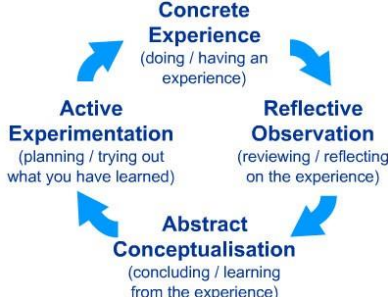


Objective	Actions (How will I achieve this objective/ what needs to be done?)	Resources (What support and resources are needed to achieve this objective?)	Target date for achieving objective	Success criteria (How will I know I have achieved this goal?)	How will I review this and review date
Complete level two in safeguarding.	Complete the online safeguarding course through work. Currently awaiting email confirmation off POD and Nursery manager.	Access to the course online.	December 2023.	On completion of the online course with relevant certificates.	Will need to be reviewed every three years.
Learn more about the baby room to have specific training on my area as baby room leader.	Book a space onto and complete the baby room project which is a three-day course run through Pembrokeshire County Council.	A space on the course and relevant time off work to attend the course.	February 2024.	Completing the course with relevant course materials and resources. Certificate to follow at the end of the course.	Be more knowledgeable on the baby room. No review date necessary however I could continue to monitor my knowledge on the subject.
Complete a 12-hour Paediatric First Aid course.	Attend a 12-hour course through Pembrokeshire County Council.	Access to the course and relevant time off work to attend.	December 2023.	Completing and passing the course and receiving a paediatric first aid certificate.	Will need to be reviewed every three years.

Become a setting manager.	Continue my role as Deputy Manager whilst working hard alongside the Manager and gaining valuable experience.	Working hard as a Deputy Manager myself to develop relevant skills necessary in a manager's role.	September 2025.	Achieving the role of setting manager.	No review date necessary however I will continue to regularly reflect on practice.
Complete my degree in BA2 Early Years Education and Care: Early Years Practitioner Status.	Attend lectures and complete assignments on time to successfully complete the degree.	Attending lectures and help and support off peers and lecturers.	July 2025.	Gain the BA2 Early Years Education and Care: Early Years Practitioner Status degree and graduate.	No review date necessary.
Gain confidence in successfully completing staff supervisory and appraisals.	Practice with the business owner/manager to gain experience.	Support off the business owner and manager.	December 2023.	Successfully complete the staff supervisory and appraisals with confidence.	Continue to obtain these termly and monthly.
Understand more about the new curriculum for non-maintained nursery settings.	Attend the new curriculum training with the Pembrokeshire County Council when it has been confirmed.	A space on the training course to be able to attend.	End of 2024.	Once attended the course and with more knowledge and better understanding of the new curriculum.	No review date necessary but to use my own initiative to attend further training if required.

Reflection

I currently hold a level 3 qualification in Childcare, along with a level 2 diploma in team leadership. My job role is a Deputy Manager with the additional role of a baby room leader, and I would like to develop my career into being a Nursery manager.

What is reflection and reflective practice? According to Brock (2015), reflection and reflective practice are core values that are needed as a professional. Furthermore, the health & care professions council (2021) state that reflection is a procedure to enable practitioners to gain further knowledge into professional practice by thinking logically about any aspect of it. Following this, Pacey (2016) believes that reflective practice is a way to think about and examine practice in a continuous manner. Welsh Government (2023) suggests that reflection helps practitioners be aware of what they are doing and the reasons why they are doing it. Furthermore, they also suggest that through reflective practice, practitioners can open new ideas and therefore able to understand what they want to achieve. Early Education (2022a) encourages practitioners to reflect in a way that works best for them. This could be verbally by talking to someone trustworthy or written reflection through journalling.	Why is reflective practice important to EY practice? Pacey (2016) states that reflective practice is important in Early Years as it benefits everyone involved, such as children, parents, other staff members as well as the individual. Through reflection and constant improvement, Pacey (2016) gives some examples of the better results children may receive. These include meeting their individual needs, increasing confidence and a relevant and enabling environment for them. Furthermore, Pacey (2016) suggests that reflecting on practice can continue to increase skills and confidence to then improve the setting quality. According to Birth to Five Matters (No Date), increasing practitioner confidence will improve the quality of care for the children. Following this, Welsh Government (2023) suggests that reflective practice and quality improvement should be a continuous process that should always have a purpose which will enable practitioners to always develop and therefore improving quality and care for children.
The theory of reflective practice: The Open University (2023) suggest that the term reflective practice comes from the work of theorists Dewey and Schon. Hallet (2013) explains how Dewey and Schon see reflection as a way of solving problems. Dewey (1933) emphasized reflective thought and viewed it as a crucial part of a cycle that allowed practitioners to learn from experience. He believed that reflective thinking started when an individual had faced a problem or difficulty, who then went on to reflect on the problem by questioning themselves about what had gone on. University of Southampton (2020) states how Dewey (1933) believed that reflection was very helpful in helping individuals to understand difficult situations and explains how other models have since been created. Schon built on the work of Dewey and had connected reflection to professional development and practice (University of Southampton, 2020). Schon (1983) had recognised two different types of reflection: reflection on action and reflection in action. Reflection on action would be what is needed to change in the future and reflection in action would be what is needed to change as it happened (Schon, 2016). Following on from this, The Open University (2023) agrees that reflection on action is what happens when you reconsider an action and can think in more depth about a situation after it has happened, whereas reflection in action is the quick thinking needed whilst an individual is still in the situation and needs an immediate solution.	
Gibbs' model Figure 1  (Source: The University of Edinburgh,2023) The University of Edinburgh (2023) suggests that Gibbs' model of reflection was created by Graham Gibbs in 1988 and as seen in Figure 1, it has six stages. These are description, feelings, evaluation, analysis, conclusion and an action plan. The University of Cambridge (2023) suggests that Gibbs' model starts with an explanation of a situation getting reflected on,	Kolb's model Figure 2  (Source: University of Puget Sound, 2023) The University of Cambridge (2023) describe Kolb's model of reflection as having four stages as seen above in Figure 2. These are concrete experience, reflective observation, abstract conceptualisation and active experimentation. Furthermore, they also suggest that this model is based on theories and is about how an individual learns and focuses on growing their

moving onto talking about feeling during and after the situation. They then explain the next step as evaluating the situation, which practitioners can then use to analyse the situation to try and understand it. The University of Cambridge (2023) then explains step five as the conclusion and what practitioners could have done to get a different ending, which then leads to the action plan and what can be done next time.

perception through actual experiences. According to the University of Cambridge (2023), this model explains how practitioners should start with an experience which could be a new experience or one that they have experienced before. They then go on to the next stage which needs us to reflect on the experience which may lead us to find some new ideas. The final step would then be us using these new ideas in other situations.

Analysis of models.

Brock (2015, p.16) suggests that Gibbs' model and Kolb's model are "the most well-known reflective process models". According to the University of Edinburgh (2023), Gibbs had originally created Gibbs' model to be used in repeated situations, however, they also suggest that it is suitable in solo experiences too. Following on from this, the University of Cambridge (2023) suggest that Gibbs' model is one of the more complicated models, however, this could put people more at ease with the extra steps for guidance. Lindon & Trodd (2016) suggests a drawback of Kolb's model is that there is restricted awareness of emotional content, although this could be done through reflective parts of the model to elaborate on learning.

Conclusion

In conclusion, it has been understood that reflection and reflective practice is crucial to success as an early year's professional to develop and grow. There are many models of reflection that practitioners can work from, and it is crucial for everyone to find one that works best for them and their way of thinking. Some people may prefer Gibbs' model which has more steps to choose from, whereas other may prefer the shorter model such as Kolb's model as there is less steps. Personally, I would prefer Gibbs' model as a way of reflection as it would help me further having a longer step by step guidance. Kolb's model for me has quite complicated wording which I would find more difficult to understand. Practitioners are constantly reflecting on things that they do in practice day to day, and it is crucial for them to be aware of this to develop in the future. Furthermore, it is believed that reflection should be continuous, as well as always having a purpose, which is what makes reflection a way of improving the quality of care for children.

Recognise and analyse the significance of different aspects of professional practice and why these are important in meeting the individual and inclusive needs of children.

According to National Design Academy (No Date), professional practice is a phrase used to describe what a person does to help apply their own knowledge to their job role. Reed and Walker (2015) suggest that the term 'a professional' is difficult to define and they suggest that in some ways, the term 'a professional' is used to describe only those with a qualification, however in other ways, it is important to consider the qualities that an individual may bring rather than a qualification. Furthermore, Reed and Walker (2015) indicate that valuable professional practice is where the child and their parents are at the core of everything. This is linked to the UNCRC as Article 3 states that we should have the child's best interest at heart (Unicef, No date). Along with the knowledge and understanding of their physical, social and intellectual development, Reed and Walker (2015) suggest that these are the qualities that make the ideal professional. It is suggested by Brock (2015) that values are included in the seven dimensions of professionalism, and it is explained as something that informs and sustains you. Some of the values included in this are to share similar ideas based on relevant knowledge, beliefs that meet the children's needs as well as their families as well as creating a trusting environment (Hallet, 2013). Additionally, it is explained by Brock (2015) that these values are an important factor, along with other dimensions of professionalism, for a professional practitioner to show their knowledge and professional thinking. Furthermore, it is suggested by Early Education (2022b) that the fundamental values for early years are already added to the early years foundation stage. Following this, Early Education (2022b) gives some examples of these values which include an equal opportunity for everyone, including every child and social justice for all. It is indicated by Early Years Matters (2023a) that each child is unique, and it is the practitioner's role to ensure they each child and their learning is valued and that everyone is respected equally.

Relationships are important to professional practice and meeting the needs of the children as Early Years Matters (2023a) suggests that "children learn to be strong and independent through positive relationships". Furthermore, they define positive relationships as having clear boundaries, supporting the child's independence, being sensitive to their needs, interests and feelings, as well as giving them a sense of belonging. Additionally, Early Years Matters (2023b) discusses communication and explains how it is split into three parts: Listening and attention, understanding and speaking. Furthermore, Unicef Parenting (No date) suggests that every way of interacting with a child is a way of communication. They suggest that getting down to the child's eye level can help them to feel safer and that by asking questions will show them that you are listening. However, there are some barriers to communications and relationships as explained by Research in practice (2014). They suggest that some barriers to communication may be lack of training from practitioners, the incorrect tools to promote communication as well as poor management. Furthermore, Research in practice (2014) go on to say that observation is an important factor when it comes to communication as practitioners need to be able to observe the child for any changes as well as being able to observe their relationship with their

parents and/or carers. They also suggest how a lack of communication in infancy can cause further developmental issues in the future for the children with can cause further communication issues. This corresponds with the fact that having in-depth knowledge and understanding is important to professional practice. Hallet (2013) suggests that knowledge is one of the seven dimensions of professionalism and explains that knowledge can be gained through studying, experience of working with children and their families, experience of a child's individual needs as well as through policies. According to Gov (No date), it is suggested that any delays or difficulties a child has during their early stages should be picked up as early as possible and by having the correct knowledge and understanding, practitioners should be able to pick this up sooner. They also suggest that when the needs and delays are greater, it is important for practitioners to pick this up to be able to involve partnership and multi-agencies as soon as possible. According to Wales safeguarding procedures (2023), early intervention of child abuse and neglect can help to protect the children as well as preventing any further problems. They suggest that practitioners can help by building strong relationships with families and children, knowledge and understanding of the safeguarding procedures as well as being aware of when and how to escalate any issues further for intervention. Furthermore, Wales safeguarding procedures (2023) list some of the interventions as communicating with the children, giving parents advice, supporting and empowering the family and providing solutions. They suggest that practitioners should focus on what they want to achieve whilst putting the child and their welfare at the centre of everything they do and that all interventions are relevant and focused on the needs of the family. Unicef (No date) explains how the UNCRC has 54 articles on the rights of every child, everywhere, which cover all aspects of their life. As shown in article 28 and article 29, every child has the right to an education and that education must help the child to develop their skills, which is connected to why observation and planning are an important factor to professional practice (Unicef, No date). Article 12 in the UNCRC describes the voice of the child (Unicef, No date). Furthermore, the Foundation stage forum (2017) explain how children and babies ask questions about their interests immediately and do not wait for the relevant planning, which indicates that planning in the moment is a way of getting the children and babies to interact appropriately and in the best way. They also suggest how an environment should be accessible and that children should be able to access everything at any time.

In conclusion, there are many aspects of professional practice that are important in meeting the individual and inclusive needs of children. Being a professional is based off an individual's perception and professional practice is how that individual applies their knowledge to their role. It has been discussed that there are a variety of values and principles in the UNCRC that are important to professional practice and that the child should always be the focus point for everything from concerns to planning. Understanding safeguarding and being aware of changes in behaviour, cleanliness and appearance of a child is crucial in protecting the welfare of the children and being aware of the history of this can allow practitioners to learn from the mistakes of others. Practitioners must be knowledgeable and be aware of what they need to pick up on with the safety of the child. All these things are interconnected and crucial to the development of the child.

These are all crucial to early years as they are building a strong foundation for the adults of the future. The child should always be at the core of everything, their safety and welfare are paramount and every adult has a right to protect them at all times.

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