

## Manager

You will have at least a level 3 early years qualification (approved by the DfE – see [Early Years Qualification List](#)) or apprenticeship, level 2 English and maths qualifications (for example, Functional Skills or GCSEs) and at least two years' experience of working in an early years setting, or other suitable experience. A full current paediatric first aid certificate (PFA).

It is important that you demonstrate a sound understanding of child development and children's needs with an ability to plan and implement the curriculum in accordance with the Early Years Foundation Stage (EYFS).

You must be committed and lead the staff team to safeguard and promote the welfare of children and young people. It is your responsibility to ensure all staff share this commitment and follow the prescribed policy and procedures to promote a culture of safeguarding continuously within your setting.

In this job role you are likely to:

- Take the lead responsibility for the implementation of the setting's agreed business plan for the management of people, resources and all paperwork and record keeping meets the required standard including recording progress and achievement.
- Liaise with a range of visiting specialists, such as speech and language therapists or SENCOs.
- Develop partnerships with parents, carers and guardians signposting appropriately to meet the needs of the family.
- Lead the provision of early years education and childcare to agreed quality standards, reflecting the requirements of the Special Educational Needs and Disability Code of Practice; the Children Act 1989 & 2004; the Early Years Foundation Stage 2014; the Childcare Act 2006; the Equality Act 2010; Health & Safety regulations and all other relevant legislation.
- Take the lead in any Ofsted inspections,
- Manage staff on a day-day basis and carry out appraisals and target setting with your staff.

### Opportunities for Progression:

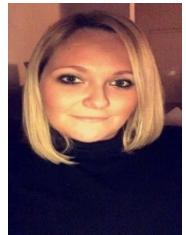
You could take a level 4 early years qualification or Foundation Degree by doing a course with a work placement or a work based course with on the job training and assessment. Your local college or training provider will be able to provide more information about training, qualifications and funding. You should check that the qualification you are intending to do is approved by the Department for Education please visit: [Early Years Qualification List](#)

For other training and development courses please visit:

<http://eyupskill.org.uk/>

## Case study

### **Early Years and Childcare Manager**



My name is Hayley and I am an early years and childcare manager in a nursery.

My duties involve, overseeing the management of the day-to-day running of the nursery and its community groups/resources. I manage the Safeguarding and Child Protection element of the setting, which includes the line management of our Support worker. Between us, we liaise with all multi-agency groups, manage MASH (multi agency safeguarding hub) referrals, initiate Education, Health and Care plans and liaise this back to the nursery to ensure all children's holistic situations are understood, as often these transfer into the main nursery through behaviour. I work closely with families to support them through difficult circumstances.

I ensure that all statutory parts of the setting are compliant and all children's needs are accounted for. We have a nursery with a diverse and complex cohort, so this is an ongoing and ever changing part of the day; ensuring children are safe and progressing well, as well as able to take part in everything on offer. I oversee all senior staff within the charity, ensuring that the nursery and what it offers are running well, as well as monitoring the financial side of things. I evaluate the cohorts teaching and learning to ensure children are progressing as they should and prepared for the next stage of their learning. I evaluate the children's tracking, their Leuven scales, the outcomes of the language and nurture group and measure this against spend, to ensure funding is meeting the needs of children' in particular vulnerable groups- such as early Years Pupil Premium.

I am responsible for maintaining links with local primary schools and other settings, and other community projects, to develop joint working and partnership working. I also arrange the outstanding provision with the senior leadership team, including external visitors, trips and experiences that our children would not be able to do. This is done by networking and sourcing funding streams.

I love my job because each day is different to the next and you can never plan anything here. I love how much the families challenge us and being able to empower them through difficult circumstances. The main reason I love my job is the fact that we can visibly see the difference our setting makes to children and their families. I have created a culture of respect within the setting, and we welcome everyone who walks through the door to ensure they know this is a place that they can always come whenever they need to, we may not have all of the answers, but they will be welcomed and we will endeavour to find someone who can help them. We have been able to continue to offer services such as Citizen's Advice and the recruitment of our support worker has strengthened the work we are able to do.

I got started in this role when I began working in the charity as a support worker 5 years ago, and was quickly promoted to Senior Family Support Worker, then again to Centre lead through the Children Centre services. I then applied for the chance to open up a brand new setting in an area that we knew was so greatly needed. Not only did I want to open a nursery for the families I wanted it to be of outstanding quality and I felt I had the best foundations from working on the patch for so long, ensuring we were much more than a nursery. After 2 years of being open we had our Ofsted inspection and we were graded as Outstanding in every area; being recognised for the holistic community approach as well as the quality of the practitioners' knowledge on child development and the skills to support vulnerable children and families.

I completed the BA (Hons) Early Childhood Studies and Early Years Professional Status and since then have been lucky enough to take part in a wide range of Continuous Professional Development. Through some funding I obtained a Postgraduate Certificate in Professional studies in Education, which was from the completion of three masters modules focused on Community work and working with children with Special Educational needs and a deeper understanding in Autism, which has greatly benefitted me in this role.

I would not be able to have accomplished so much in my career without the Education and placements I completed through my degree. From early on in my course and placements I knew that I had a passion and deeper understanding of working with vulnerable children and their families. Through my wide range of experiences, I learnt that this is a much wider area than any one person could comprehend, so skills like working with other agencies and creating a learning culture within your team, benefits your settings greatly.

Being able to visit Sweden through my course enabled me to first hand see what other cultures have accomplished and taken elements into my own ethos. I think the courses that I have completed has enabled me to become a resilient and resourceful practitioner that can look at children's Early Years experiences from the point of education, social aspects and health, acknowledging that all need to be in place for promising and fulfilled trajectories for the next generation.