



INVESTORS
IN PEOPLE

Feedback Report Investors in People

Pinocchio's Children's Nurseries Ltd

Undertaken by: Ruth Kelling

On behalf of Investors in People – the home for Investors in People in Scotland

Project Reference Number: [18/0537 \(liP\)](#) and [18/0538 \(liYP\)](#)

Date: 11 April 2019

Contents

	Page Number
1 Introduction	
- Background	3
- Context	3
- Methodology	4
2 Summary Findings for liP	5
3 Outcome for liP	5
4 Findings and Recommendations liP	
- Findings against your business priorities and linked to liP indicators	6
- Summary of recommendations	18
- Outcome table of performance against the liP Framework	18
5 Next Steps liP	18
Appendix 1: Online Assessment data	20
Appendix 2: Tuckman’s model of team development	24
6 Findings and Recommendations liYP	25
7 Summary findings liYP	25
- Methodology	25
8 Finding and Recommendations liYP	27
- Findings against the liYP indicators	27
- Summary of recommendations	30
9 Next Steps liYP	31
- Outcome table of performance against the liP Framework	32

1. Introduction

Background

Pinocchio's Children's Nurseries provides early years care and education to children between 3 months to 5 years within Edinburgh and Midlothian region. You operate out of five sites Eskbank, Lasswade, Gilmerton, Penicuik and Heriot Watt. You were established in 1997 by the owners/Directors and have grown to employ around 80 people. You are registered with the Care Inspectorate and Education Scotland. You work in partnership with local authorities in order to be able to offer grant funding for places. Your aim is to make your nurseries an environment which is focussed on the children's social and emotional needs. Your concept is if the children are happy then they will develop.

You were first assessed in March 2001. You have been recognised as an Investor in People since that time following a 36 month review cycle. You are currently accredited at Standard under Generation 5 framework. You have chosen to convert to the new IIP framework Generation 6 and do this by undertaking annual review building to an assessment for accreditation in March 2019. This was the second of three annual reviews within the accreditation cycle.

Context

You have had a good year since my last visit with Care Inspectorate grade going up and positive feedback from HMIE inspection. Your management team have gelled enabling your Quality Assurance Coordinator to carry out her role, and staff are now taking responsibility for their roles -something you were working towards in response to Care Inspectorate feedback.

You are now experiencing low absenteeism and have taken on more young men to create greater diversity of staff.

Nursery Champions are well embedded in the function, with a number of staff following through on their interests and passions to organise activities for the children.

You have set up a Young People Forum, and this is producing good feedback that has opened more avenues to support staff. Young People are now involved in the recruitment process, and you have introduced new practices into your recruitment process to ensure better fit with your company ethos and increase retention. You received a 5 star rating on Indeed recruitment portal.

You are now attending schools and job fairs to encourage interest in Childcare as a career.

You recently had a visit from a pre-school expert from Iceland and are considering adopting her practices to take gender out of learning.

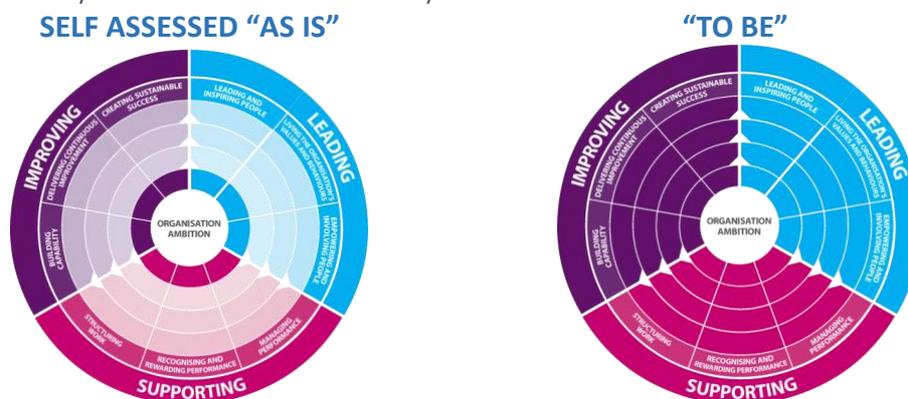
Occupancy has increased overall, but particularly in Eskbank Nursery.

You are working in partnership with your local authority and are currently part of a pilot for fully funded places. Once this is rolled out it will mean growth for you not only in terms of registration but also staff and physical space.

You have updated your website.

You continue to be nominated for and win awards.

At your context meeting at the beginning of this series of reviews, we assessed where you believed the organisation to be in relation to the framework. The "As is" Heat Map below left is how you assessed your position at that time. The Heat Map below right is where you wished to be at the time of your accreditation:



Methodology

I spoke to 14 people representing 18.7% of those in scope. This constituted a third of the sample. The aggregated sample at 53.3% over the three visits, falls well above the recommended overall sample size of 7.5% to 15% when there is a valid online assessment return and 20% if there isn't. The sample comprised a range of roles including senior managers, middle managers, first line managers, practitioners, and support workers, with all five of your locations represented.



You undertook the iIP40 online assessment. It was sent to 73 staff and 39 people responded representing 53.42%. The results of this activity are outlined in Appendix 2 and throughout the report.



Interviews were carried out one to one or in pairs and lasted around 60 minutes.



Over my three visits, sources of information/data gathered included:

- Business Strategy
- Ethos/Aims/Values document
- Induction documentation
- Code of Conduct
- Blank example appraisal form
- Training plans for each Nursery
- Discretionary Bonus Scheme for managers
- Salary Scales
- Reward scheme documentation
- Employee Benefits Statement
- Better Place to Work feedback
- Staff survey outcomes
- Structure chart
- Nursery Manager job description
- Huddle agenda
- Fundraising poster
- Play Principles info-board
- Playroom Procedures and Routines manual
- Performance monitoring sheet
- Photographs celebrating success at Awards ceremony
- Intergenerational project info-board and folder showing outcomes
- Employee of the month certificates
- Sharing Practice sheets
- Quality Assurance feedback
- Management meeting minutes and action points
- Environmental review sheet



- I did a desk top review of First Steps, your data management system
- I observed a morning Huddle in Eskbank Nursery
- I was shown the online journals system
- I observed the overall atmosphere of the Nursery as I spent time on the premises, and viewed information openly posted for staff and parents
 - Parent feedback board
 - Staff rota
 - Individual Practitioner awards and staff certificates
 - Information boards about recycling
 - Sponsorship of Oor Wullie's bucket trail
- On the noticeboard I saw the Nursery's:
 - Long term plan
 - Continuous improvement plan
 - Evaluation Calendar
 - Staff ideas pocket

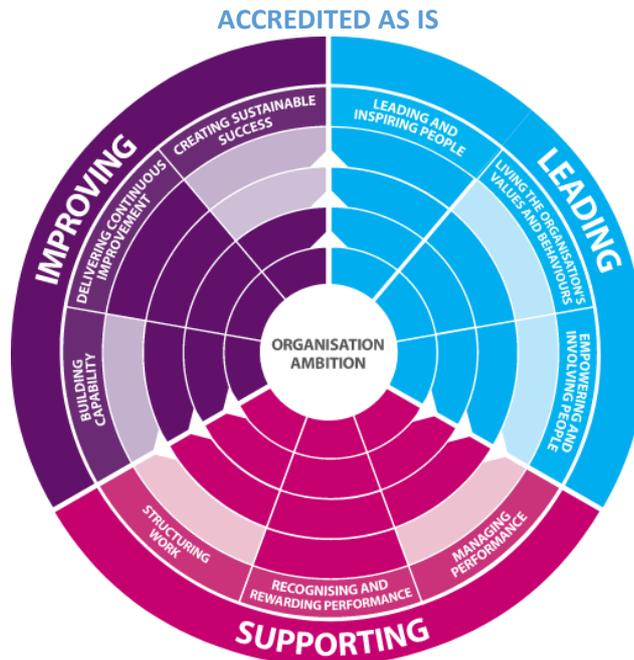
2. Summary Findings

Your practices continue to be very good. Staff are clear about growth plans. Development of the Supervisor's role is well received. People think it is good idea and that it is working to provide additional support for managers and increase Supervisor's levels of responsibility and empowerment. Empowerment of staff overall is greatly improved through the use of self-evaluations, peer evaluation, environmental assessment, and the embedding of Nursery Champions. Collaboration is continuing to develop through Sharing Practice. Involvement in Improvement Plans through setting objectives and creating Room action plans is working well to develop ownership. People confirm that there is culture of appreciation in place. There is still a niggle about levels of pay but this is not a motivating, or demotivating, factor for people and you are working to address this. The promotion of one of your managers to become Area Manager is viewed positively by all. Recruitment is robust – it is good that you now involve Young People in the process. This demonstrates your openness to feedback and willingness to act on it and implement change. People feel that staff levels are right – there was no mention of being short staffed or of being under pressure as there has been in the past. Training is integrated into practice and delivering improvement in performance and career development. Nursery Champions is developing good practice and building confidence as well as generating ideas for improvement across the organisation. Change is viewed positively and is thought to be well communicated.

As many of your practices are relatively new, they are not yet embedded as your culture, but this in itself demonstrates that you continually look to the future and create improvement. As before it simply needs managers to continue to reinforce messaging through their actions and behaviours. My recommendations in this report are intended to assist you with your cultural development and provide a robust platform that will support change.

3. Outcome

Having carried out this assessment in accordance with the guidelines provided by Investors in People Scotland, I am satisfied that you fully meet the requirements of the Investors in People Standard explored at this time. In addition, I congratulate you on achieving the higher level of Gold.



The full details of the Indicators and Themes met are provided at Appendix 1.

4. Findings and Recommendations liP

People issues	Findings and Recommendations – linked to your business priorities and with development areas and suggested actions in bold . References to the framework criteria are in blue font.	liP Framework
<ul style="list-style-type: none"> • Applying our philosophy and ethos so that applicants are willing to come to us • Communicating plans of growth to staff 	<ul style="list-style-type: none"> • You have a clear vision about the kind of children’s nursery you wish to be as expressed in the aims of the nursery that are posted about each set of premises and contained within your Business Strategy. • Your plan to grow in response to the increased early years placements being funded by the Scottish Government is known by staff, and as they are involved in Room meetings and all staff meetings’ discussions about your respective improvement plans, they understand what you are working to achieve. • Your philosophy of focusing on the wellbeing and development of the children within your care is what attracts parents to bring their children to you. From my observations it is evident that staff care passionately about delivering this and also in supporting parents with their own issues with their children. For example, I overheard a manager explain to a parent how to deal with a child biting in a supportive and encouraging manner. • Communication has improved through the use of Huddles with Supervisors and the follow-on cascade of information that comes out of these, more consistent monthly nursery staff meetings, as well as group chat on WhatsApp. • Supervisors confirm that the Huddles are helpful. <p style="text-align: center;"><i>“The Huddles are a good idea as we get an idea of what our manager is going to discuss at the staff meeting and it’s like a two-way conversation.”</i></p> <p style="text-align: center;"><i>“There’s great communications now with the weekly Room meeting and monthly staff meeting, and we have communication book in the Room for parents’ communications and everyone can access that.”</i></p> <ul style="list-style-type: none"> • People’s confidence in being communicated with about your vision and plans for the future is evident in the online assessment response to the statement ‘Management communicates the organisation's ambition’ to which 89.8% selected from the range of agreement responses. • Levels of trust within the organisation have improved. It is good to see that you have healed after the regrettable use of Facebook by a member of staff a couple of years ago. Your support of the targeted individuals has allowed them to move on from the incident and staff are now back to being supporting of one another. 	<ol style="list-style-type: none"> 1. Leading and Inspiring People: <ul style="list-style-type: none"> Creating transparency Motivating people to deliver objectives Developing leadership capability 2. Living the Organisation’s Values and Behaviours: <ul style="list-style-type: none"> Operating in line with the values Adopting the values Living the values

“Don’t feel there’s any mistrust – if I tell a manager something, it’s confidential. I have trust in the people who work here and we were all behind the manager involved.”

“I have a strong team that’s gelled at the moment. If we didn’t trust each other they wouldn’t be willing to do extra hours and help each other.”

- Managers understand what is expected of them from the criteria set in their job descriptions, but also now from frequent chats with the newly appointed Area Manager who is responsible for quality.
- People also know what to expect from their line manager, albeit in a fairly generic form. They confirm that they have a positive relationship with their line manager and that they are asked for feedback on how they are managed and supported in appraisal.
- **You might consider adding a section to your appraisal form that formalises this feedback. This would allow you to gain an overview of the effectiveness of line managers – especially valid now that you are increasing the responsibilities of Supervisors.**
- People have confidence in the leadership capabilities of senior leaders, saying that since the Quality Manager (now Area Manager) performance has improved and you are achieving higher Care Commission ratings due to the increased focus on quality. They believe that promoting her to Area Manager is a good thing as it allows her to have more time to focus on quality aspects, such as carrying out mock inspections.

“Yes, I have confidence in x – it’s come on a fair bit since she started – she’s very passionate about her job.”

- As mentioned above your ethos is very important to you. The concept of ‘Happy staff = happy children = happy parents’ is deeply embedded. This simple but powerful concept drives forward your practices and underpins your people practices - reward and recognition, your selection of new people, how you interact with the children in your care and their parents, staff performance discussions.
- People gave examples of making decisions based on the three happys concept, such as staying on longer to calm an upset child so that a colleague doesn’t come into a disrupted Room at the change of shift.
- In the online assessment the statement *‘My behaviour reflects the organisation’s values’* received the most respondents selecting the ‘Strongly agree’ option.
- However, some staff are still uncomfortable at commenting on inappropriate behaviours directly with the individual concerned preferring instead to tell their line manager in the hope that they will deal with it. This is corroborated by the online assessment results in which only 77% of staff agreed with the statement *‘I challenge behaviours which don’t match the organisation’s values’*.

<ul style="list-style-type: none"> • Empowering staff to take more responsibility • Self-evaluation process is full embedded • Use development plans quite well 	<ul style="list-style-type: none"> • Increasing people’s responsibility is beginning to have an effect. Staff are more involved in planning through self-evaluation, being Nursery Champions. The latter serves to share knowledge and experience amongst teams and between nurseries and helps people to take ownership of what they do. This engenders deep engagement. • Access to knowledge and information is good due to the Playroom Procedures and Routine manual in each Room, as well as Room meetings to chat through what is planned for each child and what the overall focus of the week will be. Consequently, people are confident that they are involved in decisions at team level. • Involving people in Improvement Plans for each nursery is good practice and although people may not always relate what they do to the bigger picture they understand it in terms of child development and improvement of their own skills and capabilities. However, now that each staff member sets objectives for what they want and need to achieve in order to deliver the overarching objectives expressed within the Nursery’s Improvement Plan, this will help them to see more clearly how they contribute to overall Nursery performance. Once this practice is embedded it will deepen levels of ownership, leading to greater engagement and satisfaction. <p><i>“Each person and team has an action on the Improvement Plan – it’s a working document. They can write on it and take picture of evidence to go into the project or floor book and parents can see these too.”</i></p> <ul style="list-style-type: none"> • Your Sharing Practice forms are effective at doing ‘what it says on the tin’ and bring ownership of good practice. Sharing these between branches demonstrates that you are working to put collaboration at the heart of the way you operate but this is not yet fully embedded across the organisation. Your plan to hold a training day for all staff across all Nurseries at which each Nursery will do a presentation on an area of interest and specialism will help to increase collaboration across the organisation. I appreciate that logistics are difficult, but if you can repeat this regularly this will embed collaborative practices. • There is increased ownership of monitoring own practice as a result of Practitioners carrying out Environmental Reviews of their Room. • Staff actively input into Online Learning Journals and have access to the stats contained in it for each child’s progress and so see their own progress and performance. <p><i>“We encourage staff to look at the online journals to see how they are impacting on the child.”</i></p> <p><i>“You can look back at online journal updates and check that the child is hitting all active next steps – you can track them for yourself.”</i></p> <ul style="list-style-type: none"> • The Online Journal tool is an excellent way of recording children’s development. I wonder if it could be adapted to be used in a similar way for staff development. This would allow individuals and managers to 	<p>3. Empowering and Involving People: Empowering people Participating and collaborating Making decisions</p> <p>4. Managing Performance: Setting objectives Encouraging high performance Measuring and assessing performance</p>
--	---	---

	<p>see the impact of learning on performance.</p> <ul style="list-style-type: none"> • One the consistently high performing statements across all Nurseries in the online assessment is ‘My manager supports me to achieve stretching goals’, and this is reflected in how managers describe their role as being one of supporting, encouraging, helping people to improve by showing them how and talking through how to support children to develop. • Most people believe that poor performance is addressed and that it is done in a supportive and positive manner that fits with your values and ethos. However, in the online assessment 10% of respondents disagreed with the statement ‘At my organisation poor performance is addressed by managers’. This could relate to the relative inexperience of Supervisors, but it illustrates that there is still a need to ‘support everyone to strive for high performance at all times’. • Feedback is given at appraisals and these are consistently applied across the organisation as a tool to support individual development. <p><i>“We set goals at appraisals – some are stretching – some aren’t - the stretching ones relate to my SVQ.”</i></p> <ul style="list-style-type: none"> • Doing environmental reviews and the self-evaluation process are improving performance by identifying areas for improvement. Basing the former on HGIOELCC helps practitioners to learn what is acceptable practice and enables them to assess their own practice against a benchmark. • Peer observation is a good way of bringing transparency and building people’s confidence to give feedback to each other. This seems to have developed since my last visit, at which Practitioners were ‘being nice’. Now they seem to be more constructive in their feedback • Discussion about behaviours now happens in appraisals, for example, things like attendance, time management, appearance and dress code, and teamworking. This is captured in the appraisal form. <p><i>“Supervisors address teamworking if staff aren’t pulling their weight and not wait till a full appraisal, but that would be kept on record in their file.”</i></p> <ul style="list-style-type: none"> • The Area Manager considers behaviours with children and between Practitioners when carrying out quality observations and feeds back on this in her report, which the whole team can see, for example, ‘they gave them time to wake up and were comforted by a cuddle’ and ‘staff spoke to children in a respectful manner’. • These examples show that performance data and evidence of behaviours are captured and used effectively to improve the performance of people and the organisation is in place. <p><i>“I do appraisal once a year and check it at 6 months, so I do regular traffic lights to keep the chat going and development the year round. I record it on the contact sheet – if I put anything in place to improve performance, I share it with the other managers.”</i></p>	
--	---	--

<ul style="list-style-type: none"> • Intend to have the 'real living wage' in place for 18 years old to retain staff 	<ul style="list-style-type: none"> • Your practices around reward and recognition are good. • You provide weekly treats that are tailored to individual preference – whether people want a sweet or savoury treat, or a healthier option. • You have a peer recognition system in place for Practitioners, STAR, as well as one for managers, SPARKLE. As the letter in each case represents the criteria for nomination, people are clear about what kind of things are rewarded – principally behaviours. Nominations are posted on staffroom noticeboards and monthly winners are intimated in the Nursery newsletter for parents to see. This makes the process transparent. People are proud of being nominated as well as winning. • People believe pay to be fair. • It is good that you asked about people's views about pay. It shows that you involve them in designing your approach. • However, it did raise the issue that the differential between Trainee Practitioner and qualified Practitioner is very small. It is good that you responded to this and increased the qualified Practitioner rate. <i>"I'm glad they came and said to us (about the pay difference) and not just leave it."</i> <i>"Pay is fair – we got a wage rise recently because we asked. But every year we get a pay rise based on performance and appraisal outcomes – a pay review is done at the same time as appraisals."</i> • It is good that you intend to apply the real living wage as this will help you to attract and retain staff. It also shows that you continually review how the organisation recognises and rewards its people. • Your pay grade are designed to incentivise with increased levels for different roles from 'good' to 'very good'. This demonstrates that high performing people and teams receive greater financial or non-financial recognition and rewards. • I know that you increase salary banding to recognise people performing above and beyond, for example, by winning awards. Whilst this is good practice, you could increase the transparency around this by having a single spine with increments. You might wish to explore this as an option and take professional advice on doing it. It would give you greater flexibility and help to incentivise people to progress up increments. • The results in the online assessment were the weakest performing across all Indicators, with c23% disagreeing to varying degrees with the respective statements 'I get appropriate recognition for the work I do' and 'I feel appreciated for the work I do'. This may refer to the dissatisfaction expressed over pay, but as the statements refer to appreciation and recognition, is more likely to relate to people's sense of being valued by their manager. That could be reflective of the relative inexperience of your Supervisors and line managers. • I explored the lesser negative response of 13% disagreement to the statement 'I feel appreciated by my colleagues' and could not find a basis for this. Perhaps the people I spoke to were unwilling to expose their true feelings to me, or perhaps I simply didn't speak to those who had disagreed with the statement. However, in my conversations with people they talked about close teamworking and getting on well with 	<p>5. Recognising and Rewarding High Performance: Designing an approach to reward and recognition Adopting a culture of recognition Recognising and rewarding people</p>
---	--	---

<ul style="list-style-type: none"> • Not replacing deputy Managers – instead sharing out responsibilities across Supervisors 	<p>their colleagues.</p> <ul style="list-style-type: none"> • There was the suggestion to have a STAR of the month for individual Rooms to allow for more opportunities for recognition from peers because some rooms don't interact with others as much e.g. baby rooms. I think this could help to dispel any feelings of unappreciation that have been displayed in the online assessment results. • People feel strongly that there is a culture of appreciation. <p><i>“Yes, I do think that we are appreciated – we're told in one to ones, appraisals what we're doing well and we get nominations for the STAR awards.”</i></p> <ul style="list-style-type: none"> • The responses to the online assessment demonstrate that your structure is helping people to develop their skills and create interesting work for people. 92% of respondents chose from the agreement range of options to the statements 'I have the right level of responsibility to do my job effectively', 'My role enables me to work well with others' and 'My work is interesting and uses my skills and capabilities'. These are very positive responses. • People have a clear understanding of their role, what is expected of them and how their role contributes to the achievements of their Room and their nursery as a whole. • Your plan to develop the Room Supervisor's role and not replace Deputy Managers in nurseries is working well. • People believe it is a good idea although they questioned it at first because it puts a lot more responsibility on supervisors. However, supervisors think it has been a positive move as it encourages them to step up more and provides more opportunities for learning – especially how to do paperwork. They also think it helps with their progression potential. <p><i>“It gives the manager more help and gives me another stepping stone if I decide to move on up.”</i></p> <p><i>“It works well. It means that Supervisors can step up in absence of Manager, so they're already sort of doing the manager's job. It's more responsibility and taking more ownership, getting more office experience and so we know what to do when the manager isn't there. It's not a shock when we have to do it.”</i></p> <ul style="list-style-type: none"> • Managers believe that Supervisors are stepping up and enjoying their added tasks. They observe that Supervisors are keen to learn, and some are identifying areas of skills and interest that they were unaware of previously. They can see that they are improving and growing in their confidence. <p><i>“I was a bit concerned to begin with, but it's fantastic – my Supervisors are so good – so willing – they do</i></p>	<p>6. Structuring work:</p> <ul style="list-style-type: none"> Designing roles Creating autonomy in roles Enabling collaborative working
---	--	---

<ul style="list-style-type: none"> • Having the right staffing • Recruitment of new staff • Training new staff 	<p style="text-align: center;"><i>things without needing to be asked.”</i></p> <ul style="list-style-type: none"> • Altering the Supervisor role and creating an overarching role of Area Manager demonstrates that the criterion ‘Roles are designed in order to meet the changing needs of communities, markets, organisational strategy and employees’ is in place. • As your Supervisors are developing into management role of increased responsibility, and also as some teams have an influx of new people, this changes the dynamics of the team and may be the reason that a few people chose from the range of disagreement options to the statement ‘I feel appreciated by my colleagues’. I think there would be merit in helping Supervisors to better understand team dynamics. There is a model by Tuckman that explains the four stages of development that they may find helpful. I attach information about it in Appendix 2. • You have many policies and practices in place that give guidance on how to support the children within you care. These are easily accessed from the manual kept in each Room and are regularly updated as statutory requirements change or in response to feedback from your external inspections. <p style="text-align: center;"><i>“There’s a policy and procedure for everything. They’re updated by managers when they are going out of date or new guidelines come into play. We discuss theses at management meetings. Long term staff know them inside out and support new staff on why we do things in a particular way.”</i></p> <ul style="list-style-type: none"> • As mentioned above there is increasing collaboration between nurseries as a result of implementing the new process of Sharing Practice. In the example that I was shown, it is evident that I could see that the person visiting a different nursery had taken some ideas to implement in their own nursery and that they had enjoyed their visit. This demonstrates that the criterion ‘Open communication and flexible work practices make collaboration across the organisation easy and effective’ is in place now. <ul style="list-style-type: none"> • Managers and people believe that you now have the right levels of staffing and the right people in place. • New starts have settled in well. • It is good that you now have more males in the Nurseries as this helps to provide male role models for the children and create greater diversity across the organisation. Managers report that they were nervous at first about parents’ reactions to this, but it seems to have been hugely successful and that they like having a male presence. There is an Edinburgh based organisation called Men in Childcare that might be a useful reference point for you - http://www.meninchildcare.co.uk/ • As always learning and development is robust with everyone undertaking learning - either formal qualifications to take them from trainee to Practitioner, or on the job learning to improve performance and broaden capabilities. You provide financial support for people to undertake qualifications and tap into local 	<p>7. Building Capability: Understanding people’s potential Supporting learning and development Deploying the right people at the right time</p>
---	---	---

authority provision, encouraging people to look each week at the training book advertising their offering to see if there is anything “they fancy”.

“I’ve learned load since starting here. I’m doing an SVQ 3 qualification. It helps me to understand how I should the work and how to deal with different situations. – it’s about putting things into practice.”

“I’ve just started my SVQ 3 in Child and Social Care – I get lots of support from my team and my manager.”

- Learning and development is flexible and tailored and geared to create continuous improvement of both the individual and the nursery’s performance so that you achieve higher ratings in your Care Inspectorate inspections. This demonstrates that [learning and development is tied to your organisational objectives](#) and shows that [a culture of learning and development](#) is in place.
- The responses in the online assessment for this Indicator were very positive with 92% of respondents agreeing to varying degrees with both statements, ‘[I make use of my organisation's learning and development opportunities](#)’ and ‘[I have opportunities to learn at work](#)’. This indicates good practice is in place.
- There are regular discussions about people’s aspirations, and you provide learning and development to help them achieve these, encouraging people to pursue areas of interest and learn more about them. In this way you make learning flexible and tailored to the individual, whilst ensuring that it meets the needs of the nursery. Nursery Champions is a good example of this and is working well to improve knowledge, capability and confidence.

“One Practitioner attended creativity training and asked for materials to help her implement her learning. She did so well with it that she’s now a Nursery Champion for creativity.”

- Staff now identify learning and development needs for themselves as a result of giving them ownership of the training calendar in each nursery. Aside from the CPD and mandatory training for which people take responsibility, managers tell me that they are good at identifying training courses that they are interested in. People confirm this by giving examples of training courses that they have found for themselves and learning and development that they are funding for themselves to give greater breadth and potential for career development. Therefore, I am comfortable that the criterion [People take ownership of their own learning and development to effectively support the organisation’s objectives](#) is in place.

“I’m doing a qualification in evening class that I’ve paid for myself.”

- Progression of practitioners from trainee through to Supervisor is a key element of your succession planning. The online assessment shows that people believe that ‘[there are opportunities for everyone to progress](#)’ with

82% agreeing with that statement.

“I’m giving a Trainee Practitioner more responsibility and paperwork that a supervisor would normally do because she’s capable of doing it – it’s stretching her.”

- Managers encourage training as a means of becoming a Nursery Champion, and that this in turn is a route to progression. This shows that the criterion ‘Investment in learning and development is evaluated to understand the impact on people’s progression opportunities’ is in place.

“Training leads to being a Nursery Champion.”

- You have a clear induction programme for new starts that takes them through your policies and practices.
- New people report that the recruitment process is a positive experience for them. They liked the newly implemented practice of writing answers to set questions about scenarios, why they wanted the job and were suited to the job. They said that they felt comfortable doing this and thought it sensible not to rely solely on an interview – that they expected some such practice in addition to an interview. They felt that this brought fairness to the recruitment process because it acknowledged people’s nervousness.

“It was explained to me that it would give me an opportunity to think about it without the interviewer asking, in consideration of interviewees being nervous.”

- You are now thinking of succession planning. Increasing Supervisors’ responsibilities and promoting a Manager to Area Manager are illustrations of this. The Area Manager role will enable to Directors to reduce their operational hours and developing Supervisors will free up Manager’s time to take on more strategic responsibilities within each Nursery.
- In the past I have recommended that you use a talent mapping matrix and you are beginning to think about this now. **As a means of developing your practice and to develop ownership of strategic thinking, you might encourage each Nursery Manager to use the talent mapping matrix for their Nursery. This would help them to understand better their talent mix, identify skills gaps, and assess what they need to do to develop individuals and incentivise them. It would also inform discussions at the management team meeting around resources.**
- It is evident from the stats you keep on child places that you actively consider resource planning. For example, you anticipate a 20% increase per term as a result of the 1140 hours contract and you are considering not only physical expansion of premises but also increasing your staff count to accommodate increased child numbers.

<ul style="list-style-type: none"> • Involvement in Improvement Plans is better 	<ul style="list-style-type: none"> • As mentioned above staff involvement in planning in improving, with people taking responsibility for evaluation practices and peer and self-evaluation. • Supervisors like using the Improvement Plans as they believe that it is good for everyone to know what is going on and not just managers. They believe that this makes people feel included and involved. <ul style="list-style-type: none"> <i>“Yes, people are suggesting leads and taking ownership of action plans from the Improvement Plans – I gave them a couple of hours to come with ideas to improve activities in the garden and they suggested putting a chalk board in the garden because paper gets damp and dirty and blows away.”</i> • Although people didn’t refer directly to improvement plans, it is clear that they are contributing to them through involvement in evaluation practices already mentioned. They talked about going over action plans in their Rooms, and these are derived from the Improvement Plan. <ul style="list-style-type: none"> <i>“Improvement plans are brought up the big team meeting for example, talking about observations.”</i> • People and managers talked about bringing back new practise from visiting other nurseries, not only within Pinocchio’s, but also former places of work and the nursery that their child attends. <ul style="list-style-type: none"> <i>“We’ve been in touch with another nursery and visited it. We took their self-registration idea and the kids wrote letters to each other.”</i> • Managers and Supervisors have been enthused by the visit from an Icelandic early years practitioner. <ul style="list-style-type: none"> <i>“Someone from Iceland visited and shared her theory of child learning – we’re planning to visit her nursery and see their practice.”</i> • These visits bring new ideas and practices that clearly have a positive impact on the way you do things. For example, using natural colours and materials instead of the more frequently used primary colour palette came from visiting another nursery. This has had a positive impact in children’s learning opening up more avenues for development linking it to an exploration of the natural world. • Your Better Place to Work meetings are a way of encouraging people to suggest ideas for improvement and regular discussions in Room meetings and all staff nursery meetings means that people are clear about they are involved in creating continuous improvement. • Many ideas for improving how children are developed have originated with staff. It is normal practice for staff with Room teams to discuss ideas about how to improve how they support children, but this has now widened into exchanges between Rooms and Nurseries through your peer evaluation and Sharing Practice. Therefore, I 	<p>8. Delivering Continuous Improvement: Improving through internal and external sources Creating a culture of continuous improvement Encouraging innovation</p>
--	---	---

<ul style="list-style-type: none"> • Increased registrations to fund Modern Apprentices • Nursery champions 	<p>am comfortable that the criterion ‘People work together to generate new ideas’ is now in place.</p> <ul style="list-style-type: none"> • The online assessment results show good practice in relation to this Indicator. 92% agreed to varying degrees with the respective statements ‘I look for improvement ideas from my colleagues’ and ‘I am encouraged by my managers to come up with new ideas’. 90% agreed with the statement ‘I am trusted to try new approaches in the way I work’. • People feel confident that if they have an idea, their manager will support them to try it out. • It is evident that people are supported to take reasonable risks when trying out new and innovative approaches and that because innovation is nurtured you act quickly in response to new ideas. For example, you installed a child’s tennis court after a meeting with Judy Murray. You developed outdoors learning by growing your own vegetable to use in your kitchens. You put a manager through Frobel training so that you can develop practices around his concept of open-ended resources. • Your plans as mentioned above about increasing your staff compliment to accommodate your expansion and so enable you to take advantage of the increased supported child placements offer by the local authority demonstrates that you understand the external context within which you operate. You are working in partnership with the local authority to facilitate this. • You also partner with local authorities to provide services on their behalf. • You are actively marketing the increased child registrations to bring in sufficient income so that you can support more Modern Apprentices. • Both these examples show that you are aware of future challenges for the organisation and partner with stakeholders to respond to these. • Supporting the Area Manager to achieve her Frobel qualification demonstrates that leaders are aware of future challenges for the organisation and consciously develop their own capabilities. • You do much to engage with your stakeholders and understand your relationship with them – in particular, parents, for example, the communications book in each Room, parents’ meetings, consultation exercises, and surveys. You do this to gain feedback that will help you to improve your performance. This informs your understanding of what you need to do to increase your impact. <p><i>“We’ve just started group meetings with parents – a suggestion from the recent HMIE inspection. A questionnaire showed that they wanted more involvement in their kids’ education. They asked that we provided more opportunities for children to climb so we put a climbing wall structure in the back garden and posted in on Facebook to show parents that we’re acting on things.”</i></p> <ul style="list-style-type: none"> • Outcomes from Care Inspectorate inspections show that you have a positive impact on the community you serve. 	<p>9. Creating Sustainable Success: Focusing on the future Embracing change Understanding the external context</p>
---	---	---

- Staff perception corroborates this. In the online assessment 82% of respondents agreed to varying degrees with the statement 'My organisation has a positive impact on the community' and 41% of respondents strongly agreeing to the statement 'My organisation has a positive impact on society'.
- The online assessment results also show that respondents believe that you learn from mistakes. 82% of respondents agreed to varying degrees with the statement 'At my organisation, we learn from our mistakes'. This demonstrates a positive culture that is congruent with your ethos.
- You regularly win awards. For example, one manager has won the title of Nursery Room Leader in the NMT Nursery Awards twice.
- The concept of recycling is a key element of what you teach your children. I saw art work on the walls illustrating this and staff had produced presentation boards on the subject for the staff Training Day.
- You actively fundraise for Sick Kids and this year you are sponsoring the design for an Oor Wullie statue as part of his bucket trail. Part of this is a competition to design and decorate a mini Oor Wullie sculpture and you are inviting children and parents to submit a design into the competition.
- Changes such as Nursery Champions and new ways of working are well received.
- People view change as a positive aspect of your culture.

"We don't call it change – we call it improvement."

- It is evident that you measure change through the results in your various audits, including liP, and the achievement of your KPIs and actions in your Improvement Plan.
- Although Nursery Champions are a good way of developing areas of expertise and specialisms with staff, this makes them the go to person for those subject areas rather than them being champions of change in general. I suggest that you identify people who are enthusiastic about change and give them the role of Change Champion. You can find out more about such roles at this website:
<http://639969719114303356.weebly.com/definition-and-the-role-of-a-champion.html>
- People are hugely loyal to you and confirm that Pinocchio's is a great place to work due to the development they receive and ethos of the organisation. This is confirmed by the online assessment result in which 85% agreed to varying degrees with the statement 'My organisation is a great place to work'.

"Yes it's a great place – I love it."

"I can only give out positive messages about working here because of the support, management and the tools we have access to."

"Yes, it's a great place to work – I enjoy working here – I don't think like I used to 'oh, I've got to come to my work.'"

Recommendations IiP

- Consider adapting the Online Journal tool to be used to record staff development.
- Take professional advice on creating a single spine of pay with increments.
- Consider having a STAR of the month for individual Rooms.
- Help Supervisors to better understand team dynamics.
- Encourage each Nursery Manager to use the talent mapping matrix for their Nursery.

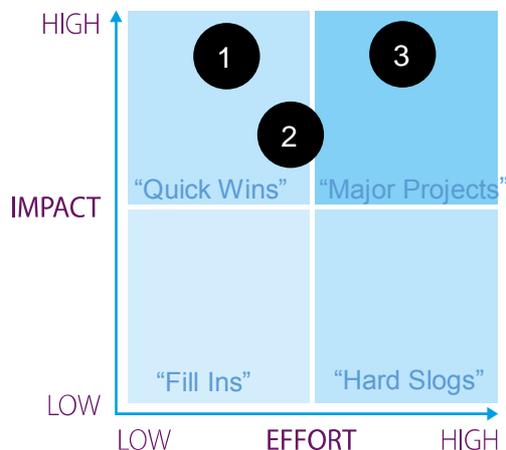
The table below shows your accredited position against the IiP framework. Green illustrates criteria that are in place; orange indicates practices that are developing but not yet fully embedded and consistent across the organisation.

Indicators	Themes	Maturity Levels			
		Developed	Established	Advanced	High Performing
1. Leading and inspiring people	Creating transparency and trust	Green	Green	Green	Green
	Motivating people to deliver the organisation's objectives	Green	Green	Green	Green
	Developing leadership capability	Green	Green	Green	Green
2. Living the organisation's values and behaviours	Operating in line with the values	Green	Green	Green	Green
	Adopting the values	Green	Green	Green	Green
	Living the values	Green	Green	Green	Green
3. Empowering and involving people	Empowering people	Green	Green	Green	Orange
	Participating and collaborating	Green	Green	Green	Green
	Making decisions	Green	Green	Green	Orange
4. Managing performance	Setting objectives	Green	Green	Green	Orange
	Encouraging high performance	Green	Green	Green	Green
	Measuring and assessing performance	Green	Green	Green	Orange
5. Recognising and rewarding high performance	Designing an approach to recognition and reward	Green	Green	Green	Green
	Adopting a culture of recognition	Green	Green	Green	Green
	Recognising and rewarding people	Green	Green	Green	Green
6. Structuring work	Designing roles	Green	Green	Green	Green
	Creating autonomy in roles	Green	Green	Green	Green
	Enabling collaborative working	Green	Green	Green	Orange
7. Building capability	Understanding people's potential	Green	Green	Green	Green
	Supporting learning and development	Green	Green	Green	Green
	Deploying the right people at the right time	Green	Green	Green	Orange
8. Delivering continuous improvement	Improving through internal and external sources	Green	Green	Green	Green
	Creating a culture of continuous improvements	Green	Green	Green	Green
	Encouraging innovation	Green	Green	Green	Green
9. Creating sustainable success	Focusing on the future	Green	Green	Green	Green
	Embracing change	Green	Green	Orange	Green
	Understanding the external context	Green	Green	Green	Green

5. Next Steps

In advance of our next meeting I suggest you consider my recommendations and gather thoughts from across the business with regard to your future priorities.

An effective way to prioritise actions is to consider the IMPACT to the business verses the EFFORT required to achieve. In order to start your thinking and planning I have started to use this technique in the example below. I hope this is a help to you:



1

Suggestion 1:
Introduce STAR of the Room.

2

Suggestion 2:
Help Supervisors to better understand team dynamics.

3

Suggestion 3:
Encourage each Nursery Manager to use the talent mapping matrix for their Nursery.

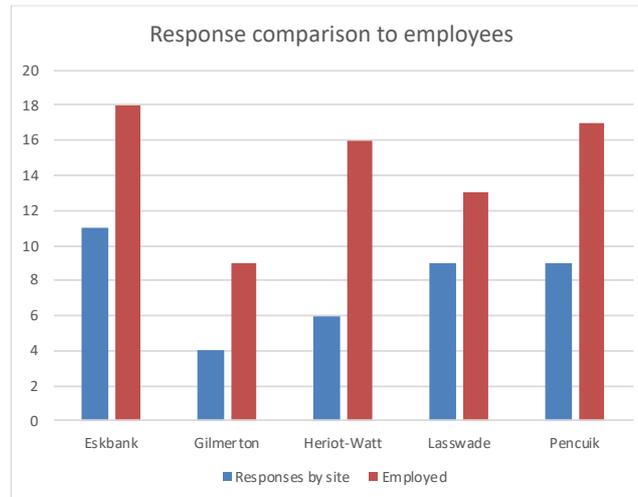
The new Generation 6 of IIP requires formal activity on an annual basis and future diary dates are:

Accreditation	12-Month Review	24-Month Review	Accreditation Expiry
11/04/19	March 2020	March 2021	14/03/22

Appendix 1: Results of Online Assessment

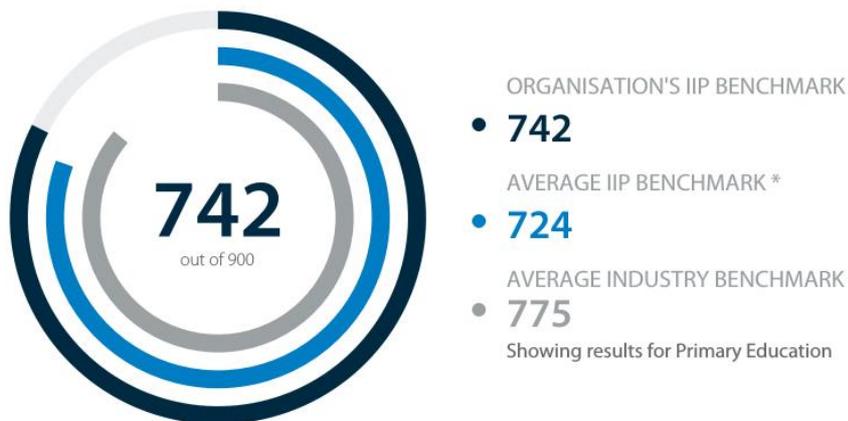
39 people responded representing 53.42% of those invited to take part.

The responses were broken down per groupings as illustrated in the chart below:



The following graph shows a comparison of your responses to responses gathered to date from IIP clients. You will note that your performance in the online assessment is above the IIP overall average for all organisation and slightly below the Primary Education sector average.

Benchmark



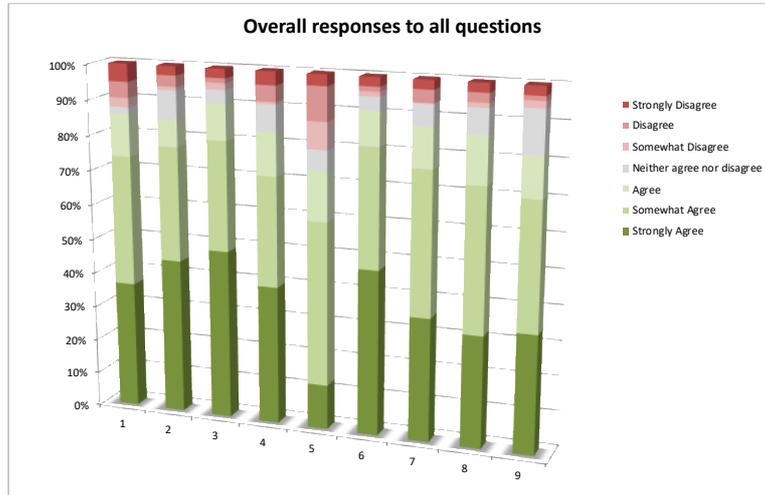
* This reveals the average IIP Benchmark for all organisations who have undertaken the survey.

When filtering results for your sector, Public Administration and Defence, you fall 33 out of 49 organisations. Within the size banding of 50-249 employees. This does not take organisational function into consideration.

People were asked to select one of seven responses against each of the 10 sets of 4 statements:

- Strongly agree
- Agree
- Somewhat agree
- Neither agree or disagree
- Somewhat disagree
- Disagree
- Strongly disagree

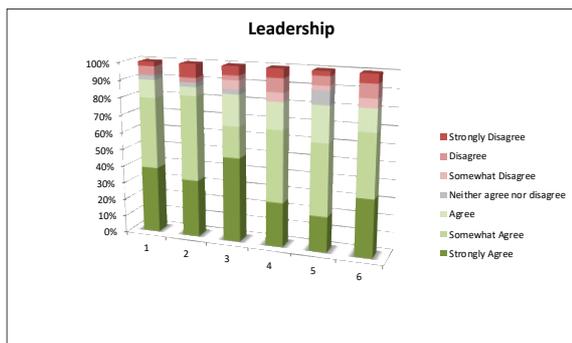
The results are as follows:



This shows a positive response and demonstrates that on the whole staff are engaged and feel well supported and developed. As you can see Question Set 5 was the least positive. These questions relate to Reward and Recognition and are further broken down below. The best performing indicator is **Indicator 6. Structuring work** with 91% in agreement with the statements overall.

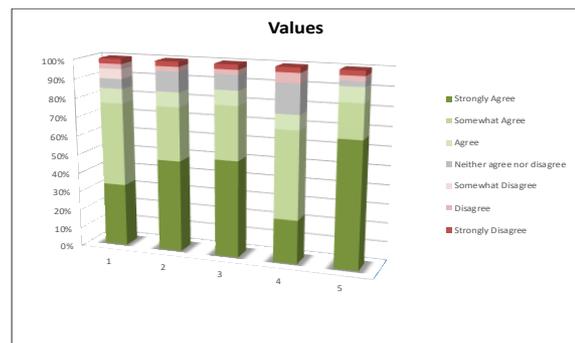
In the results below, **blue font** indicates base questions, and **black font** indicates optional additional statements that you selected from the range of options against each Indicator. As there were fewer than 7 responses from two of the nurseries, I cannot include the group comparison data. This is to protect confidentiality. However, the results show that respondents at Lasswade have the most positive view, consistently responding from the range of agreement options. Gilmerton and Eskbank follow closely with a broader range of responses but fewer selections of the ‘strongly agree’ option. The responses from Penicuik and Heriot Watt staff covered a more middling range of responses and included those from the range of disagreement options.

Survey results



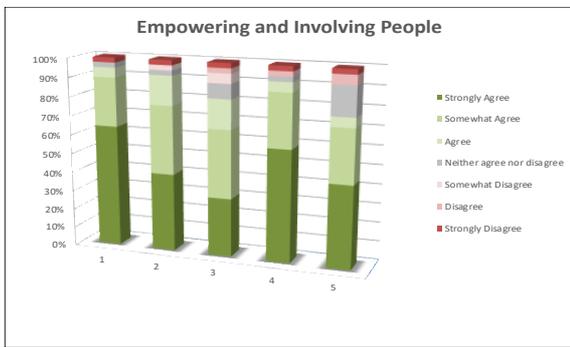
1. Leading and Inspiring People

1. Management communicates the organisation's ambition
2. I trust the leaders in my organisation
3. My manager motivates me to achieve my best
4. My organisation develops great leaders
5. I can give examples of how my organisation develops great leaders
6. I feel motivated to achieve my best



2. Living the organisation's values and behaviours

1. The values at my organisation guide the way we work
2. I share the same values as my organisation
3. My organisation has clear values
4. I challenge behaviours which don't match the organisation's values
5. My behaviour reflects the organisation's values



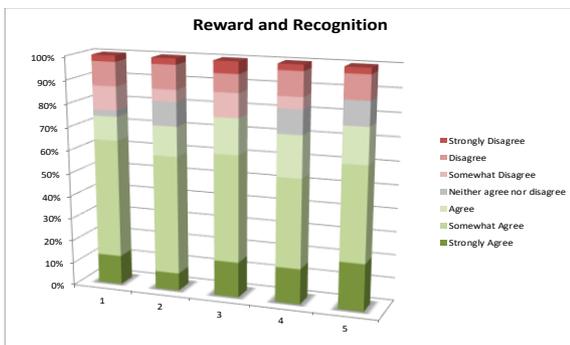
3. Empowering and involving people

1. I am encouraged to use initiative in my role
2. I have all the information I need to do my job well
3. I have a say in decisions that affect my role
4. I am trusted to make decisions in my role
5. My manager supports me to achieve stretching goals



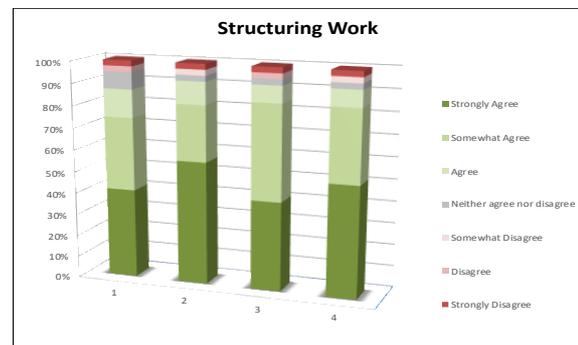
4. Managing performance

1. I have agreed my objectives with my line manager within the last 12 months
2. My manager helps me to improve my performance
3. I feel encouraged to perform to the best of my abilities
4. I have discussed my performance with my manager in the last 6 months
5. At my organisation poor performance is addressed by managers



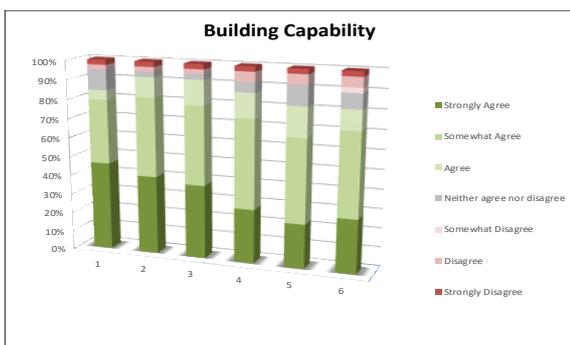
5. Recognising and rewarding high performance

1. I get appropriate recognition for the work I do
2. I am consistently recognised when I exceed expectations
3. I feel appreciated for the work I do
4. I am rewarded in ways that match my motivations
5. I feel appreciated by my colleagues



6. Structuring Work

1. I am able to develop the skills needed to progress
2. I have the right level of responsibility to do my job effectively
3. My role enables me to work well with others
4. My work is interesting and uses my skills and capabilities



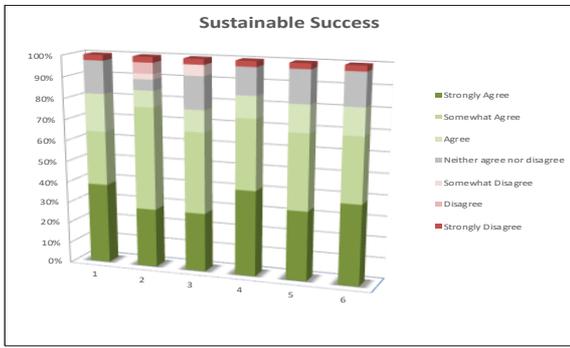
7. Building Capability

1. My manager thinks it is important that I develop my skills
2. I make use of my organisation's learning and development opportunities
3. I have opportunities to learn at work
4. I know how my organisation invests in learning and development
5. People are selected for roles based on their skills and abilities
6. At my organisation, there are opportunities for everyone to progress



8. Delivering continuous improvement

1. I look for improvement ideas from my colleagues
2. I am encouraged to improve the way I do things
3. I am responsible for improving the way we do things
4. I am trusted to try new approaches in the way I work
5. I am encouraged by my managers to come up with new ideas



9. Creating sustainable success

1. My organisation has a plan for the future
2. My organisation is a great place to work
3. My organisation embraces change
4. My organisation has a positive impact on society
5. At my organisation, we learn from our mistakes
6. My organisation has a positive impact on the community

Appendix 2: Bruce Tuckman's Forming - Storming-Norming-Performing model of team development



Every time there is a significant change within the team, either people leaving and joining or the redistribution of responsibilities, the team will go through this process. Sometimes the team gets stuck on 'Storming'. Part of the leader's role is to help the team travel through the path to reach 'Performing'.

6. Findings and Recommendations liYP

7. Summary Findings for liYP

Your practices to support Young People are integrated into your support for all employees. Therefore, as before my findings in relation to the liP framework also support the liYP requirements. You do not make a distinction between older qualified staff and young inexperienced people – applying the same processes to all. This demonstrates an inclusive culture, which is at the heart of Pinocchio's.



- ✦ You actively engage with education providers to encourage Young People to work within your sector.
- ✦ Your pre-interview telephone call is successful at weeding out Young People who are simply seeking employment and not really interested in working within the Early Years sector.
- ✦ The work trial element of your recruitment process works well to assess best fit and how children within your care respond to candidates.
- ✦ Seeking feedback from colleagues in the Room on candidates is good practice.
- ✦ You now involve Young People in the recruitment process through giving them the role of scribe at interviews.
- ✦ You have employed Young People with barriers to work.
- ✦ You actively support Young People to achieve qualifications and support the application of their learning on the job.
- ✦ Young People believe that they have the opportunity to improve their capabilities and skills and are actively supported by their line manager to do so.
- ✦ Young People believe that they have career opportunities with you.
- ✦ Young People are the key element of your succession planning.
- ✦ Young People's achievements are celebrated internally and advertised to parents.
- ✦ Induction has been changed to support Young People with life skills.
- ✦ You measure the impact of Young People's learning and development on your business performance and through quality measures.
- ✦ Your Care Inspectorate results are improving as a direct result of employing and developing Young People.
- ✦ You retain Young People within the organisation, with many going on to promoted posts.
- ✦ You have begun holding a Young People' forum to gain feedback on their experience of employment with you.



- ✦ You do not yet use your Youth strategy to influence opportunities for Young People externally.
- ✦ Some of your practices are recently put in place and so are not yet fully embedded.
- ✦ You could be better at involving Young People in developing your Youth Strategy.

Although this review is not for accreditation, the indication from my findings at this review is that you have sufficient of the criteria in place to achieve Silver, and potentially Gold, accreditation at the time of your final review. Full details of this are shown in Appendix 3.

Methodology

We agreed to look at five of the Indicators and bank my findings for your accreditation at your final review in 2020. Therefore, I explored the following Indicators within the extended framework:

- Indicator 2. Attraction and Recruitment
- Indicator 7. Effective Learning and Development
- Indicator 8. Impact on the Organisational Strategy
- Indicator 9. Impact on Young People
- Indicator 10. Continuous Improvement

Young People form 37% of your staff compliment.

I spoke to six Young People: two within the age bracket 16-20, four within the 21-24 age group, and three who are now within the 25-28 age group but have been with the business since they were within the 16-20 bracket. Two of those are line managers.

I spoke to some Young People in pairs.

8. Findings and Recommendations

At your last review: **criteria in place**; **criteria in place but recommendations made to develop further**; **practices developing but not embedded or consistent**; **not yet met**; not explored
 Recommendations are in **bold font**.

IYP Framework Indicators	Themes	Practices	Outcome of interim review
2. Attraction and Recruitment	Engagement with Education Providers	<ul style="list-style-type: none"> You work with local Colleges to provide your Modern Apprentices' qualifications. You regularly offer work placements to assist Young People with trying out a job in Early Years Childcare. You visit schools career fairs and your local College to encourage leavers to consider a career in Early Years Childcare. You now include Supervisors Young People in these too. You have developed relationships with Guidance teachers within local schools. There may be benefit in linking up your local Developing Young Workforce group. It is usually run by your local authority or Chamber of Commerce. Local education providers are normally part of these groups. It would provide you with an additional network to support your employment of Young People. You can find out more at this weblink: https://www.dyw.scot/edinburgh-midlothian--east-lothian.html 	Lived
	Attraction and Recruitment Strategy	<ul style="list-style-type: none"> You have clear strategies to recruit Young People. Young People are attracted to you because of your reputation in the sector. Many Young People come to you through recommendation from existing employees. <i>"I've got a cousin here and they told me good things about the Nursery."</i> Seeking feedback from young employees, and the children within your care, on candidates when they do their practical day is good practice It is good that you now involve Young People more actively in the recruitment process with them taking the role of the scribe. <i>"I've been going to interviews with my manager recently – they showed me the interview questions and asked me how I'd feel if I was asked them – how it could be improved. I added two questions."</i> Given that the intention is for Young People to take part in interviewing, it would be sensible to provide them with recruitment and selection training. You don't yet actively encourage your supply chain partners and stakeholders to recruit Young People. 	Embedded
	Recruitment Process	<ul style="list-style-type: none"> Your practices around recruitment and selection are robust. You use a range of conduits for recruiting Young People – employability agencies, local authority employment placement, college work placements, advertising vacancies on Indeed and on your website. You received a 5 star rating on Indeed as a recruiter/employer from candidates using this service, better than your competitors. People believe the process is fair and that interviewers help them to relax and present themselves at their best. Work placements often convert into Trainee Practitioner posts, which then become Practitioner posts once 	Embedded

		<p>people achieve their qualifications.</p> <ul style="list-style-type: none"> • People believe that the recruitment process is straightforward and like the newly added written element, saying that it helps them to consider questions more carefully than they would be asked in an interview situation. • Although you asked Young People what they thought about the recruitment process in the recently established Young People’ Forum, this is not yet embedded practice. 	
	Stakeholder Engagement	<ul style="list-style-type: none"> • As mentioned above you use Modern Apprenticeships as a means of recruiting Young People and tap into the funding associated with this. • Although at one of your branches BNG Training whom you work with has asked you to place Young People far from employment and you do employ Young People with barriers to work such as dyslexia and mental health issues, you are not yet at the stage of actively engaging with external stakeholders who support Young People with barriers. <p style="text-align: center;"><i>“It would be nice to know if we do this.”</i></p> <ul style="list-style-type: none"> • The local authorities that you work with will have a service that supports Young People from a looked after and cared for background as part of their Corporate Parenting. You might tap into this. • You might consider working with organisations like: Barnardo’s Works: http://www.barnardos.org.uk/barnardo-s-works-edinburgh/service-view.htm?id=174030988 Edinburgh Guarantee: https://www.thegarantee.org/edinburgh-guarantee.aspx Rathbone: http://www.rathboneuk.org/our-centres##location=england 	Understood
7. Effective Learning and Development	Developing YP’s Careers	<ul style="list-style-type: none"> • Young People are aware of the career paths open to them. They understand the path to progression of completing their qualification to become a qualified Practitioner. <i>“They want us to develop skills and qualifications open up opportunities in the future.”</i> • You actively support career progression through provision of qualifications, developing experience and broadening skill base. • Young People who started as Support Workers or Trainees are now Supervisors and Managers, and other have gone on to promoted posts elsewhere. 	Lived
	Managing Talent	<ul style="list-style-type: none"> • Young People are confident that they get opportunities to develop their talents and skills through the range of learning and development opportunities provided – one the job learning, designated tasks, College classes, and pursuing qualifications. • Your quality assessment process and evaluation processes show that Young People improve their performance and acquire new skills to help them deliver their role. • The development of Young People is a key element of your succession planning, as seen in developing the Supervisor role to take on more of the management function. 	Lived

		<i>"I was promoted to Supervisor after 4 months. Yes, it increases my potential and gives me insight into management duties."</i>	
	Impact of Learning & Development	<ul style="list-style-type: none"> • Observations of Young People and your evaluation processes show managers the impact of their learning and development. • Young People complete their Modern Apprenticeships and their qualifications. • Young and Managers understand that developing Young People is important so that overall organisational performance improves. The improvement of Young People's capabilities is tied to your aims around improving your Care Inspectorate ratings. • Young People confirm that when they successfully complete their qualification it is celebrated within the Room and the Nursery. <p><i>"You get a cuddle and well done from staff and your manager."</i></p> <ul style="list-style-type: none"> • Successes are also posted on Facebook and communicated in the nursery Newsletter so that parents can see Young People's achievements. • Managers understand that recognition of achievements and successes is key to a Young Person's development to build their confidence. It is a key element of your ethos as expressed in your core values of Happy Staff = Happy Children = Happy Parents. <p><i>"I feel that I'm appreciated and that my work is recognised. I'm told that the hard work I've put has been noticed."</i></p> <p><i>"When you get an award like STAR of the month, the kids present it to you."</i></p>	Lived
8. Impact on the Org Strategy	Impact of Performance	<ul style="list-style-type: none"> • Young People understand how investment in their development is key to the functioning of the organisation. • They know about the need for child/adult ratios and believe that as Young People they bring a freshness to the nursery. They also think that being younger, children can relate to them better. • Having Modern Apprentices enables you to increase your staff compliment in a cost-effective way and allows you to offer more child places. It is a key element of your expansion strategy to access the increased local authority offering of funded child places. <p><i>"We view it as a business opportunity to increase occupancy."</i></p> <p><i>"If we didn't employ Young People salary versus income would be higher and we look at this monthly."</i></p>	Lived
9. Impact on Young People	Sustained Employment	<ul style="list-style-type: none"> • It is evident that Young People are retained within the organisation. Two of your managers started with work experience and progressed through qualifications. • You measure length of service and percentage of staff who are qualified as part of your pay review and use this to make decisions about where to place Young People, for example, making them a 'buddy', giving them more responsibility, or increasing their pay. 	Lived
	Progression	<ul style="list-style-type: none"> • As mentioned above Young People are clear about progression opportunities. • Young People can see that other Young People are now in positions of responsibility. 	Lived

	Progression	<ul style="list-style-type: none"> Some Young People leave to go to competitor organisations and then return because they see that opportunities are better with you and that the ethos upheld within the organisation is positive and supportive. 	
10. Continuous Improvement	Involving YP	<ul style="list-style-type: none"> You ask Young People how they feel about their development and progression and this alerts you to problems that need sorting for the individual. They appreciate this type of support. <i>"We're regularly asked if we are Ok – if we've got any worries or problems."</i> As they are included in evaluation processes and Room meetings where improvement is discussed, Young People are confident that their input helps to improve the performance of the organisation. The concept of continuous improvement is deeply embedded within your practices. Your Better Place to Work meetings identify issues for improvement for individuals that are then rolled out across the organisation to improve how you support Young People in general. It is good practice that are now involving Young People in reviewing recruitment strategies. <i>"We brought up at the meeting to get Young People involved in recruitment interviews."</i> 	Lived
	Actions for Improvement	<ul style="list-style-type: none"> Your relatively recent introduction of the Young People's forum has provided an opportunity for them to give feedback on how they are supported and developed. This has led to changes of practice such as revising induction to include more practical elements and life skills. However, this is a recent practice and so not yet fully embedded. I suggest that you work to embed the Young People's Forum and use it to review and develop your strategy for Young People. Previously I have recommended that you write a Young People strategy document. Seeking feedback on this from Young People could be the starting point to involve them more in developing strategic thinking around your support of Young People. 	Understood

Recommendations liYP

- Link up with your local Developing Young Workforce group
- Provide Young People with recruitment and selection training.
- Tap into local authorities Corporate Parenting service
- Consider working with organisations that provide support for Young People with barriers to work such as Barnardo's, Rathbone, and Edinburgh Guarantee
- Embed the Young People's Forum and use it to review and develop your strategy for Young People.
- Seek feedback from Young People on your written Youth Strategy once it is drafted.

9. Next Steps liYP

Dates relating to liYP are:

Accreditation	12-Month Activity	24-Month Activity	Accreditation Expiry
22/03/17	Completed	Completed	22/03/20

Please thank everyone involved in this project on my behalf, as they contributed greatly to my findings.

Name: Ruth Kelling
Investors in People Specialist
Telephone: 07725 029095
Email: ruthkelling@btinternet.com



Appendix 3: IYP FRAMEWORK OUTCOMES

This table shows the results of my findings at **this review** against the IYP framework not for accreditation but for positioning purposes.

Indicators	Themes	Maturity Levels		
		Understood (The Standard)	Embedded	Lived
1. Strategy	Rationale and Influence	There is a clear rationale for how YP contribute to the success of the org	The strategy is used internally and externally to influence opportunities for YP	The organisation is an ambassador for employing YP, influencing others and supporting the development of new strategies
	Alignment to Organisational Strategy	There is a clear strategy for how the organisation works with YP	Investment in YP is a key part of the organisation's strategy	The strategy for YP is used in internal and external marketing and recruitment
2. Attraction and Recruitment	Engagement with Education Providers	The organisation engages with education providers to inform its strategy for YP	The organisation offers meaningful work placement opportunities	The organisation regularly works with education providers to help develop YP's employability skills and capabilities
	Attraction and Recruitment Strategy	The organisation is clear about how it attracts YP	YP participate in recruitment activities	Supply chain partners and stakeholders are encouraged to recruit YP
	Recruitment Process	The organisation uses a range of methods to effectively recruit and select YP	Recruitment and selection is fair, equal and inclusive and provides a clear and accessible route to work	YP are involved in reviewing and improving recruitment processes
	Stakeholder Engagement	The organisation understands the support available to attract and recruit YP	Leaders engage with external stakeholders about the recruitment of YP with barriers to work	The organisation recruits and develops YP who have barriers to work
3. Developing YP	Learning and Development Strategy for YP	There is a clearly understood approach for recruiting and developing YP	YP are involved in developing the way in which learning and development supports YP	The organisation uses long term learning and development activities to support YP
	Appropriate Resources are Available	Resources are used effectively to support YP's learning and development	The organisation provides the appropriate resources to support YP gaining qualifications	The organisation provides resources to help YP overcome barriers to work
4. Leading YP	Defining Capability	The capabilities needed to lead, develop and support YP are clearly understood	Managers understand the capabilities to lead, develop and support YP and their own capabilities are regularly reviewed	The capabilities across the organisation needed to lead, develop and support YP are regularly reviewed and updated
	Developing Capability	Managers have the capabilities to support YP to be effective	Managers receive feedback on their capabilities in leading, developing and supporting YP and in developing these further	Managers' capabilities are regularly reviewed
5. Transition to work	Introduction to Work	YP's transition into work is effective	YP understand the organisations values and what is expected of them in the organisation	YP reflect the organisations values, codes of conduct and working practices
	Introduction to Job	YP's induction into their job and their team is effective	YP are effectively integrated into their job and team	YP gain experience across the wider organisation
	Introduction to Learning	YP's working patterns accommodate learning and development activities	Learning and development activities combine life skills and job skills	YP build on existing skills and develop new and transferable life skills
6. Support and Guidance	Effective and Regular feedback	YP receive feedback that values their contribution and supports their development	YP gain confidence in their abilities and their contribution to the organisation	YP with high potential receive feedback to support a fast track career plan
	Role Modelling	Leaders and Managers understand their position as role models for YP	Leaders and Managers act as role models and encourage YP to share their knowledge and skills	YP are role models and mentors for others
	Involvement and Participation	YP have a voice in the organisation	YP are involved in decision making in their function	YP's views impact on decision making across the organisation
7. Effective Learning and Development	Developing YP's Careers	YP are aware of appropriate career paths in the organisation	Career development for YP is supported within the organisation	Career development is supported internally and externally
	Managing Talent	YP are able to develop their talents and skills	YP demonstrate newly acquired talents and skills in their function	YP are included in talent management activity and succession planning across the organisation
	Impact of Learning & Development	Managers are clear about the impact of YP's learning and development	The benefit of YP's learning and development is understood throughout the organisation	YP's learning and development is celebrated internally and externally
8. Impact on Org Strategy	Impact of Performance	YP understand the positive impact that investing in YP makes on the organisation	The impact of investing in YP on bottom-line performance is measured	Celebrating YP's success is part of the culture
9. Impact on Young People	Sustained Employment	YP are retained in the organisation	The organisation reviews the levels of retention of YP and, where necessary, takes action to make improvements	The organisation has clear success measures for employment of YP on a long term basis
	Progression	People are clear about the opportunities for career progression	YP have progressed within or outwith the organisation	YP have progressed and hold senior roles
10. Continuous Improvement	Involving YP	YP are asked for their views about the way the organisation develops them	YP believe that their feedback helps the organisation to improve	YP are actively involved in reviewing strategies for recruitment and development
	Actions for Improvement	Leaders actively review YP's ideas and suggestions	YP are involved in reviewing the youth strategy	YP are involved in the development of the youth strategy

