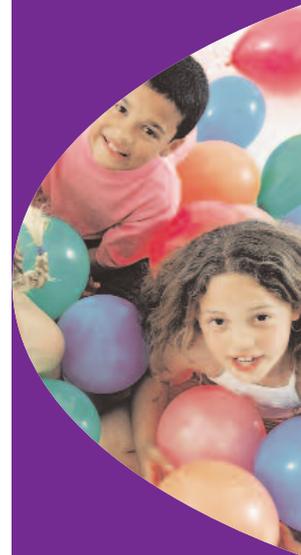
- Qualifications: education, training and qualifications, both essential and desirable.
- Experience and achievements: both paid and voluntary.
- Special skills: refer to job description eg IT, languages, first aid, administration.
- Personality and characteristics: eg good team member, calm under pressure, self reliant, self motivated.
- Abilities: eg good at art or sport or music
- Do not include age, race, physical ability or gender in the specification (unless you are exempt under relevant legislation)

Application Form

Design an application form that is straightforward and allows candidates to present themselves in the most appropriate way with reference to the job description and person specification.

A good practice application form should

- Be designed with equality of opportunity in mind
- Have all personal information – name, address, etc – on one page so that this page can be omitted to allow short-listing to take place without prejudice to names that imply gender or ethnicity. Addresses can also bring pre-conceptions which are not relevant to making an independent recruitment decision.



- Have a section to allow applicants to list their education, training, and employment history.
- Have a separate section asking applicants to note their experience relevant to the post. This allows applicants who have not worked for some time to list skills gained through bringing up their own children, as an informal worker or through voluntary work.
- Have a space for applicants to list any criminal convictions or health issues which may preclude them from working with children. Make sure that you state that the post is exempt under the Rehabilitation of Offenders Act 1974 – all jobs that involve contact with children or vulnerable adults are exempt.
- Have a place for the applicant to say when he/she can take up the post.
- Have a space for the applicant to name two referees, one of which would usually be the applicant's last employer. Ask for telephone numbers as well as addresses – telephone references should be taken as a matter of course in addition to written references.
- Ask whether referees can be contacted prior to interview.
- Make it very clear to whom, where and by when the application form should be returned.

With the application form, you should send the following:

- Covering letter giving details of the closing date, short listing date and interview dates.
- Your Equality of Opportunities Policy regarding recruitment.
- Job Description with hours, pay rates etc.
- Person Specification.
- Recruitment Monitoring Form.
- A clear statement that the post is exempt from the Rehabilitation of Offenders Act 1974.

Potential Recruits

Consider who your potential recruits may be – do not make any assumptions about this and ensure that you include people from the following groups:

- Men
- Members of Minority Ethnic Groups
- Returners to work
- Disabled People
- People with Learning Difficulties
- Students
- Apprentices
- Older People
- Those on Job Centre Plus Deals
- Existing practitioners in other settings i.e. are there any workers who could assume a post with you to complement their current post e.g. Pre-School staff might consider Out of School childcare.
- School based Lunchtime Supervisors
- School based Non -Teaching Assistants

Remember that if the position is not a supervisory post you should consider receiving applications from those without any formal childcare or early years qualifications – you should look for relevant experience, potential, enthusiasm and motivation.

As part of your equal opportunities strategy, you should, as a responsible employer, be looking to reflect the make-up of the local community in your staffing. The Government has set national targets for increasing the numbers of men, disabled people, people over 40 and people from minority groups who are all currently under-represented in the childcare workforce. Look carefully at your recruitment practices to try and encourage applications from people in these groups.

It is also worth investigating sources of support for employees that you take on. There may be grants available to support you in taking on new employees or apprentices. Speak to your local Job Centre Plus Office and look on the Apprenticeships website www.apprenticeships.org.uk

Advertising the Post

Decide what would be the most effective form of advertising the post or posts. Using local newspapers can be costly – sometimes you might be expected to pay up to £400 for a box style advertisement and not always attract the right type of applicant or indeed any applicants!

Let your local Job Centre Plus know about the vacancy or vacancies – this is free of charge. Contact numbers for all Job Centre Plus Offices in Shropshire are included at the end of this document.

You can also use the Early Years Education and Childcare Team's website – ring **01743 254336**.

If you operate in a largely rural setting, posters in local shops or community centres are often a very effective means of advertising. Also use parish magazines or community newsletters.

Colleges and schools are also useful outlets particularly those offering courses relating to work with children (childcare, education, youth work, social care, sports and leisure). See list of colleges under Useful Contacts.

Make sure that advertisements state your intention to be an equal opportunities employer.

Recruiting good quality childcare practitioners is a challenge for most childcare organisations, and few can afford to ignore groups of people who can offer their skills, expertise and experience to enrich the staff team. When you recruit you could use Positive Action; in advertisements say that you welcome applicants who are male, older, disabled, or from ethnic minorities as these people are under-represented in your workforce.

It is always useful to give a very brief résumé of what the job might involve and what type of person or people you are looking for. Also do not forget to give clear contact details and closing dates for applications.

Include pay and benefits in your advertisement and also hours of work, and of course, the job title.

Remember your advertisement will give potential applicants an impression not just of your organisation but of childcare and early years education in general. Although your primary purpose is to recruit staff for yourself you are also contributing to the bigger task of raising the profile of early years education, childcare and playwork as a profession nationally. So remember to use words like:

FUN, FLEXIBLE, CHALLENGING, and REWARDING!

Essentials to include in Job Advertisements:

- Your organisation's name and logo.
- Location of the job.
- A short description of what your organisation does eg "Providing quality play and early years education for children aged 2 – 5".
- Headline eg "Do something you love for a living"
- Job title
- Main purpose, tasks and responsibilities
- Working hours, pay and other benefits eg "16 hours per week, £XX per hour term time only"
- Your commitment to safeguarding children stating an Enhanced Disclosure from CRB is required and that this post is exempt from the Rehabilitation of Offenders Act 1974.
- Action – eg "For an application pack or an informal discussion, please contact Barbara Stevens on 01743 267812. Closing date for applications Friday 6th June."

Fielding Enquiries

To encourage potential quality applicants and discourage unsuitable applications, having a named person to field enquiries is a good idea. The person will need to have a good knowledge of what the post involves and ideally, should be a person who is not going to be involved in the short-listing or interview process.

Application packs should be prepared beforehand so that they can be sent to applicants straight away.

Short-listing Applications

It is always useful to have a convenient date and time set for short-listing well ahead of the closing date for applications. You should let all applicants know these dates in advance.

Short-listing can be tiresome and absorb a lot of time, but it is really worthwhile conducting this part of your recruitment procedure with great care and consideration. Individuals who are to be part of the short-listing process should be sent copies of all application forms prior to the short-listing meeting. This will cut down on time spent in the meeting.

Everyone who will be selecting your staff needs to be involved in short-listing and interviewing and they should have equal status in making decisions. You should never leave interviewing to one person, but do not have more than five people doing it.





Short-listing should be carried out with strict observance to the Person Specification, in other words which applicants meet your requirements most closely. If you are unfamiliar with the qualifications of your applicants, you can check them on the Children's Workforce Development Council website at <https://secure.cwdcouncil.org> to ensure they are "full and relevant" to comply with EYFS.

To shortlist the people you will interview, your selection panel needs to individually look at each application form. A good way to shortlist is to look at how the applicant meets each point on your 'Essential' and 'Desirable' criteria lists, and then give them a score.

For example,

3 = Exceeds the criteria

2 = Meets the criteria

1 = Partly meets the criteria

0 = Does not meet the criteria

Do not forget to explain to applicants that this is how you will be looking at their application. You should aim to interview up to six applicants and inform the others that they have not been successful.

All successfully short-listed candidates can be telephoned to invite them to interview but you should always follow the call up with a letter confirming the invitation which outlines clearly times, dates and venues for interview. You should ask candidates to bring proof of their identity eg passport, and their original qualification certificates to the interview.

It is good practice to write to all unsuccessful applicants thanking them for their application and perhaps suggesting that you will keep their name on file for possible future vacancies. It is important that you do this to ensure that your reputation as a local employer retains a positive image – you never know when you will come across them again in the future!

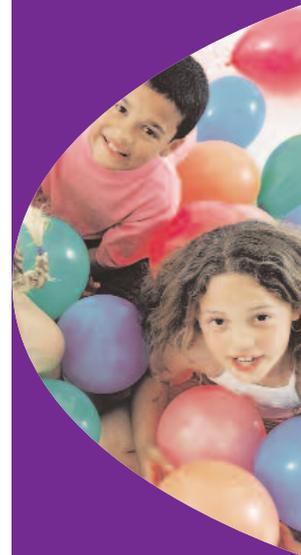
Keep all the applications and short-listing forms for at least a year. These will demonstrate the process you have followed and will help you to avoid allegations of unfair treatment. A rejected applicant can make a complaint up to a year afterwards.

Interviewing

Some of those involved in interviewing, especially for new settings, may not have significant experience of this type of work. It is, therefore, crucial that there is great clarity concerning interview format and procedure.

Never interview alone: make sure you interview with at least one other person. This will enable notes to be taken, and decisions shared. It will also protect you from allegations of unfair treatment.

Establish an appropriate venue for interview – maybe in the care setting itself. Ensure that the seating is comfortable (and adult sized!), water is available for candidates, and that the interviewing panel is not seated in a way that could be perceived as threatening e.g. never use larger chairs for the Panel than for candidates!



Decide how long each interview is going to take and what length of time between interviews you are going to set aside. As a rough guide you might consider 45 minutes per interview with a 10 minute break between candidates.

Interviewing can be a very demanding process and it is essential that you do not interview too many candidates at one session. It is suggested no more than six in any one day, say three in the morning and three after lunch.

Set out clear interview questions and decide who is going to ask each question. Interviews should always start with a general question that will help put candidates at their ease – you will get a better picture of their potential if they are not quaking with fear! However, do not be constrained by set questions – you can probe. For example, if someone said they were not happy in their last job, ask them why.

You should ensure you ask questions which probe the candidates attitude towards safeguarding children for example:

- Have you ever felt uncomfortable about a colleague's behaviour towards children in a previous job? What were your concerns, what did you do, and how was the issue resolved?
- Safeguarding children is an important part of our work. Can you give me some examples of how you would contribute to making the organisation a safer environment for children?
- Tell me about a time when a child or young person behaved in a way that caused you concern. How did you deal with that? Who else did you involve?
- Why do you want to work with children? What do you think you have to offer? Give an example of how a child has benefited from contact with you.
- Bullying is often a serious issue that has to be dealt with in all areas of working with children. In your experience what is the best way to deal with it? How did your previous organisation tackle the problem?

To ensure equality of opportunity the same questions must be asked of each candidate and responses should be briefly recorded to assist panel members in making their decision after the interviews. You may wish to use a points system and/ or have interview questions typed out for the panel with space alongside for comments. Specific questions should be allocated to individual panel members and it is helpful to explain this to the candidate, especially if the other panel members will be writing their comments during their colleagues' questions. Try to listen to what the candidate is actually saying and do not be persuaded by dress or other first impressions – they can be misleading. Give each interviewee the same amount of time and do not discuss them until after you have interviewed everyone.



Why interview at all?

In a practical field such as childcare it may be better to give the candidates a practical assessment rather than an interview. These have the advantage of involving more people in the selection – most importantly the children and the parents and other staff.

Practical task-based assessment: Candidates are asked to prepare and deliver an activity to a group of children (supervised and with parental permission). This is observed, informally by the interview panel who will have prepared a scoring sheet beforehand.

Trial work-based assessment: Candidates are asked to spend a day, or half a day in the setting (supervised and with parental permission) undertaking a variety of tasks that are associated with the job eg a written observation of one of the children.

These approaches can be complemented by a more formal interview if you feel it is necessary.

Selecting the Successful Applicants

It is usually quite clear who the successful candidate or candidates are but you must allow time to discuss them fully and reach a unanimous decision if at all possible.

Best practice dictates that candidates should be notified as quickly as possible whether they have been successful or not. It is a good idea to contact the successful candidate by telephone as soon as you are able to ensure that they will accept your offer of employment. This should then be followed by a conditional offer of employment in writing. Two copies of this letter should be sent to the successful applicant, one for them to sign and return as confirmation of acceptance of the offer, and one for them to keep.

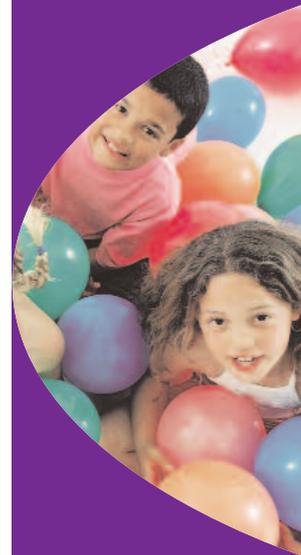
Under the Employment Rights Act 1996, the successful candidate should be asked to sign a written contract of employment within 2 months of starting the job.

Unsuccessful candidates should also be contacted as soon as you have confirmation that your chosen candidate has accepted the post – it is often a very stressful time when you are waiting to hear the results of an interview – always be positive and offer detailed feedback if they require it.

If after interviewing and discussing the applicants, you are unable to find someone who fully or partly meets the criteria you need, do not just take anyone on - either invite possible candidates for a second interview or re-advertise.

Taking up references and Checking Suitability

The most important factor in recruiting a member of staff needs to be their suitability to offer the care, safety and security that children deserve. As part of ensuring children's healthy development it is crucial that they are protected from abuse – physical, sexual, emotional – and from neglect.



You should always take up written references (at least two) for any prospective member of staff, one of whom should be the candidates' most recent employer. You must write to the referees to request written references. Whether you take references up before or after interview is a difficult decision. Taking up references once you have offered the post will save having to take up references on all short-listed candidates, but if the preferred candidate's references are not satisfactory; you may have to go through the process again.

However, taking up references prior to interview must only be done with the applicants' permission.

If you have any doubts about a candidate from written references, you may wish to speak to the referee. Often, you will be able to find out more about a candidate this way.

Checking applicants' legal status with regard to their suitability

It is an offence under Section 76 of the Childcare Act 2006 to employ in connection with childcare provision someone who is disqualified from working with vulnerable groups.

You must check potential employees with the Criminal Records Bureau (CRB) prior to offering employment in a childcare position. This must be an enhanced CRB check. If the CRB check comes back with any convictions, you should refer to the Practice Guidance for the Early Years Foundation Stage: Suitable People on pages 15/16 where it states which people are not allowed to work with children because they are disqualified to do so. You could also seek guidance from Ofsted's helpline on 08456 40 40 40.

At present, Ofsted has retained responsibility for checking the suitability of those working in childminding settings and the provider and manager in other registered settings. For other staff, you will need to use one of the umbrella bodies (listed below) chosen by the DCSF to carry out CRB checks on your behalf. You will need to register with one of the umbrella bodies and follow their instructions.

From October 2009 a new vetting and barring system will be overseen by the Independent Safeguarding Authority (see below).

Independent Safeguarding Authority

The creation of the Independent Safeguarding Authority (ISA) is part of the biggest overhaul of vetting and barring arrangements ever taken in this country. It will cover 11.3 million people wishing to seek work or volunteer with children or vulnerable adults.

The ISA scheme will mean a single vetting authority maintains a constantly updated list of people who are not allowed to work with children or vulnerable adults – this will incorporate all existing barring lists ie List 99, PoCA (Protection of Children Act), PoVA (Protection of Vulnerable Adults) and other Disqualification Orders regimes. It will base its decisions by pulling together information held by various agencies, government departments and the CRB.



If a person is not barred from employment with vulnerable people they will be ISA registered, although it will remain the employer's decision whether to hire them. The ISA will work alongside the Criminal Records Bureau, which will continue to issue criminal records disclosures to help employers make recruitment decisions.

Once the scheme is fully rolled out in October 2009, it will be illegal to hire someone to work in your setting who is not registered, and has therefore not been checked by, the ISA. Individuals wishing to undertake paid employment will pay a one-off fee of £64. The fee will consist of two components: an ISA registration fee of £28 and a CRB Enhanced Disclosure, currently £36 which provides employers with details of information held on police records about potential staff members. However, there will be no cost for volunteers.

The ISA also places duties on employers and other professional and regulatory bodies to refer relevant information about an individual's suitability to work with children and vulnerable adults. Employers must refer information to the ISA when they have dismissed an individual, or an individual resigns, because they harmed, or may harm, a child or vulnerable adult. There will be a penalty for employers who fail to provide relevant information to the scheme, without a reasonable excuse, punishable by a fine. All information will be used to continually access an individual's suitability.

It is a serious offence to make a malicious referral with an intention to mislead. A person found guilty of this may be subject to defamation and damages claims.

From October 2009, new job applicants will need to register for ISA registration and employers and voluntary organisations working with children and vulnerable adults cannot recruit workers who are not ISA-registered.

From 2010 existing employees and volunteers with no CRB check must apply for ISA registration. Existing employees and volunteers with CRB checks will also need to apply for ISA registration starting with staff whose CRB checks are the oldest.

To register for updates on the new scheme go to the ISA website www.isa-gov.org.uk.

ISA phone number – **0300-123-1111**

Criminal Records Bureau (CRB)

The contact for the Criminal Records Bureau is:

Disclosure Service

CRB PO Box 110

Liverpool L3 6ZZ

Telephone: **0870 909 0844**

www.disclosure.gov.uk

Unless you are a large organisation and eligible to register with the Criminal Records Bureau (CRB), you cannot apply for disclosures directly to CRB. Instead, you will need to go through an umbrella organisation. CRB has a list of these on their website as above. However, the DCSF has selected three umbrella organisations through whom you can obtain CRB disclosures. These are:

TMG

Telephone number: **0115 969 4609**

www.tmgrb.co.uk

Capita Education Resourcing (CER)

Telephone: **0870 850 2516**

www.capitaers.co.uk

Nestor Criminal Records Agency

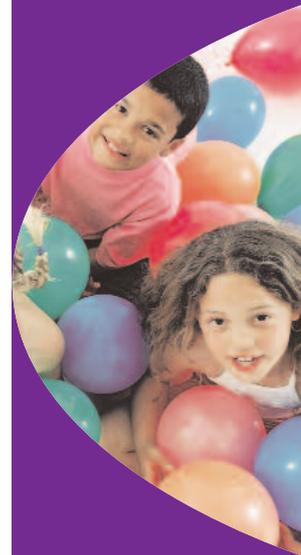
Telephone: **0845 602 1756**

www.nestor-healthcare.co.uk

The Prevention of Illegal Working

When you offer someone a job, you are legally required to make sure that they have the right to work in the UK. You should make basic checks at the interview by asking to see one of the following documents:

- P45 or P60 from a former employer
- A document showing their national insurance number
- A passport confirming they are a British citizen
- A certificate of registration or naturalisation as a British citizen
- A passport or ID card confirming they are a citizen of the European Economic Area
- A birth certificate issued in the UK or Republic of Ireland
- Evidence from the Home Office confirming their right to live in the UK and take up employment.



3. Retaining Staff

Well done, you have recruited your staff and now you must try to establish a way of keeping them!

Good staff teams need to be consistent. Workers must be able to establish positive, trusting and effective relationships with children, parents/carers and other team members.

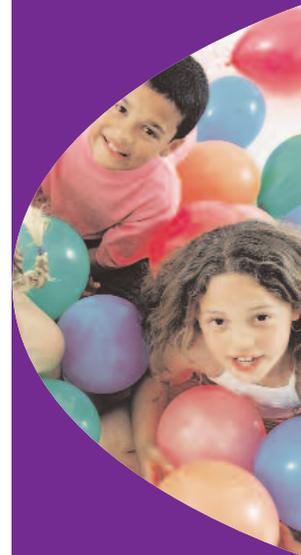
A low staff turnover rate in any childcare or early years setting can boost the confidence of service users. It will reduce costs not only in direct financial terms such as advertising the post, but also those hidden costs such as a potential drop in morale for remaining staff, a loss of skills requiring a review of your training action plan and the fact that the whole recruitment process takes you away from your normal work.

Being a good employer and thereby retaining staff is not just about legality and rates of pay, it relates to many other issues as well. You may not be able to offer higher salaries but you could offer other benefits such as:

- Flexible working opportunities (flexi time, time off in lieu).
- Term time and part time posts.
- Job sharing.
- Self rostering (this allows staff to put forward the hours they would like to work and shift patterns are matched as closely as possible, allowing for the needs of the business).
- Shift swapping (staff can negotiate hours to suit their needs and rearrange shifts among themselves).
- Regular performance reviews – showing a real interest in staff's skills and knowledge development and offering them opportunities to progress through training, visiting other settings etc.
- Benefits such as enhanced sick pay, longer holidays, pension scheme contributions, health benefits, subsidised childcare/vouchers.
- Incentive or profit sharing schemes e.g. Employee of the month, awards for good attendance, long service etc.
- Saying 'Thank you' for the work they do.
- Remembering that they are people with lives outside work which may occasionally impact on their work – so be sensitive to your staff.
- Team building opportunities such as social events to celebrate successes or occasions eg Christmas, birthdays, etc.

The most important factor in retaining your staff is your ability to create an atmosphere where people are happy and motivated. As a good practice employer, you can help to create this by providing all staff with the following:





Induction

This can begin before the employee has actually started work. All the induction documents should be prepared well in advance, and include all the relevant paperwork that new staff (including students and volunteers) will need on their first day. They should be given a Staff Handbook detailing the mission statement of the setting, an organisation chart, a code of conduct, all the policies and procedures, and general information about the setting. This is useful for new employees to refer to particularly in the first few weeks as there is usually a great deal of information to absorb. You could also send them specific information such as timetables and curriculum details.

It is vital to make new recruits feel welcome on the first day. The manager or supervisor should be prepared to spend time with new employees on their first day. There may be documentation to complete, but most importantly, they should be personally introduced to all members of staff and how they fit into the team.

The induction process should, ideally, include a chance to shadow colleagues; an opportunity to meet all children and parents; time to get to know the physical layout of the premises and where everything is kept; and most importantly they must be made fully aware of what is expected of them.

To make sure you do not miss anything out it is best to follow a structured check-list. Draw up a list of all the things a new employee needs to know and always include your child protection policies, health and safety policies and procedures from the first day as all employers have a duty to provide "such information, instruction, training and supervision as is necessary to ensure, so far as is reasonably practicable, the health and safety at work of employees" (Health & Safety at Work Act). You should ensure that you have systems in place to identify health and safety training needs and that you provide sufficient training to every new employee, particularly where inexperience and lack of instruction could lead to injury.

You also have a duty to ensure that new employees are familiar with the

- Child Protection Procedure
- Fire procedure
- First Aid facilities
- Smoking policy
- Hygiene standards
- Recording of accidents
- Terms and conditions of employment
- Confidentiality
- Grievance and disciplinary procedures

Individual induction programmes should be devised for each new employee to reflect their specific needs. These needs should have been ascertained at interview and before the employee's first day.



The length and format of the induction process will depend on the complexities of the job, and the qualifications and previous experience of the new employee. People new to the childcare sector and senior managers should have a more detailed induction than others.

Buddy or mentor for new inductee

It is a good idea to allocate a 'buddy' or mentor to support, advise and encourage the new member of staff in the early days. The new member of staff will then be able to turn to this person for answers to questions and general guidance.

An effective mentor will keep an objective view of the new employee, and should be able to give constructive advice and feedback. This can help settle them into the team quickly and help them perform in an optimum way.

Always ensure that mentors are clear about their role in induction prior to the new employee's start date. The mentor needs to be clear about whom to turn to should they need advice and guidance.

As well as following your own induction procedure, you should also have regard for the Children's Workforce Development Council's (CWDC) induction standards as set out below:

Common Induction Standards

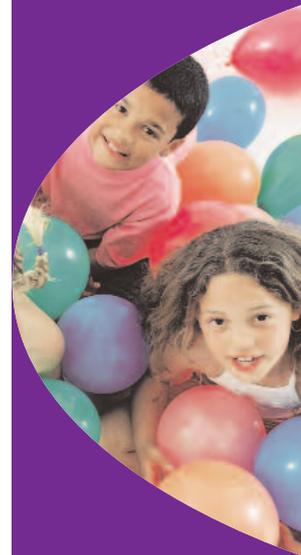
These are a set of initial standards which all new entrants to the children's workforce must meet within a given time frame.

The purpose of these standards is:

- To ensure that all entrants to the children's workforce have an agreed minimum level of skills and knowledge within 6 months of joining the workforce.
- To deliver a consistent approach to introducing people to work with children and young people.
- To support integration of the workforce across children's services e.g. early years settings, out of school settings, foster carers, education welfare, Connexions etc.
- To encourage flexibility in movement across children's services.

The standards are divided into 7 categories:

1. The principles and values essential for working with children and young people.
2. The worker's role.
3. Health and safety.
4. Effective communication.
5. Development of children and young people.
6. Safeguarding children.
7. Personal and professional development.



A training needs analysis should be carried out for each member of staff to identify gaps in their knowledge and skills. Evidence of successful completion of the Common Induction Standards will be recorded in a workbook. This will act as a 'Passport' for workers moving from one workplace to another.

More information can be obtained from the Children's Workforce Development Council via the website: www.cwdcouncil.org.uk or by calling: 0113 244 6311.

Supervision

All staff should have access to regular supervision and appraisal. They should receive ongoing supervision from their line manager on a day-to-day basis if at all possible. This will provide an opportunity to support staff in a practical sense to contribute to effective working and allow staff to share any anxieties or problems they are encountering in their daily work.

Staff should have a regular opportunity to meet together as a team to discuss any issues they have relating to the service they are providing. Peer group support is vital and will enhance the quality of service that you offer. These meetings should be considered as working time and therefore paid. The cost of paying for these meetings is significantly lower than the cost of recruiting new staff to replace those who have left because they feel undervalued.

Formal supervision meetings with a Line Manager will allow any matters to be raised in a confidential manner and any training needs to be identified. Supervision should be recorded by the Line Manager and copied to the staff member as soon as possible with clear comments, targets and action plans laid out.

If you operate your setting with a voluntary management committee, it is important that the lead member of staff (manager, supervisor or co-ordinator) is given regular supervision by the management committee or a small group from the committee.

Appraisal

In addition to regular formal and informal supervision staff should have an annual appraisal. This should cover feedback from both the employee and employer on performance and set aims and targets in terms of areas of work and training for the forthcoming year. Ideally each member of staff should have a personal development plan which includes training and personal development goals and how these relate to the business.

Probationary period

A probationary period is a time at the start of the employment which allows both parties – the employee and the employer- to get to know one another. There is usually a shorter period of notice during this time to allow either party to terminate the employment if they realise that the appointment is not going to work out. This information should be stated in the terms and conditions of employment (the contract of employment) and in the job advertisement.



The probationary period can be for a longer period for a more senior appointment. The length of this should be linked to the type of job, rather than any reservations the employer may have about an individual to protect against claims of unlawful discrimination.

Training and Development Opportunities

As an employer you have a responsibility to monitor the training needs of your staff and facilitate their access to appropriate training. There is now a greater emphasis on a well trained and qualified children's workforce requiring higher qualifications to meet current and future statutory requirements eg an Early Years Professional (EYP) in each full daycare setting by 2015.

Ongoing training is essential for the continuing development of practitioners and indeed childcare provision. The provision of training funding is contentious for service providers – why should you pay for staff to train and then for those staff to leave and pursue alternative employment? The answer is that if you do not fulfil their professional development needs you may find that your staff will either leave anyway for an employer that values them and invests in them, or staff will become de-motivated, out of touch with developments in the field, and your provision will suffer as a consequence.

To maximize your investment in training and ensure that you are meeting the training needs of your staff you could follow this five point plan:

- i. Establish the current competence and qualifications of your staff team. You should record their experience, formal qualifications and any previous training they have received. This can be done during supervision sessions and information carefully recorded.
- ii. Having established the profiles of your employees you should then consider what gaps exist in training received and experience. It will be useful if you consult with your local Early Years Education and Childcare Team on recommended competencies and qualification expectations.
- iii. Prioritise the gathering of information about locally available training opportunities, their cost and what training funds are locally available then share this information with staff. You could consider facilitating the sharing of experience within the staff team in an informal way.
- iv. Discuss any training options with staff both as individuals during supervision and at team meetings. Make sure you have decided how you can assist your staff to access training – can you contribute to the cost of training or can you afford to pay them for their time spent training? Be realistic and ensure that whatever assistance you can offer is made available consistently. (NB this needs to be incorporated into your ongoing business planning and financial forecasting.)

- v. A training plan should be established for the whole group and for individuals. Remember to keep detailed records of all training staff attend. Decide how you can monitor the impact training has on the individual and on the service as a whole. You could keep a close check on staff turnover, provide exit interviews for staff leaving, and involve parents and children in service evaluation.

It is important that any staff who have attended training should have a specific opportunity to disseminate things learned to the rest of the staff. Also any relevant policies and procedures should be reviewed by the whole staff team in the light of updated knowledge received at training events. A standard question asked of the whole team whenever training has been accessed should be:

“How does this impact on our practice, policy and procedure?”

If you are a provider of funded Nursery Education, to receive Nursery Education Funding, you will be required to provide and enable your staff to undertake training that prepares and updates them in the delivery of The Early Years Foundation Stage.





4. Legal Issues for Employers

Employment Act 2002

It is vital that employers of childcare, early years education and play practitioners are aware of current legislation covering the recruitment, selection and employment of staff. The Employment Act 2002 made a number of changes regarding parental entitlements, flexible working and dismissal and disciplinary procedures.

Do not feel overwhelmed by the amount of legislation that surrounds being an employer. There are plenty of places you can turn to for help, but a good place to start is your Development Officer who will hold basic information about your responsibilities as an employer. The local authority Human Resources department may also be able to help.

Primarily you must be fully observant of the requirements laid out in the Children Act and The Early Years Foundation Stage and Ofsted Childcare Register. Half of your staff team must be qualified play, early years education or childcare workers. Your local Development Officer will give advice on this. For more information see appendix 2 in the Statutory Framework for the Early Years Foundation Stage pages 49 and 50.

As a starting point, all staff must be issued with a Contract of Employment, which should be supplemented with a Staff Handbook. Whilst the contract that you issue to your staff will reflect the policies and procedures you have developed, the following details should be included:

- Name of employer
- Name of employee
- Place of work
- Date for start of employment
- End of contract date
- Salary
- Hours of work
- Holiday entitlement
- Holiday pay
- Conditions of service
- Flexible Working
- Maternity Leave
- Paternity Leave
- Adoptive Leave
- Parental Leave
- Working time directive
- Sick pay
- Discipline and grievance procedure
- Trade Union membership
- Redundancy
- Notice periods
- Other types of leave

Holiday Pay

All workers including part-time workers are entitled to 5.6 (capped at 28 days) weeks paid leave each year and payment for untaken statutory leave entitlement on termination of their contract. The Department for Business, Enterprise and Regulatory Reform has developed a 'ready reckoner' to help work out your employees' entitlement. It can be found in the 'Employment Matters' section under 'Holidays' at www.berr.gov.uk

Flexible Working

Employees with children under 6 years old or a disabled child under 18 and those caring for an adult have the right to request flexible working. For more details visit www.acas.org.uk.



Statutory Sick Pay

Contract workers who are sick are entitled to receive SSP for up to 28 weeks in a three year period. Small employers can sometimes claim SSP from the Department for Work and Pensions. Good practice employers will offer pay at full or half pay for staff that are sick. For further information see: Her Majesty's Custom & Revenue (HMCR) help book E14 which can be found at www.hmrc.gov.uk/paye/statutorypayments-ssp.htm or telephone the Employers' Helpline on **08457 143143**.

Maternity Leave and Statutory Maternity Pay

Visit HMCR website www.hmrc.gov.uk/paye/statutorypayments-smp.htm to find out about your employees' entitlements.

Paternity Leave

Since 1999, fathers have been entitled to take up to 13 weeks unpaid parental leave. Under the Employment Act 2002 they have the right to 2 weeks paid paternity leave which is known as Statutory Paternity Pay. Visit HMCR website www.hmrc.gov.uk/paye/statutorypayments-spp.htm to find out about your employees' entitlements.

Adoptive Leave

The Employment Act 2002 gives the statutory right for adoptive parents to take paid adoptive leave following the adoption of a child. Visit HMCR website www.hmrc.gov.uk/paye/statutorypayments-sap.htm to find out about your employees' entitlements.

Parental Leave

Every employee who has completed one year's service is entitled to 13 weeks' unpaid parental leave for each child born or adopted. The leave can start once their child is born or placed for adoption, or as soon as the employee has completed a year's service, whichever is later. Employees can take it at any time up to their child's fifth birthday (or until five years after placement in the case of adoption). If their child has disabilities, they can take 18 weeks up to their child's 18th birthday.

Parental leave applies to both parents. An employee is entitled to 13 weeks unpaid leave in respect of each child.

Visit HMCR website www.hmrc.gov.uk/paye/statutorypayments-spp.htm to find out about your employees' entitlements.

Time Off for Dependents

Every employee has the right to unpaid time off work to deal with emergencies involving a 'dependent' - a husband, wife, child or parent, or anyone living in their household as a member of the family. A dependent may also be anyone who reasonably relies on them for assistance. The right is not for long term care arrangements such as childcare or nursing a sick relative.



Redundancy

This requires sensitive handling and it is best to follow the advice on the ACAS website www.acas.org.uk to ensure you follow the statutory requirements and to calculate how much redundancy pay your employees will be entitled to. It is good practice to ensure that you have enough funds available to pay redundancy should this ever arise.

Discipline and Grievance Procedure

All employers are required by law to have disciplinary and grievance procedures.

From April 2009,

- dismissal will no longer be automatically unfair where there is a procedural breach by the employer
- employees will no longer be prevented from bringing a claim in the employment tribunal without having first raised a grievance with their employer
- the related provisions giving tribunals the power to increase or decrease awards by up to 50% and extending time limits for bringing claims in some circumstances will also be swept away.

Details of your discipline and grievance procedure must be included in the employee's written statement of employment particulars or reference made to a separate document which is readily accessible to the employee. Your disciplinary and grievance procedure may apply to the following breaches in your rules about:

- absence
- discrimination, bullying and harassment
- health and safety
- personal appearance
- prohibited activities
- smoking, alcohol, drugs
- work standards – the requirements of the Early Years Foundation Stage and both Ofsted Compulsory and Voluntary Register requirements

You may find help writing this with your professional body or ACAS, the BERR and Business Link (see section 6 Useful Contacts).

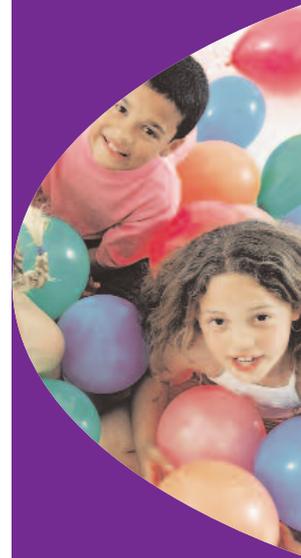
National Minimum Wage

The national minimum wage places a responsibility for employers to pay minimum wages to staff, with a different rate for 18 – 21 year olds. A detailed guide is available from HMCR www.hmrc.gov.uk/nmw

Working time Regulations (1998)

This legislation aims to protect the health and safety of staff by limiting the number of hours worked. The basic rights and protections that the Regulations provide are:

- a limit of an average of 48 hours a week which a worker can be required to work (though workers can choose to work more if they want to).



- a limit of an average of 8 hours work in 24 which nightworkers can be required to work.
- a right for night workers to receive free health assessments.
- a right to 11 hours rest a day.
- a right to a day off each week.
- a right to an in-work rest break if the working day is longer than 6 hours.
- a right to 28 days paid leave per year, which can include the 8 bank holidays.

Other legislation you should consider

- The UN Convention on the Rights of the Child
- Health and Safety at Work Act 1974
- Race Discrimination Act 1976 (amended 2003)
- Disability Discrimination Act 1995 (amended 2004)
- Sex Discrimination Act 1975 (amended 2003)
- Equal Pay Act 1970 (amended 2003)
- The Employment Directive of the European Union 2000
- Equality Act 2006
- The Food Standards Act 1999
- Occupiers Liability Act 1957 and 1984

The following websites are useful if you require more information regarding this legislation:

- www.everychildmatters.gov.uk/strategy/uncrc/articles
- www.hse.gov.uk/legislation/hswa.htm
- www.direct.gov.uk/en/Employment/Employees/DiscriminationAtWork
- www.food.gov.uk/foodindustry/regulation/foodstandardsact
- www.businesslink.gov.uk/bdotg/action

Salary Scales

It is important to recognise both experience and qualifications when deciding upon how much to pay your staff. It is good practice to devise a written salary scale such as the one shown on the next page which is open and transparent to all employees. This will show how impartiality and equality of opportunity is applied when determining pay. A scale showing rewards for professional progression through the organisation is also more likely to encourage staff to remain with you rather than to look elsewhere in order to further their career. For every increase in the hourly rate there must be a clear and fair reason shown.



Sample Salary Scale

Please note that this is a sample only, your criteria for pay increments may be different providing that they allow for professional career progression. You will also need to review salaries annually in line with inflation, and taking account of the National Minimum Wage (NMW).

Unqualified assistant	Starting salary	£NMW at least
	1 year	£NMW + 3%
	2 year	£NMW + 6%
	3 year	£NMW + 9%
	4 year+	cost of living increase
NVQ 2 or equivalent	Starting salary	£NMW + 10%
	1 year	£NMW + 12%
	2 year	£NMW + 15%
	3 year	£NMW + 18%
	4 year+	cost of living increase
NVQ 3 or equivalent	Starting salary	£NMW + 19%
	1 year	£NMW + 22%
	2 year	£NMW + 25%
	3 year	£NMW + 28%
	4 year+	cost of living increase
Deputy (Must hold NVQ 3 or equivalent)	Starting salary	£NMW + 29%
	1 year	£NMW + 32%
	2 year	£NMW + 35%
	3 year	£NMW + 38%
	4 year+	cost of living increase
Leader (Must hold NVQ 3 or equivalent and 2 years experience at level 3)	Starting salary	£NMW + 39%
	1 year	£NMW + 42%
	2 year	£NMW + 45%
	3 year	£NMW + 48%
	4 year+	cost of living increase
Officer-in-charge/ Manager	Salaries at this level are usually £10+ per hour	

*Note: the minimum wage is usually increased annually in October. You will need to adjust your salary scales annually in line with this. Current details about the minimum wage can be found at www.hmrc.gov.uk/nmw

5. Early Years Foundation Stage Statutory Requirement and Ofsted Childcare Register

The Early Years Foundation Stage

The Early Years Foundation Stage (EYFS) is a central part of the ten year strategy Choice for parents, the best start for children and the Childcare Act 2006. The Act provides the context for the delivery of the EYFS and taken together with other elements of the strategy, the EYFS will be central to the delivery of the new duties on improving outcomes and reducing inequalities.

It is given legal force through an Order and Regulations made under the Childcare Act. From September 2008 it is mandatory for all schools and early years providers in Ofsted registered settings attended by young children – that is children from birth to the end of the academic year in which the child has their fifth birthday.

The EYFS sets standards that all early years providers must meet and in order to reach these standards you will require a well trained and rigorously vetted workforce. When recruiting new staff it is essential that you meet the Welfare Requirements from the EYFS that relate to staffing. The following information is taken from the EYFS Statutory Framework and it is essential that you adhere to the requirements.

Welfare Requirement: Suitable People

General legal requirement: Providers must ensure that adults looking after children, or having unsupervised access to them, are suitable to do so.

Specific legal requirement: Safe Recruitment

Providers other than childminders must have effective systems in place to ensure practitioners and other people aged 16 or over likely to have regular contact with children (including those living or working on the premises) are suitable to do so. (In the case of childminders, Ofsted is responsible for checking the suitability of all those aged 16 or over living or working on the premises.)

Providers other than childminders must obtain an enhanced Criminal Records Bureau (CRB) Disclosure in respect of every person aged 16 or over:

- Who works directly with children;
- Who lives on the premises on which childcare is provided;
- Who works on the premises on which the childcare is provided (unless they do not work on the part of the premises where the childcare takes place, or do not work there at times when children are present).

This requirement will be deemed to have been met in respect of all people whose suitability was checked by Ofsted or their local authority prior to October 2005.

Providers must not allow people whose suitability has not been checked to have unsupervised contact with children who are being cared for.





Providers must also meet any requirements of the new Independent Safeguarding Authority (ISA) scheme once it has been implemented. For more information about the ISA go to www.everychildmatters.gov.uk/independentsafeguardingauthority and www.isa-gov.org/index.htm

Statutory guidance to which providers should have regard

Disclosures should be handled in accordance with the CRB's Code of Practice and Explanatory Guide.

Providers should make decisions of suitability using evidence from:

- CRB Disclosures
- References
- Full employment history
- Qualifications
- Interviews
- Identity checks
- Any other checks undertaken, for example medical suitability.

Providers should notify all people connected with their provision who work directly with children that they expect them to declare to them all convictions, cautions, court orders, reprimands and warnings which may affect their suitability to work with children. Further information about responsibilities for carrying out CRB checks and about disqualification is provided in the Practice Guidance for the Early Years Foundation Stage. General legal requirement: Adults looking after children must have appropriate qualifications, training, skills and knowledge.

In registered settings other than childminding settings, all supervisors and managers must hold a full and relevant level 3 qualification as defined by the Children's Workforce Development Council (CWDC) and half of all other staff must hold a full and relevant level 2 qualification (as defined by CWDC).

Adults looking after children must have appropriate qualifications, training, skills and knowledge

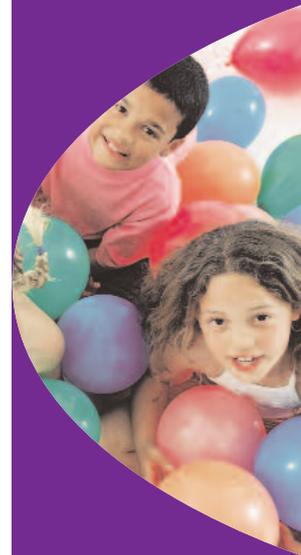
Statutory guidance to which providers should have regard

The manager should have at least two years' experience of working in an early years setting, or have at least two years' other suitable experience.

All practitioners should have a clear understanding of their roles and responsibilities.

Providers should support their staff in improving their qualification levels. In particular, those staff with no qualifications should be supported in obtaining a relevant qualification at a minimum of a full and relevant level 2 qualification (as defined by CWDC).

Induction training should be provided for new staff to help them understand how the provision operates and their role within it. Induction training should include matters such as evacuation procedures, child protection and health and safety issues.



Regular staff appraisals should be carried out to identify the training needs of staff. A programme of continuing professional development should be applied so that these needs are met.

Providers should use training made available by the local authority and other sources.

When assessing your staffing needs, please refer to the following ratios from the Statutory Framework for the Early Years Foundation Stage below:

Staffing Ratios p49-51 Statutory Framework

Children aged under two in any early years group setting

- There must be at least one member of staff for every three children;
- At least one member of staff must hold a full and relevant level 3 qualification (as defined by CWDC), and have suitable experience of working with children under two;
- At least half of all other staff must hold a full and relevant level 2 qualification (as defined by CWDC);
- At least half the staff must have received specific training in the care of babies;
- The member of staff in charge of the babies' room must have suitable experience of working with children under two years.

Children aged two in any early years group setting

- There must be at least one member of staff for every four children;
- At least one member of staff must hold a full and relevant level 3 qualification (as defined by CWDC);
- At least half of all other staff must hold a full and relevant level 2 qualification (as defined by CWDC);

Children aged three and over in any registered early years provision

Between the hours of 8am and 4pm, where a person with Qualified Teacher Status, Early Years Professional Status or another suitable level 6 qualification (which is full and relevant; and defined by CWDC) is working directly with children, the following requirements apply:

- There must be at least one member of staff for every 13 children;
- At least one member of staff must hold a full and relevant level 3 qualification (as defined by CWDC).

At any time outside the hours of 8am and 4pm, or between the hours of 8am and 4pm but where a person with Qualified Teacher Status, Early Years Professional Status or another suitable level 6 qualification (which is full and relevant, and defined by CWDC) is not working directly with children, the following requirements apply:

- There must be at least one member of staff for every eight children;
- At least one member of staff must hold a full and relevant level 3 qualification (as defined by CWDC);
- At least half of all other staff must hold a full and relevant level 2 qualification (as defined by CWDC).



You can check qualifications on the Children’s Workforce Development Council (CWDC) website:

<https://secure.cwdcouncil.org.uk/eypqd/qualification-search>

The Ofsted Childcare Register

The Childcare Act 2006 introduced a Childcare Register which has two parts, a voluntary part where people may choose to join and a compulsory part for those who must register. The registers have standards which all childcare providers must meet in order to remain registered; Requirement 3 and 4 must be adhered to when recruiting staff – see below. For a full list of the requirements, please visit www.ofsted.gov.uk

Suitability of persons to care for, or be in regular contact with, children

CR3	<p>The registered person must have effective systems to ensure that the registered person and any person caring for, or in regular contact with children:</p> <p>is suitable to work with children which must include obtaining an enhanced CRB check</p> <p>is of integrity and good character</p> <p>has skills and experience suitable for the work</p> <p>is physically and mentally fit for the work.</p>	Both parts
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Qualifications and training

CR4.3	<p>The Registered Person will ensure that:</p> <p>at least half of all persons caring for children have successfully completed a qualification at a minimum of level 2 in a relevant area of work*, and</p> <p>the manager has a qualification at a minimum of level 3 in a relevant area of work as set out in the National Qualifications Framework and determined by the Qualifications and Curriculum Authority*</p> <p>* Childcare providers on domestic premises who were registered as childminders immediately before 1 September 2008 have until 1 September 2011 to comply with these requirements where they have informed us [OFSTED] by 1 September 2008.</p>	Compulsory part of the Childcare Register only
CR4.4	<p>The Registered Person must ensure that at least one person has successfully completed a:</p> <p>qualification at a minimum of level 2 in an area of work relevant to childcare, or</p> <p>training in the core skills as set out in the document ‘common core of skills and knowledge for the children’s workforce’.</p>	Voluntary part of the Childcare Register only

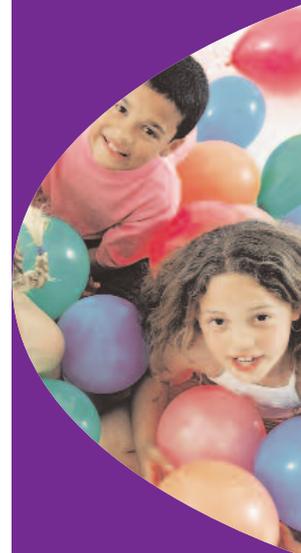
Some Definitions

Early Years Provider: A person who provides early years provision. This will include any person registered on the Early Years Register, and schools (maintained and independent) providing early years provision. A company, committee or group may make up the registered person.

Registered Person: The registered person is the person deemed qualified to care for children and whose name appears on the Ofsted registration certificate. The registered person has overall responsibility for ensuring that the requirements of The Early Years Foundation Stage and Ofsted Childcare Registers are met. A company, committee or group may be the registered person. A registered person does not necessarily need childcare qualifications or experience as they can employ a manager. However, the ultimate responsibility for ensuring that the provision meets the requirements of The Early Years Foundation Stage and Ofsted Childcare Registers remains with the registered person.

Manager: A supervisor or manager is the individual who manages the early years provision. This may include responsibility for other members of staff. The manager must have appropriate childcare qualifications and experience and is the person with day to day responsibility for the setting. The manager need not be the same person as the registered person.

Person in charge: An individual appointed by the registered person as the person in charge of providing early years provision on the premises; or, where that individual is not present, the deputy who they have so nominated as being the person in charge of providing early years provision on the premises.





6. Useful Contacts

Shropshire Early Years Education and
Childcare Team (0-19) **01743 254400**

Job Centre Plus Offices

Whitchurch	01948 622922
Oswestry	01691 403232
Shrewsbury	01743 843300
Market Drayton	01630 606161
Telford	01952 652800
Ludlow	01584 723400
Bridgnorth	01746 383838

Shropshire Star **01952 242424**

Business Link West Mercia **08457 543210**

Further Education Colleges and Training Providers

Ludlow College	01584 872846
National Extension College	01223 400200
Newcastle-Under-Lyme College	01782 715111
Pre-school Learning Alliance	0121 6430063
SDA Training Ltd	01352 841020
Shrewsbury College of Arts & Technology	01743 342342
Shropshire County Training	01743 255154
SRL Training Ltd – Sheila Riddall-Leech (SRL)	01352 841020
Telford College of Arts & Technology	01952 642200
Triangle Training	01926 293359
Walford & North Shropshire College	01691 688000

Higher Education Providers

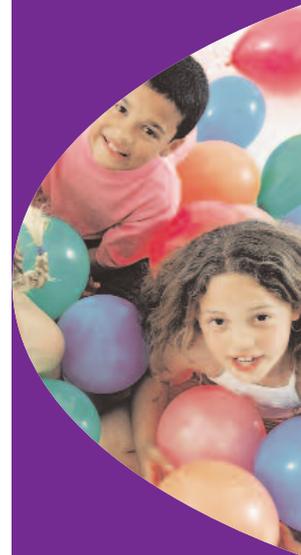
Edge Hill University	01743 342496
Manchester Metropolitan University	0161 247 5003
Staffordshire University	01782 715111
University of Worcester	01584 872846
The Open University	01908 274066
University of Wolverhampton	01902 321050

National Help Lines

The Advisory Conciliation and Arbitration Service (ACAS) runs low-cost seminars for small firms and has a national network of help lines which give free advice on employment matters. Local telephone numbers are listed in the telephone directory under ACAS. It also produces: *Employing People* – a handbook for small firms (price £3.75 *The A to Z of Work*).

Both are available from ACAS publications **0870 242 9090** or online from **www.acas.org.uk**

Business Link offers general support for owners and managers of small businesses. It produces a series of leaflets on employment regulations



specially aimed at small businesses, which can be downloaded from their website www.businesslink.gov.uk or telephone the publications order line on **0845 009006**. These include:

- Disability Discrimination in Employment (URN 960)
- National Minimum Wage URN (951)
- Part-time Workers URN (00/11)
- Racial Discrimination in Employment URN (00/59)
- Written Statement of Employment Terms URN (812)

The Chartered Institute of Personnel and Development (CIPD) is a membership organisation that brings together human resource and training professionals to promote good practice generally. CIPD produces Quick Facts leaflets covering key aspects of recruiting and employing staff and these are available free to non-members by download from the CIPD website www.cipd.co.uk

The most useful of these are:

- Recruitment of People Working with Children and Vulnerable Adults (November 2008)
- Induction (January 2008)

The Citizens Advice Bureau (CAB) has practical, reliable, up-to-date information on a wide range of topics, including benefits, housing, employment and debt, consumer and legal issues. You can find your local office from the website www.citizensadvice.org.uk or get on-line advice from www.adviceguide.org.uk.

The Community Council of Shropshire advises and offers training to charitable groups. The Creative Quarter, Shrewsbury Business Park, Shrewsbury. SY2 6LG. Telephone: **01743 360641**
Website: www.shropshire-rcc.org.uk

The Criminal Records Bureau (CRB) undertakes criminal record and suitable person checks. It has sponsored the Forum on the Employment of Ex-Offenders in Care Settings which has produced the following guidance:

- Recruiting Safely: Guidance for Employers and Other Bodies in the Health and Social Care Field on Recruiting and Retaining Staff and Volunteers with Criminal Records.

It is available from the CRB, price £3.50, or for free download from www.disclosure.gov.uk.

The CRB has also produced a Code of Practice and Explanatory Guide for Registered Persons and Other Recipients of Disclosure information.

Daycare Trust is a national childcare charity promoting the availability of good quality affordable childcare. It produces publications and resource packs on recruitment and retention and also offers consultancy services.

21 St George's Road, London SE1 6ES

Telephone: **020 7840 3350**

Helpline: **0845 872 6251**

Email: info@daycaretrust.org.uk

Website: www.daycaretrust.org.uk



The Department for Business, Enterprise and Regulatory Reform (BERR) publishes leaflets and has help lines about the National Minimum Wage and Working Time Regulations:

National Minimum Wage helpline **0845 600 0678**

A Detailed Guide to the National Minimum Wage PL 501

National Minimum Wage – a Short Guide for Employers URN 00/663

Guide to Working Time Regulations

Written Statement of Employment Particulars PL700

Printed versions of all leaflets are available from **0870 150 2500** or online from **www.berr.gov.uk**

The Department for Children, Schools and Families (DCSF) has useful publications including Safeguarding Children and Safe Recruitment in Education, reference number 04217-2006BKT-EN.

Telephone **0845 60 22260**

Website: **www.dcsf.gov.uk**

Equality & Human Rights Commission

Tel: **08457 622633** Website: **www.equalityhumanrights.com**

The new commission brings together the three previous commissions – the Equal Opportunities Commission, the Commission for Racial Equality and the Disability Rights Commission, and is a non-departmental public body independent of government

Family Information Service (FIS) has a wealth of information to support families and children and other professionals. They can also send you Ofsted registration packs and Ofsted forms and guidance.

Telephone: **01743 254400**

The Home Office produces guidance for employers in complying with immigration law. It publishes a Code of Practice on the Immigration and Asylum Act 1999 – Section 22 which sets out the steps employers should take to avoid employing illegal immigrants and to avoid discrimination.

UK Border Agency: **0845 010 6677**

Website: **www.homeoffice.gov.uk**

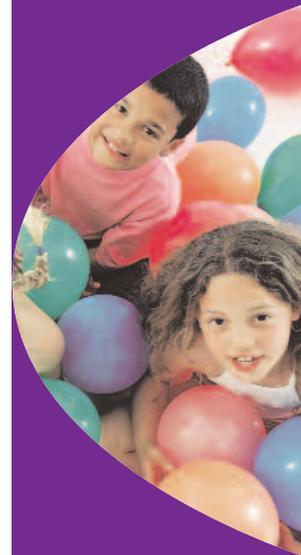
4 Children (charity registered under the name Kids' Clubs Network) is the national organisation for out-of-school childcare. They offer advice and support to out-of-school clubs, parents, children, childcare providers, government, local authorities and employers and Early Years Education and Childcare Partnerships.

City Reach, 5 Greenwich View Place, London, E14 9NN

Telephone: **020 7512 2112** Website: **www.4children.org.uk**

The Independent Safeguarding Authority (ISA) has been created to help prevent unsuitable people from working with children and vulnerable adults. Please feel free to contact them with any queries you may have using the following address: scheme.info@homeoffice.gsi.gov.uk.

However, please keep in mind that they receive a high volume of emails every day so it may take some time before they are able to respond in full. Alternatively you can call the new Lo-call rate information line on **0300 123 1111**.



The Learning and Skills Council (LSC) is responsible for all education and training of 16-19 year olds and for the development and support of work-related training for people of all ages. It's the main funding source for colleges and works through 47 local offices.

Cheylesmore House, Quinton Road, Coventry CV1 2WT
Telephone: **0845 019 4170** Website: www.lsc.gov.uk
Helpline: **0870 900 6800**

The National Child Minding Association (NCMA) is a national charity and membership organisation that speaks on behalf of registered childminders in England and Wales. They aim to ensure that everyone who supports registered childminding has access to the information, training and support they need.

Midlands Regional Office, NCMA, 74b Warwick Road, Kenilworth,
Warwickshire CV8 1HL
Telephone: **01926 512 753**
Fax: **01926 851887**
Email: ncma.midlands@ncma.org.uk

The National Day Nurseries Association (NDNA) runs recruitment and selection training for nursery managers and senior staff members in good employment practice. They also produce a recruitment pack designed specifically for day nursery owners and managers, which covers advertising, job descriptions, short-listing, interviewing and induction. It includes 40 sample letters and documents specifically drafted to cover many employment-related issues

National Early Years Enterprise Centre, Longbow Close, Huddersfield,
West Yorkshire, HD2 1GQ
Telephone: **01484 407070**
Website: www.ndna.org.uk

Ofsted is responsible for inspection and regulation of childcare and early years provision. It produces introductory leaflets for potential childminders and other providers in several languages.

Alexandra House, 33 Kingsway, London WC2B 6SE
Website: www.ofsted.gov.uk

The Pre-school Learning Alliance (PLA) produces a useful pack called Pre-schools as Employers which includes photocopyable materials such as draft letters, forms and contracts. After-school clubs, holiday play schemes and small nurseries should also find it useful

The Fitzpatrick Building, 188 York Way, London, N7 9AD
Telephone: **020 7697 2500** Website: www.pre-school.org.uk

The Qualifications and Curriculum Authority (QCA) offers a useful guide to current and previous childcare qualifications.

83 Piccadilly, London W1J 8QA
Telephone: **020 7509 5555** (8.00am – 5.30pm) Website: www.qca.org.uk
Enquiry Line: **020 7509 5556** or email info@qca.org.uk

Skills Active leads on playwork qualifications across the leisure sector.

Skills Active, Castlewood House, 77-91 New Oxford Street,
London WC1A 1PX. Telephone: **020 7388 7755**
Skills Active Website: www.skillsactive.com/playwork



Procedures for Obtaining an Enhanced CRB Disclosure for the registered person and manager for Ofsted registered Organisations

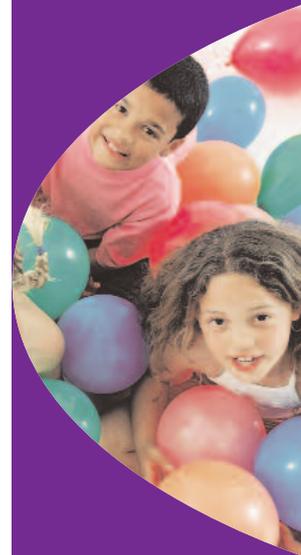
From October 2005 Ofsted only has had responsibility for checking the suitability of applicants for registration; any changes to the registered person where this is an organisation, for example, a committee; and the manager or person in charge of providing actual day to day care. For this group of people you should follow the process below.

Fill in an EY2 (Early Years Register) or CR2 (Compulsory Register) form and send this to Ofsted. These forms are available from Ofsted or the Family Information Service (FIS). Individuals will also be asked to provide:

- Full name and any other name that you may have been known by
- Full address covering the last five years
- Date and place of birth
- National insurance number
- Other information such as driving licence/passport details
- Bank account details

This is not a complete list, as the questions asked by the CRB will depend upon the answers given by the individual during the telephone call. The CRB will ask for information to ensure that individuals have given their true identity and current address.

- The CRB sends a partly completed disclosure application form for checking and signing to the individual, along with an information booklet called Applying for a Disclosure. When individuals receive a partly completed disclosure form they should:
 - Check that the information on the form is correct; if anything is incorrect they should amend the form, referring to the Applying for a Disclosure booklet sent by the CRB.
 - Complete any unanswered questions in sections A to F; the Applying for a Disclosure booklet sent by the CRB should help them do this.
 - Complete section H, signing in the two places and dating the form.
 - Note: they should not complete sections X or Y.
 - Give the form to you, along with original documents to enable you to verify their identity.
- The CRB will send one copy of the disclosure to Ofsted and one copy to the subject of the disclosure request to their home address. Providers do not get a copy – only the subject of the actual disclosure request.
- Ofsted will let you know if there are any concerns about the suitability of an individual as a result of any of the checks. The responsibility for their appointment remains with you.
- Employers should ask the individual to show them a copy of the disclosure and keep a record of the employee's name; the date on which the disclosure was carried out; the unique number on the disclosure; and the decision to employ or not.
- It is then for the provider, which may be the Voluntary Management Committee or the Senior Manager of the setting, to decide whether the individual is suitable to work in, or be connected, with the setting. There may be matters not directly connected to child care, for example convictions for fraud or theft, which may be of interest.



If the individual refuses to let the employer see their copy of the disclosure, then the employer should judge whether they wish to employ them. If you think that someone you are considering employing has a conviction that may disqualify them from working with children, then the person concerned or you yourself can talk confidentially about this with Ofsted by calling the helpline on 08456 40 40 40.

Note: If the CRB disclosure comes back with any convictions listed, you should take advice from Ofsted or the Early Years & Childcare Team to help you determine whether the person is suitable to work with children.

Important

CRB Disclosure information is highly sensitive and confidential and you must take great care when handling this information. Disclosures belong to the individual concerned and no-one else should keep either the original or a copy of the disclosure. You should refer to and comply with the CRB's Code of Practice and Explanatory Guide for Registered Persons and other recipients of Disclosure Information available from www.crb.gov.uk

Procedure for Obtaining an Enhanced Disclosure for other staff of Ofsted registered Organisations

As a result of changes to the law from 3 October 2005 Ofsted no longer has to carry out checks on all those who work in registered day care settings to decide whether or not they are suitable to look after or be in regular contact with children. As a result of these changes, Ofsted can no longer process any applications from day care staff for disclosures from the Criminal Records Bureau (CRB).

However, Ofsted has contracted with three organisations to countersign subsidised CRB Disclosure applications from staff in day care settings. Before processing individual applications from members of staff, the organisations will wish to enter into agreements with the day care employer to ensure a proper understanding of their role in checking the applicants' identity and complying with other CRB requirements.

The three organisations that can be used for processing subsidised CRB Disclosure applications are as follows:

Nestor Primecare Services Ltd **0845 602 1759**

www.nestor-healthcare.co.uk

Capita Education Resourcing **0870 850 2516**

www.capitaers.co.uk

TMG CRB **0115 969 4609**

www.tmgcrb.co.uk



Procedures for Getting an Enhanced CRB Disclosure for Organisations not registered with Ofsted

If your organisation is not registered with Ofsted, you will have to pay for a search to be carried out on your potential employee. However, you may be able to use another “umbrella” organisation who will process the search for you. There are several umbrella organisations and a list of these can be found on the disclosure website: www.disclosure.gov.uk. Below are some local organisations who may be able to help you for a small charge:

Brendon Hills
Shirehall
Abbey Foregate
Shrewsbury
Shropshire
SY2 6ND
01743 252806

Moor Park Charitable Trust
Richards Castle
Ludlow
Shropshire
SY8 4DZ
0158 4872342

brendon.hills@shropshire.gov.uk

Please remember that the CRB only checks recorded incidents. A clear CRB check does not ensure that the person you are employing has never harmed children, only that they have not got a police record or social services record for harming children. This is why it is always essential to follow up written references and even check these references by telephone.

More information is available in the following documents:

Safeguarding Children: Safer Recruitment and Selection in Education Settings

The Protection of Children Act 1999 - A Practical Guide to the Act for all Organisations Working with Children;

Both these publications are available from the Department for Children, Schools and Families at www.dcsf.gov.uk or telephone **0845 602 2260**

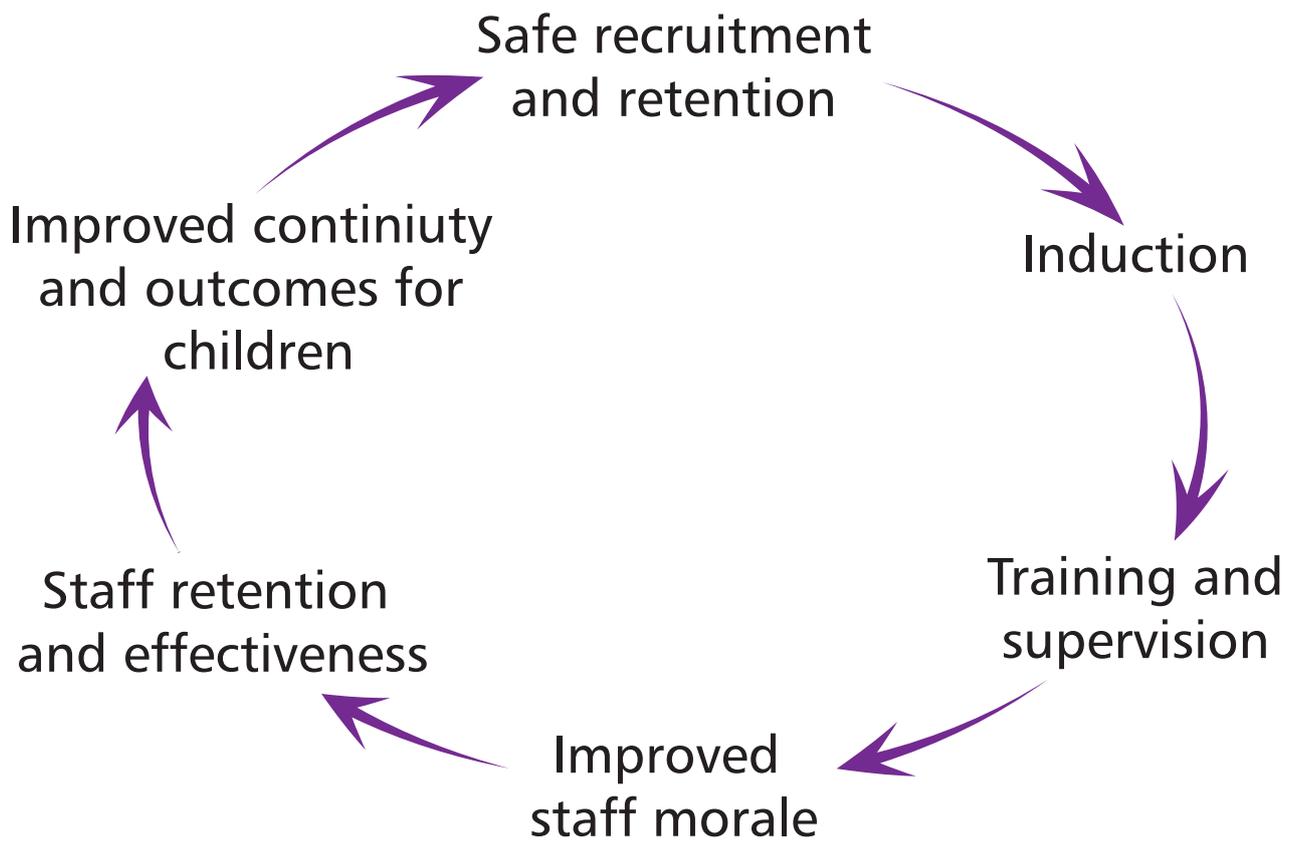
Other useful documents are:

Guide to registration on the Early Years Register: childminder; and Guide to registration on the Childcare Register.

Guide to registration on the Early Years Register: childcare on domestic and non-domestic premises; and Guide to registration on the Childcare Register.

These are available from Ofsted’s helpline **08456 404040** or from the website **www.ofsted.gov.uk**.

The Early Years and Childcare Team also have copies: telephone **01743 254400**.



Early Years Education and Childcare

Guildhall, Frankwell Quay, Shrewsbury SY3 8HQ

