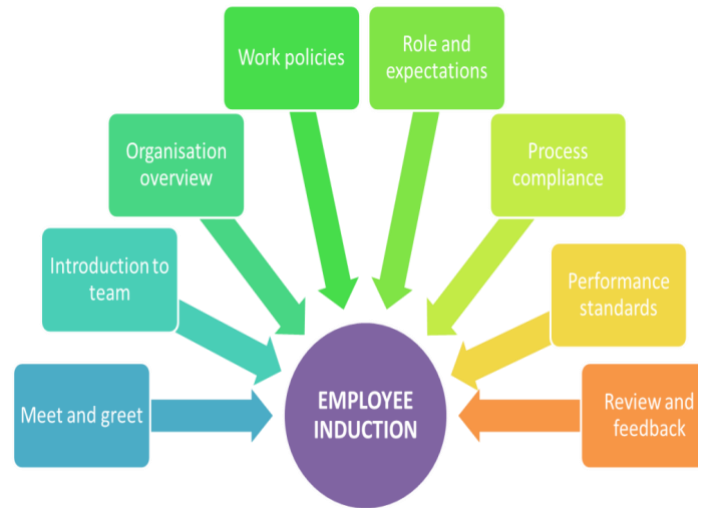


# Induction

## For early years practitioner



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## First impressions Count

An effective induction ensures that employees integrate well into, and across, their new organisation.

New recruits need to understand the organisation, the culture, the people, and what's expected of them in their role, so an effective induction will contain multiple, integrated elements.

# Induction

## What is Induction

Induction is the process through which employees adjust or acclimatise to their new jobs and working environment. As part of this, 'orientation' can be used for a specific event that new starters attend, and 'socialisation' can describe the way in which new employees build working relationships within their new teams. Some people use the term 'onboarding' to cover the whole process from an individual's contact with the organisation before they formally join, through to understanding the business' ways of working and getting up to speed in their role.

Every organisation, large or small, should have a well-considered induction that provides a new employee with a positive experience of the organisation.

## The purpose of induction

An effective induction ensures that employees integrate well into, and across, their new organisation.

New recruits need to understand the organisation, the culture, the people, and what's expected of them in their role, so an effective induction will contain multiple, integrated elements. These elements include health and safety information required by law and practical information on the working environment and facilities. The induction should also familiarise the new employee with the company's working arrangements relating to time, location and patterns of flexible working, if available as well as its culture and values. It should also provide information specific to their role.

## The benefits of an effective induction

Effective induction programmes can benefit both employers and employees. For employers, benefits include reducing turnover and absenteeism, and increasing employee commitment and job satisfaction. For employees, a well-designed induction programme enables them to understand more about the organisation, their role and ways of working, as well as an opportunity to meet new colleagues, learn from them and get up to speed quickly.

## The Induction process

The induction process should cover practical information about organisational procedures (e.g. building orientation, equality, diversity and inclusion, health, safety, and wellbeing). Induction should also include information about systems and procedures, company strategy and services (such as company values and behaviours), alongside job specific information (e.g. organisational information, job requirements and objectives), and an introduction, virtual or in-person, to the wider team. This ensures new recruits have something in their diary in the first few weeks, and understand where their role fits and how they can work with others.

Pay attention to employee experience before the first day of employment, ensuring pre-employment communications are engaging.

Alongside an induction, a 'buddy' or coaching and mentoring system can provide support to help new employees settle in, and ensure new starters understand the learning and development opportunities available to them.

### **What to avoid**

- Providing too much, too soon - the inductee must not be overwhelmed by a mass of information, especially on the first day.
- Pitching information and induction activities at an inappropriate level - where possible, tailor the induction programme to take into account prior knowledge of new employees.
- HR rather than local managers providing all the information - it should be a shared process.
- Creating an induction programme which generates unreasonable expectations by overselling the job.
- Creating an induction programme that focuses only on administration and compliance but does not reflect organisational values.

### **Evaluate and review progress regularly**

The induction process should be evaluated to determine whether it's meeting the needs of the new recruits and the organisation. This should include opportunities for regular meetings (weekly) where the manager and inductee reflect and evaluate the progress made so far, and agree actions to overcome challenges.

At the end of the induction process meet with the individual and allow new recruits to highlight areas for improvement.

As well as gathering feedback from new employees, it's important to identify key measures of success of the induction process and evaluate the process against the agreed progress measures.

### **Induction checklist**

Regardless of the format of induction, it's important to provide practical information on areas of compliance and company policy. Induction shouldn't be treated as a 'tick box' exercise, but there may be some areas where it's useful to keep a record of the training provided – for example, cyber security, data protection or health and safety training.

The list below outlines the key information that can be included in an induction process alongside meetings with colleagues and managers.

### **Pre-employment**

- Joining instructions
- Proof of the legal right to work in the country (if required, and not already done during recruitment)
- New starter forms (enabling the set-up of bank account details and eligible benefits from day one)
- Conditions of employment
- Organisational literature or other media

## **On-site health and safety**

- Emergency exits
- Evacuation procedures
- First aid facilities
- Health and safety policy
- Accident reporting

## **All workplaces compliance**

- Security procedures
- Confidentiality
- Training such as data protection, bribery and modern slavery

## **Facilities and IT, as appropriate**

- Site map – staff room, first aid post, etc
- Guided tour of the on-site workplace and explanation of local procedures
- Telephone and computer system information
- Security pass
- Car park pass
- Opening hours
- Remote / flexible working tools and access to work systems, including relevant file sharing and communication tools

## **Organisation information**

- Organisation background
- Organisation strategy
- Provision and services
- Quality systems
- Customer care policy

## **Culture and values**

- Mission / Vision statement
- Employer brand

## **Benefits and policies**

- Pay - payment date and method
- Tax and national insurance
- Workplace / stakeholder pension schemes
- Other benefits
- Expenses and expense claims
- Working time, including hours, flexi-time, and arrangements for breaks
- Holidays, special leave
- Probation period
- Inclusion and diversity policies
- Wellbeing strategy, including absence / sickness procedure
- Internet, intranet, email and social media policies
- Performance management system
- Discipline procedure

- Grievance procedure
- Employee resource groups

### **Role-specific information**

- Clear outline of the job / role requirements
- Introduction to the team and ways of working
- Meeting with key senior employees (either face-to-face, or via technology)
- Organisational orientation; explanation of how the employee fits into the team and how their role fits with the overall strategy and goals

### **Learning and development**

- Development opportunities and in-house courses
- CPD and Personal Development Plan
- Career management

<https://www.cipd.org/uk/knowledge/factsheets/induction-factsheet/#checklist>

Implementing an induction is crucial in any organisation, more so for employees working in a childcare environment. When a new employee is recruited it is the manager's responsibility to carry out an induction. This an opportunity to go through important aspects of the organisation such as reading through important policies and procedures eg safeguarding children, behaviour management, understanding the importance of confidently etc.

An effective Early Years Induction will help address any worries that new employees may have as well as outlining important information for the new employee to read and understand. It is important that both the employee and the manager are happy that everything has been understood. The benefits to carrying out an induction can include providing the employee with the opportunity to ask questions about the organisation and for one another to get to know a little more about each other as well as:

- Making the employee feel welcomed
- Giving the employee a chance to meet other employees
- Helping build employees self-esteem and motivation
- Develop good communication between employer and employees

It is imperative employees receive a full induction that covers safeguarding children, as the safety and well-being of the children is our foremost concern.

If an induction is not carried out effectively, this can lead to:

- poor performance
- high turnover of staff
- not understanding what is expected of them
- breakdown in the team

Conducting an Early Years Induction is highly important and should always be completed in a timely and effective manner.

# Induction programme

## Induction Checklist

Topic	Notes	Tick	Manager's Signature	Employee's Signature
<b>Pre-employment induction</b>	<b>Possible topics</b>			
Prepare the new employee for their first day at work and keep in contact while waiting for pre-employment checks to be completed.  Employment contract to be given/sent to employee. Statutory legal requirement for all employees to have a written statement within their second month of employment.  For more information and guidance about written statements of employment visit <a href="https://www.gov.uk">https://www.gov.uk</a>	Written conditional offer of employment sent to new employee			
	Enhanced DBS check completed for new employee			
	Employee joins DBS Update Service			
	Terms & conditions sent to new employee			
	Job description and specification sent to new employee			
	Setting literature, e.g. Brochure			
	Recommended reading, e.g. EYFS framework, policies and procedures			
	Instructions for reporting to work sent to new employee			
	Any initial questions answered.			
	New employee has received employment contract			
<b>First day induction</b>	<b>Paperwork checked and signed and setting vision explained</b>			
Nursery Manager to meet and welcome new practitioner	Contract of employment signed by employee and received by manager. Check that the employee understands the contract and has signed it and returned it to employer.			
	Manager to receive and check relevant paperwork, e.g. P45, work permit, birth certificate & passport, DBS certificate, contact details / personal information, qualifications and certificates – including First Aid / professional qualifications			
<b>First day induction - employee is shown around the building and the fire evacuation / lockdown procedures explained</b>	<b>Help employee to get to know the setting</b>			
	Where the toilets are situated			
	Where the staff room is (if applicable) – locker provided?			
	Fire evacuation assembly point (include fire procedure / lockdown procedures in staff handbook)			

	Other rooms/areas			
	Meet and greet colleagues and leaders			
	Introduced to buddy or mentor (if applicable)			
	Discuss day-to-day setting routine – including lunch breaks/other breaks – daily routines.			
<b>First Day Induction - staff requirements</b>	<b>Topics to cover (where applicable)</b>			
Ensure all relevant information is included in the staff handbook.  Once the first day induction has been completed the nursery manager starts working on some basic tasks	Staff uniform (dress code) / Code of conduct			
	Wearing of name badges			
	Signing in/out of workplace & Attendance / time keeping			
	Procedures for accepting visitors/collecting children			
	Sickness and absence policy explained			
	Catering & refreshment facilities			
	Parking facilities			
	Union membership and recognition explained			
	Pension scheme			
	Mobile phone policy			
	Annual leave entitlement			
	Other employee benefits			
	Any bonus or reward schemes			
	Give employee copy / access to current staff handbook			
<b>Week 1</b>	In week one – everything is new and the practitioner needs to be helped to find their feet and place in the setting. Assign them a mentor / buddy who will guide and support them during their induction. Give the practitioner a copy of the induction programme. Agree day / time for supervision meeting – giving them time to review and reflect.  Use the timetable below to guide induction – it can be amended to ensure it meets organisational need / expectations.			
Supervision session with Nursery Manager – to reflect on progress so far – aspects of induction covered and to plan for induction activities for the coming week/s  Any written notes taken during review/probation meetings should be kept secure and confidential in accordance with the Data Protection Act 1998.	Explain the Business vision, aims and objectives, mission statement. This is a great opportunity to explain your settings ethos and expectations.			

	Explain the Setting aims and objectives – its Vision Statement			
	Explain the Induction/probation programme and what it entails, including the length of time (weeks/ months) it will take.			
	Agree a Schedule of regular (initially weekly) supervision meetings / progress reviews			
	Agree workload – use Job Description and agree incremental duties and responsibilities – as progress made during induction period.			
	Agree objectives/goals – make expectations clear and invite questions and comments.			
	Begin to Review and discuss relevant policies and procedures e.g. Key Person / Safeguarding			
	Agree any training needs – direction, coaching and support			
	Discuss and explain Work shadowing (if in place) and introduce the practitioner to people/ person they will be shadowing (mentor / coach)			
	Discuss and resolve any problems or queries that the practitioner has.			
	Discuss practitioners well-being and check that support provided is helping them to establish themselves in their role..			
	Provide the practitioner with a copy of the Early Years Foundation Stage (EYFS) – set actions to ensure they read and understand – give them 4 weeks notice of examination / quiz to check their knowledge and understanding.			
<b>Performance appraisals/supervision after induction/probationary period</b>	<b>Introduce the practitioner to the principles of professional supervision. Suggest frequency of supervision and share with them the supervision policy and related documentation (available via my website)</b>			
Nursery Manager should continue to hold regular (weekly) review / supervision meetings with employees during the Induction/probationary period. This will help to maintain positive relationships and to ensure employees are motivated and that their aims and objectives are aligned to the aims and objectives of the business.  It is considered best practice to keep written notes of supervision and performance appraisal meetings. Notes should be confidential and kept securely and in accordance with the Data Protection Act 1998 and be accessible to the employee when requested.	Conduct regular formal performance review /supervision meetings with the practitioner. These take place every week initially during induction and then every four weeks thereafter.  A planning meeting should be held with the practitioner after induction is completed to set objectives and agree training and development needs. At end of week one, review their performance so far – progress made against the induction – and plan the next week. Discuss and resolve any problems or queries.  Regular supervision meetings can cover any relevant subject although would mainly focus on progress towards achieving objectives and development.  Please visit my website <a href="http://www.deborahudakis.co.uk">www.deborahudakis.co.uk</a> to access my Supervision Policy and related records.			
<b>Week 2 Useful induction materials/advice that the whole children and young people’s workforce should know about</b>	In week 2 the practitioner is still getting to know the children and their families. They should play alongside the children, shadow experienced staff during activities and be coached and supported into becoming active participants in children’s learning and development. Take time to explain your curriculum / educational programme – your learning intentions, Implementation and how you gather evidence of impact – actual learning and skill acquisition.			
Early Years Foundation Stage (EYFS) <a href="https://www.gov.uk/government/publications/early-years-">https://www.gov.uk/government/publications/early-years-</a>	The Early Years Foundation Stage (EYFS) is a comprehensive statutory framework that sets the standards for the learning, development and care of children from birth to five.			



<p><a href="#">foundation-stage-framework--2</a></p>	<p>All providers are required to use the EYFS to ensure that whatever setting parents choose, they can be confident their child will receive a quality experience that supports their care, learning and development.</p> <p>The EYFS framework can be downloaded from the Department for Education Website  <a href="https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2">https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2</a></p> <p>Give the practitioner 4 weeks to read the EYFS document and to develop their knowledge and understanding – then set them a quiz to check their K&amp;U. Quiz available via my website</p>			
<p><b>Provide the practitioner a copy of the document</b>  <i>Working Together to safeguard children</i></p> <p><b>Give them a week to answer the following questions:</b></p> <p><b>What is the status of this guidance?</b></p> <p><b>What do we mean by Early Help</b></p> <p><b>Give examples of vulnerable children who may be in need of Early Help</b></p> <p><b>What is our responsibility regarding information sharing?</b></p> <p><b>Is the GDPR a barrier to us sharing information with other agencies regarding the welfare of children?</b></p> <p><b>Do we need parents consent to share information?</b></p> <p><b>A child is defined in need under which legislation?</b></p> <p><b>What is the purpose of a safeguarding assessment?</b></p> <p><b>What does a high quality assessment include?</b></p> <p><b>Explain the steps to be taken when a referral is made to the LA?</b></p> <p><b>What is an Emergency Protection Order EPO ?</b></p> <p><b>What is our role in the Strategy Meeting?</b></p> <p><b>What is the purpose of a Section 47 enquiry?</b></p> <p><b>What is the purpose of the Child protection Plan?</b></p> <p><b>What section of the Childcare Act sets out the duties of Early</b></p>	<p>Everyone supporting children and families should work together effectively to provide early help and targeted and specialist support.</p> <p>Nursery leaders and early years practitioners are part of the children and young people’s workforce.</p> <p>Consequently, all need to be familiar with the guidance contained in <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/779401/Working_Together_to_Safeguard-Children.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/779401/Working_Together_to_Safeguard-Children.pdf</a></p>			

<p>Years providers to comply with the welfare requirements of the EYFS?</p> <p>Who are the 3 Safeguarding Partners?</p> <p><b>WEEK 2 continued</b></p> <p>Insert shadowing opportunities here</p> <p>E.g. greeting parents and children</p> <p>Giving parents feedback at the end of the day</p> <p>Dietary requirements</p> <p>Cleaning routines – infection control</p> <p>Hand washing</p>				
<p><b>Week 3 Shadowing and practical application</b></p>	<p>During week 3, the practitioner should be feeling more confident and able to support aspects of children’s learning. In addition to the previous weeks activities, the following induction activities take place:</p> <p>Nappy Changing – best practice  Feeding / weaning / food allergies / keeping hydrated  Administering first aid  Administration of medication  Sun safety  Providing Enabling Environments – indoors and outside</p> <p>Nursery Manager Meets with practitioner to review progress made – and address any queries or concerns. They plan for the following weeks activities.</p>			
<p><b>Week 4 Policies &amp; Procedures</b></p>	<p>By week 4, the practitioner is almost half way through their induction period. They should be showing signs of increasing confidence and ability. In addition to the previous activities, the practitioner will further develop their safeguarding knowledge and they should be tested / quizzed to check their level of competence and knowledge.</p> <p>They should also be given time to read through other key policies and procedures – Ideally go through them with the nursery Manager – who can clarify and respond to queries.</p> <p>Nursery Manager to meet with practitioner at end of week to chart progress.</p>			
<p>Safeguarding (child protection) described and policy made available to read and digest by staff member.</p>	<p>The Nursery Manager must be confident to that the practitioner knows how to report safeguarding/child protection concerns</p> <p>Safeguarding Policy &amp; Procedures reviewed</p> <p>Practitioner passes Safeguarding Quiz and answers key safeguarding questions – listed above in week 2</p>			
	<p>policies and procedures explained (especially safeguarding)</p> <p>Types of Safeguarding  Safeguarding Prompts Part 1 &amp; 2 (available via my website)  Referral Flow chart  The role of the Safeguarding Partners Board</p>			

	Working Together document read and understood The role of the Key Person			
	Staff member must read and understand policy			
	Place copy of policy in staff handbook			
<b>Other essential policies and procedures:</b> Discuss with employee but copies should be made available to employee to read and digest. The adjacent list contains just a few policies and procedures. There may be others; <b>it is the setting's responsibility to remain up to date.</b>	Dealing with allergies / food safety and administering medication			
	Equality and Diversity			
	Fire Safety			
	Food Hygiene			
	Health and Safety			
	Paediatric First Aid			
	Safeguarding			
	Safe Sleep			
	Safer Recruitment			
	Lock down			
	Complaints procedure			
	Safe recruitment			
	Mobile phone and online safety			
	Sickness – child and adult			
	Emergency Evacuation Procedure			
	Procedure for checking the identity of visitors and children leaving the premises safely. Behaviour			
	Uncollected child			
	Lost / missing child			
	No Smoking / vaping			
	Disciplinary / capability / grievance			
	SEN			
<b>Week 5</b>	In week 5, the practitioner should now have enough knowledge to be able to contribute positively to the children's experiences. They are still learning and will still benefit from being mentored / buddied – but they should no longer stand out as the 'new person', they should be known to children and parents. They should			

	<p>now be beginning to do many tasks without direct supervision and without being told.</p> <p>In addition to their existing duties, the practitioner should now be inducted in the following; - in many instances they will be deepening their existing understanding of these requirements and practice.</p>			
<b>Essential records to be kept</b>	Dietary requirements			
	Accidents / incidents			
	Children's hours of attendance – it is also important to record practitioners attendance and who is caring for children.			
	Child's personal information - parents names, address/es, contact details, emergency contact information, parental responsibility etc			
	Complaints and complaint outcomes			
	Medication records			
	Employee signing in and out of work			
	Employee records – personal information, recruitment and selection, references, qualifications, supervision etc			
<b>Week 6</b>	<p>By now, most of the practitioners time is spent with the children – supporting their play and learning. They still have the support of their mentor / buddy but their reliance on them is much less now. If appropriate, the practitioner can assume key person responsibility – they should have enough knowledge to ensure they fulfil their responsibilities – even though they may sometimes look for reassurance. Now is a good time to conduct a more detailed review of their progress – have they met expectations so far? What aspects of their work require more attention? Set actions to address any gaps.</p>			
<b>Essential information for parents and carers</b>	Certificate of registration / PLI on display			
	Ofsted contact details			
	Information about EYFS requirements and inspection			
	Copy of inspection report			
<b>The Curriculum</b>	<p>How the EYFS is delivered at the setting</p> <p>The curriculum</p> <p>The learning wall – capturing new learning and skill acquisition</p> <p>The Quality of Education – grade descriptors</p> <p>The Learning Walk</p> <p>I recommend they attend my Curriculum workshop.</p>			
	Activities and daily routines			
	Ways to share and develop learning at home			
	How the setting supports children with additional needs			
	Working in partnership with parents – ways to engage their participation & support.			

<b>Week 7</b>	This is the penultimate week – the induction is almost at an end. In this week we can add known offences to your discussion with the practitioner. Give the practitioner a quiz on the EYFS – available via website / internet and challenge their knowledge and understanding of the EYFS. Meet with the practitioner and go through their answers with them. They should be able to demonstrate a sound knowledge.			
<b>Offences as a result of non-compliance</b>	It is an offence not to notify Ofsted if two or more children go down with food poisoning			
	It is an offence not to notify Ofsted if a child is seriously injured or dies while in the provider's care.			
	The provider must ensure that corporal punishment is not used by anyone in contact with the children. It is an offence not to meet this requirement.			
	It is an offence to not comply with the requirements of the EYFS.			
<b>Changes that must be notified to Ofsted</b>	<p>Go through notification requirements</p> <p><b>Providers must notify Ofsted of:</b></p> <p>any change of provider or person with direct responsibility for early years provision;</p> <p>any proposal to change the hours during which childcare is provided which will entail the provision of overnight care;</p> <p>any change to the premises from which childcare is provided which may affect the space available to children and the quality of childcare available to them;</p> <p>any change in their name or address;</p> <p>any change in the name or registered number of a company, or any change in the name or registration number of a charity;</p> <p>any change in the address of premises on which childcare is provided;</p> <p>any criminal offence committed by the registered provider after the time of registration.</p> <p>An early years provider who, without reasonable excuse, fails to comply with any of these requirements, commits an offence.</p> <p><b>Premises</b></p> <p>Providers must inform Ofsted of any significant changes or events relating to the premises on which childcare is provided.</p> <p>Significant changes or events which must be reported to Ofsted include:</p> <p>significant changes to the premises, for example structural alterations or an extension;</p> <p>something which adversely affects the smooth running of the provision over a sustained period of time;</p> <p>changes to the outside of the premises such as adding a pond or taking down fencing.</p> <p><b>Failure to notify Ofsted of any of the above within 14 days is an offence.</b></p>			
	Other workplace policies and procedures – List below			

<b>Week 8</b> <b>Identifying additional Training / coaching / mentoring / support</b>	This is the final week of the induction. Now is the time to make final evaluations – has the practitioner met expectations? Have they demonstrated a positive attitude and commitment? What additional training etc is required / would be beneficial.			
Internal training (provided by employer) identified by manager and arranged for staff member to attend.	Check that the employee has booked and attended training			
Continuous Professional Development (CPD).  The manager should help and guide the employee to identify any additional training needs they might have and ensure the employee books appropriate training.	Examples of CPD include:  <ul style="list-style-type: none"> <li>assessment in the EYFS</li> <li>Food Hygiene</li> <li>Health and safety</li> <li>First Aid</li> <li>Paediatric First Aid</li> <li>Recruitment Best Practice</li> <li>Safeguarding; including physical, sexual, emotional abuse and neglect, County Lines / Criminal Child Exploitation, FGM, Breast Ironing, the Prevent Duty, Child Sexual Exploitation, and reporting concerns</li> </ul> There are other safeguarding concerns including findings from Serious Case Reviews.  LA provides CPD training for all registered childcare providers.			
Qualification Training. The GOV.UK qualifications tool gives a list of all relevant accredited qualifications. <a href="https://www.gov.uk/early-years-qualifications-finder">https://www.gov.uk/early-years-qualifications-finder</a>	There are lots of training courses available to anyone that wants to work with children, young people and their families.  When deciding on any training for staff the following should be considered: <ul style="list-style-type: none"> <li>Does the employee need further training</li> <li>The type and content of the course</li> <li>The most appropriate style of study</li> <li>Which training provider to choose</li> <li>Affordability – including course costs, costs to the learner, staff cover, travel costs etc.</li> </ul>			

**Week 1**

**Induction Reviewed** \_\_\_\_\_

**Signed** \_\_\_\_\_ **&** \_\_\_\_\_

**Week 2**

**Induction Reviewed** \_\_\_\_\_

**Signed** \_\_\_\_\_ **&** \_\_\_\_\_

**Week 3**

**Induction Reviewed** \_\_\_\_\_

**Signed** \_\_\_\_\_ **&** \_\_\_\_\_

**Week 4**

**Induction Reviewed** \_\_\_\_\_

**Signed** \_\_\_\_\_ **&** \_\_\_\_\_

**Week 5**

**Induction Reviewed** \_\_\_\_\_

**Signed** \_\_\_\_\_ **&** \_\_\_\_\_

**Week 6**

**Induction Reviewed** \_\_\_\_\_

**Signed** \_\_\_\_\_ **&** \_\_\_\_\_

**Week 7**

**Induction Reviewed** \_\_\_\_\_

**Signed** \_\_\_\_\_ **&** \_\_\_\_\_

**Week 8**

**Induction Reviewed** \_\_\_\_\_

**Signed** \_\_\_\_\_ **&** \_\_\_\_\_

**Induction Completed** \_\_\_\_\_

**Signed** \_\_\_\_\_ **&** \_\_\_\_\_

**Further actions**

