

REFLECTIVE PRACTICE



Reflecting in a group can provide opportunities to gain perspectives from others by questioning peers. This can help gain an insight into practice and areas that may need improving. (Hawkins, S. et al. 2016)

Reflection is valuable as it provides us with the opportunity to look back upon an experience, process it, think about what happened and then evaluate it in order to make change for future events. It is a fundamental part of learning as we are continually progressing by working from experience and adapting our ways. Boud, D., Keogh, R. and Walker, D. (1985)

A practitioner that reflects can use their reflection to change their goals of anticipated practice into a reality. (Johns, 2013, P3)

Donald Schon argues that there are two groups when it comes to reflective practice. (Hargreaves, J and Page, L, 2013) explains these as The cliff top group and the swamp water group. The cliff top group can see clearly and are able to easily make solutions and work together to meet the same goal. However the swamp group are unable to see far and therefore they are not sure on the solution so they may not agree on the same goal. They therefore need to use trial and error to proceed and reflect upon their practice in order to meet goals. Schon favours the swampy group as this group uses reflective practice as a mean to develop and continually improve their practice.

Modules of Reflective Practice
Reflection skills can not simply be taught (Cavilla, D, 2017). However there are various models of reflection can help guide reflection.

Donald Schon's reflective model

It is easy to follow and only has two steps.

Reflection in Action- is when you reflect during an event and make changes to adapt it there and then.

Reflection on action- is when you look back on an event and evaluate it to make changes and set goals for future events. (Bolton, G. with Deelderfield, R. 2018)

Gibbs 6 step Reflective Cycle



(Gibbs, G. (1988))

Quality childcare can be explained in many ways. There are different perspectives upon what quality childcare is. You may perceive it as one way from being a practitioner as an insider looking around or from an outsider looking in such as a parent or Authority that follows regulations. (Reed, M. and Canning, N, 2012)

Enironmental Health work with the Local Authority. They have set protocols to follow so that they are able to support local authorities and workplaces by giving guidance and helping businesses that provide food meet regulations. They inspect food places to ensure the environment is Hygienic and all food is prepared safely. (Food Standards Agency, 2018)

Care Inspector Wales (CIW)

The(CIW) inspect all registered settings. They ensure that settings are meeting the National Minimum Standards. After the inspection they produce a report. The report contains information upon areas that the setting is doing well within and offers recommendations for improvement. These inspection reports can then be used to make reflections on areas and set goals for change. All inspection reports are made available to the public and can be found at www.careinspectorate.wales. If a setting is not meeting a need that is seen as affecting the safe guarding of the children, then the setting may be temporary closed until they are dealt with.

Quality for All (QfA)

The Quality for All (QfA) is a scheme within the Early Years in Wales. It is a scheme that assures quality within childcare quality. To gain the award a setting needs to be meeting all National Minimum Standards and working higher to provide a rich and quality learning environment. Upon achieving the award a childcare provider gains recognition of the achievement by CIW. It evidences the efforts and contributions made by the entire team. Each year the setting then is given the opportunity to be reaccredited by working through recommendations made in the prior report and aiming for a higher pass. (Quality for All, 2011)

**Services
That help us
reflect upon
practice and
sustain quality
childcare by
forming guides
and reports that
help us to reflect
upon practice.**

Element 4 Personal Development Plan

Area for further development (provide further details)	Why?	How?	Who/Where?	When?
1. <u>Knowledge</u> Open my own Nursery	I would like to be my own boss so that I am able to follow legalisations and laws correctly with limited barriers. This is to ensure it is run to high standards and that is how I want to provide quality care. It has always been my passion to work with children and I would like to make it into a lifelong career. I do not see working with children as a job I see it more as a purpose and I get so much joy out of this. I have gained a lot of experience with my current employer and helped open 6 settings. However, I feel it is now time for me to open my own as we both have different visions and goals.	Set goals using 'SMART' targets to ensure they are achieved. (Blanford, S and Knowles, C, 2016). I will need to arrange an appointment with the Childcare Business support team to gain help and advise on how to write my business plan and work out my cash flow. I will also need to look in depth and review the 'Childcare sufficiency assessment' that is carried out by the Local Authority and was released in 2017. Although this is only as good as it is when it is done. I can use this to look at the childbirth rate and waiting lists for childcare in all areas of Cardiff.	Cardiff Childcare Business Support Team- Family Information Service. The Conference Centre. EastMoors Road, Splott, Cardiff. Cf24 5RR Cardiff Childcare Business Support Team: Senior Support Officer Andy Senior: 02920 351 362 Andy.senior2@Cardiff.gov.uk (Current Information of childcare providers and numbers) Rachel Dulieu Rachel.Dulieu@Cardiff.gov.uk (Cashflow and Business plan)	I plan on first completing my qualification at University so that I have enough time. This is to ensure I am being realistic. First I will book an appointment for help with writing a business plan and predicting a cash flow. This is planned for beginning of July 2020.

		I can then compare prices of childcare to look at my competitors to support my business plan. For further and current information, I will need to speak to the Senior Childcare Business Support Officer for current information. I will also need to scope local areas so that I can consider any council buildings that may be a suitable premise. As this will support council buildings functioning and provide lower rate of rent. I may first need to look at providing a breakfast and afterschool club wrap around care, as this would allow me to share premises. Secondly, I could look at buying a small property and use my savings if I feel the business plan, I have constructed is robust. I am aware that the Welsh Government provides first time business grant.		I will scope the Local Area within this time and speak to the local council. Finalise business plan end of September. Book appointment for the bank to set up a business account the end of September 2020
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		However, this is something I would need to research more. I then can also apply for two grants through the childcare business support team. The first is a Capital Childcare grant. This grant offers up to £10,000. This grant form was released on 14th June 2019. However, it is put to a panel and the need for it is looked at. Therefore, I would have to detail why I am applying for the grant. For example, equipment, a minibus and enhancing a garden area. Another grant that I can apply for is the play grant. This grant can be applied for at any time. Although the budget for the grant starts the beginning of April each year and ends the end of March the following year. The outcome of your application depends on if there are sufficient funds in the budget.	Sandra Fergusson Sfergusson@Cardiff.gov.uk (Help to fill out grant application) Amanda Boyd Amanda.Boyd@Cardiff.gov.uk (Sound knowledge of Standards and how to provide high quality provision. Also has knowledge upon the Quality for All Scheme. Business Wales First time business grant 03000 6 03000	Apply for play grant when I have a premises. September - October 2020 Apply for Capital Childcare grant to sustain and improve provision in April 2021.
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		I will also need to set up a business account with the bank for this grant. My business will also need to be registered with the company house. When I have found a suitable setting, I will then have to make an application to register it to CIW. I need to take into consideration the square feet to age of the children. The number of toilets available and the suitability of the premises such as the garden area. Register the setting as soon as I have a business plan and suitable premises. This can take up to 6 weeks to register and I will then need to arrange for the inspector to come to the setting for a pre inspection so that my setting can be signed off as compliant by CIW.	Lloyds Business Bank 1 Queen Street, Cardiff. CF10 2AF Care Inspection Wales Rhydycar Business Park, Merthyr Tydfil, Cf48 1UZ 0300 790 0126	Book appointment with bank end August 2020. Apply for registration to CIW by End September 2020.
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		I will also need to provide my DBS certificate along with my online update service certificate number. I will need to have a medical from the doctors.		
2. Knowledge Attend training regarding The Childcare Offer for Wales.	This offer first began to roll out in September 2017. The plan is for it to be available across the Wales by 2020. This scheme has been introduced to support families to return to work. Many parents are keen to use it based on research conducted by (Coates, J and Prossers, N, 2017). I would like to have current knowledge. Therefore, I can register my setting, so that the families that need use my service are able to benefit from the scheme.	Book onto training using the Cardiff Workforce Development website. Gain further support from the Cardiff Childcare Business Support Team.	https://www.childcareincardiff-training.co.uk/childcare/cpd/default.asp (This training planner will be updated in April 2020 with new dates provided as I missed the previous dates.) Contact Andy Senior who is the responsible Officer for overseeing the roll out of the Childcare Offer. Andy Senior: 02920 351 362 Andy.senior2@Cardiff.gov.uk I will gain further support after completing the training if I feel I am still not competent within the area.	April 2020 onwards On completion of the Childcare Offer Training. Prior to registering my setting.

3. Skills Support families and Children with additional needs	Have a better understanding of the changes and new procedures of the referral process that is rolling out in 2020. I can then tailor my approach and support families by having current knowledge. Also knowing what other support is on offer to them from other support services. This is in line with the (Additional Learning Needs and Education Tribunal (Wales) Act 2018)	Book onto training using the Cardiff Workforce Development website.	https://www.childcareincardiff-training.co.uk/childcare/cpd/default.asp	29 th January 2020 18:30-21:30pm
4. Skills Complete a welsh language course	Promote the welsh language. The welsh government announced in May 2019 that they will be putting £4.3 million into funding the promotion of the welsh language. (Welsh Government, 2019)	Welsh evening classes	Welsh Language Teaching Centre Aberconway Building, Colum Dr, Cardiff CF10 3EU 029 2087 4710 welshforadults.cardiff.ac.uk	Intermediate course Part 1 Course Reference: CHC01A03 19:00-21:00pm 19 th September 2019

5. Values Good listener and empathy	To ensure I listen to the voices of children and their families and have a non-judgement, empathetic and equal opportunity approach.	Research all religions and beliefs so I can have a better understanding of cultural differences of the families using my service. This will enable me to respond to parents during conversations and build rapport and positive relationships.	Use the library resources in my spare time.	Half terms August 2019 Towards the end of my course when there is free time. July 2020
6. Values Trust and respect	Build up trust within the community and include them.	Go to local community meetings. Send out questionnaires in local schools to see what the parents' needs are for childcare. Hold an open day prior to opening my nursery and invite the local community.	Go to local community centres. Speak to the council. Put together a short questionnaire and ask if you can attend governor meetings at local schools. Advertise locally in shops, community centres and online an open day.	On completion of my registration. End of 2020.

Elfen 2 Log adfyfyriol – Element 2 Reflective log

Disgrifiad byr o'r gweithgaredd (dim mwy na 50 o eiriau) Brief description of the activity (no more than 50 words)	
The activity implemented was a cooking activity. I planned on making Indian style flatbreads with a group of Four children aged 3 years. I ensured all tools, PPE, appliances and ingredients were available prior to the activity. I chose a recipe that was free from allergens that children were allergic to at the setting, so all children were able to taste the food.	
Nod/Amcan y gweithgaredd	Aim/Objective of the activity
The aims were to help children develop their personal skills, promote independence through hand washing and the use of tools whilst promoting healthy eating. This is in line with the (Foundation Phase Framework, 2015), P10) under 'Personal and Social Development, Well-Being and Cultural Diversity.' There were opportunities to practice fine motor skills with the hands-on activity. The use of real food and tools also embedded the opportunity to develop language and numeracy skills by weighing and measuring. This meets the (National Literacy and Numeracy Framework (LNF) that is within the (Foundation Phase Framework, 2015).	
Eich rôl chi	Your role
My role was to plan and lead the activity. First showing the children how to use the tools. Then overseeing the children practice using the tools with increasing control. The activity was led by me guiding the children through the steps needed to prepare the food. I was there to encourage and praise the children ensuring the risks taken were minimal and beneficial.	
Agweddau cadarnhaol – pam?	Positive aspects – why?
The children weighed and mixing the food providing them with opportunity to practice their skills. They all had a set of tools each, this helped them remain engaged throughout. I used lots of facial expressions and tones throughout to aid the children's attention. I adapted the recipe for the children who had allergies to give all children the opportunity to try the food at snack time. This is in line with standard 4 of the 'National Minimum Standards' which are regulated by 'Care Inspectorate Wales' stating, 'every child's individual needs should be planned for.' (Welsh Government, 2016, P18) Each child went home with the recipe so that healthy eating could be promoted at within the home environment.	
Agweddau heriol – pam?	Challenging aspects – why?
The activity was set across a breakfast bar. This meant all the children were facing me. This made the activity seem more adult led with a less child centred approach. During the activity some of the children needed help and an extra member of staff had to step in. This was not planned for prior to the activity.	

Pa wybodaeth arddangoswyd?	What knowledge was demonstrated?
I showed knowledge of the children's interests and used this to engage with them. I attended 'little cooks' training that was provided through the (Gold Standard Healthy Snack Award and Healthy & Sustainable Pre-School Scheme, 2015). Training was provided through Cardiff workforce development. Upon completion I was provided with recipes that were constructed by dieticians from the health board to promote healthy eating. Therefore, I was confident at leading the session and had an abundance of current knowledge regarding promoting healthy options.	
Pa sgiliau arddangoswyd?	What skills were demonstrated?
I showed patience throughout. I understood that 3-year-old children process things differently to adults and ensured I repeated myself throughout. I communicated well with the children and used appropriate pauses to provide enough opportunity for the children to respond this is a technique from (Learning, Language and Loving It, 2002) called 'HANEN' it was formed in 1975 by Ayala Hanen Manolson who was a speech and language pathologist.	
Pa werthoedd arddangoswyd?	Which values were demonstrated?
I treated everyone fairly by adapting the food used within activity to ensure all children were able to participate and taste the food. This ensured I was being non-discriminatory. I considered all allergens, religions and wishes of parents. This meets individual needs of the children that ensures the (Equality Act 2010) is adhered too. I sent home a bilingual recipe in both English and Welsh with pictures to support all languages so that families and children can benefit from this at home. This helped build the relationships with the families at our setting by sharing information regarding healthy eating and working together to ensure the children at the setting have healthy choices. I was non-judgemental and had no stereotypical views and ensured all parents had the opportunity to take a recipe. This supported partnership working with the parents. This is paramount when within the setting to share information and meet the child's needs. Urie Bronfenbrenner's ecological theory of development outlines the impact of parent involvement at schools and settings. (Blanford, S. and Knowles, C.2016)	
Beth allai cael ei wneud yn wahanol? Pam?	What could have been done differently? Why?
I could have used a circle table for the children to communicate with each other more and take lead of the activity. This would have been a more child centred approach. I could have also set up a home corner activity with the food prior to this activity to introduce the foods. I could have done this activity with two groups of four and planned for another member of staff to participate. This would have supported the less confident communicators to engage more.	

I would have also used pictures to form a step by step guide to meet all learning styles for the guided steps. The visual learning needs would have then been met along with the Audio and Kinesthetic. (VAK Learning Styles)

I also could have conducted a staff meeting to reflect upon my practice of the planning of the activity. This may have highlighted areas for change and would have allowed me to plan for them. This would have also given more ideas for the activity and engaged with the staff more. As the person in charge this is key as the staff need their voices to be heard.

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