

# GM REFLECT digital tool

## Case Study

### Quadrant House Nursery: GM REFLECT *digital tool*

#### Overview

Improving school readiness at age 5, continues to be a priority for Greater Manchester (GM) and recognises that the Early Years (EY) workforce is key to unlocking the potential of our children in GM. The GM School Readiness Programme has a priority to invest in the Early Years workforce and the development of GM REFLECT.

Quadrant House was one of 5 PVI (private, voluntary, independent) early years settings in Tameside who were initially invited to be an early adopter for the **GM REFLECT digital tool**. Once all practitioners at the setting were fully onboarded onto the system and had completed at least Tier 1 and 2 of the tool, leadership and management began to embed it within their supervision agenda.

#### Approach

- The setting received an introductory visit from the LA's lead EY's Quality Officer to discuss the purpose and remit of the framework, including sharing the GMCA PowerPoint.
- The deputy manager of the provision as nominated lead took on the role 'Team manager' and was the first to be onboarded onto the digital tool. Once she had familiarised herself with the dashboard, a staff meeting was held to discuss the roll out of the digital tool within the setting, the expectations of staff and to answer any queries.
- The LA Quality officer then attended the provision to support with onboarding practitioners onto the dashboard.
- A survey was sent out on behalf of GM to participants to gain their initial thoughts, and to determine if they have managed to login /explore the dashboard, whether they had come across any barriers and if any further support was required in getting set up.
- After additional support from GMCA, staff were onboarded to the dashboard and asked to work through the tiers.
- The lead LA Quality Officer and the provider met twice more to discuss how the tool could be utilised during supervisions and identify futures areas of development for individual practitioners and the wider workforce. This included the sharing of a support tool the LA quality officer had devised to aid discussions during supervision and considerations regarding future planning.
- 1-1 supervisions were then rolled out across the team, with practitioners' confidence ratings discussed.

#### Challenges

- Due to technical difficulties with Local Authority firewalls, the onboarding of practitioners was delayed. After close collaboration between Tameside and GMCA, these technical difficulties were overcome and was a vital piece of learning, to ensure the same difficulties wouldn't be faced by other localities.

- The login process for those without whitelisted email domains (i.e. @gmail.com etc) has worked intermittently. GMCA have worked closely with Tameside to overcome this.

## **Learning**

- Practitioners were initially unsure regarding the tool and the possible consequence of giving a 'true' rating of their confidence when evaluating themselves against the components. This resulted in some practitioners originally giving themselves a higher confidence rating, whilst it was felt other practitioners may not have fully unpicked what the competency statements meant. This took some reassurance on behalf of leadership and management to explain that the framework is a supportive tool that helps to identify strengths and areas for future professional development.

## **Successes**

- Once the workforce was onboarded onto the system and able to access the dashboard they reported it was self-explanatory and easy to work through.
- Practitioners reported that the statements and links acted to reaffirm their confidence in their practice and knowledge.
- Through reviewing practitioners' aggregated confidence ratings, leadership were able to ascertain a common theme running through the workforce in relation to home learning environment and start to plan and implement how they will address this area of development.
- Leadership and Management felt that the additional documentation /support tool helped to aid discussions regarding the framework during supervisions and provided as a prompt when unpicking practitioners confidence ratings.

## **Next Steps**

- A staff meeting will be held to discuss the finding of the aggregated confidence ratings and plan how leadership and management can support the wider workforce to raise parents/ carer awareness of the importance of a child's home learning environment and where to signpost them to. The LA has also supported leadership in sourcing relevant information.
- Leadership have agreed that staff will revisit the digital tool, biannually to ensure progress is ongoing and to improve CPD/ overall practice.
- The team manager reflected on how the launch of the GM REFLECT eLearning modules will support the further embedding of the digital tool into practice.

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