

CORE INVESTORS IN PEOPLE

ASSESSMENT REPORT

For

Fun Foundations Day Nursery Ltd



Date of Assessment: 03<sup>rd</sup> June 2014

Prepared by  
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On behalf of  
Investors in People Wales  
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## **BACKGROUND TO THE ORGANISATION**

Established in 2010 Fun Foundations Day Nursery in Cowbridge offers a day care facility for boys and girls aged between 6 weeks and 5 years through the medium of English. The nursery supports the development of bilingualism in pre-school children through the daily use of incidental Welsh.

The organisations uses the 'Birth to Three Matters Framework' and 'The Foundation Phase' to provide a broad and balanced curriculum to support the physical, emotional, social and intellectual development of each child; aiming to assist each individual to reach their full potential and develop life-long learning skills.

## **ASSESSMENT OBJECTIVES AND SUMMARY OF FINDINGS**

The following three objectives were set for the assessment; the findings are detailed under each.

### **Objective 1**

**To receive feedback in terms of ensuring that FUN FOUNDATIONS LTD is using best practice activities linked to achieving desired business growth.**

- The leadership team are a small group of individuals who have extensive experience of working in the childcare sector.
- FUN FOUNDATIONS DAY NURSERY LTD has an easy to understand three year strategic business plan with clear targets. The plan contains the mission, vision and critical success factors succinctly laying out what the organisation is seeking to achieve and accomplish in the short-mid and longer-term and in doing so the organisation has created a clear guide to help shape current and future courses of action. The business plan is shaped and shared with all.
- Demonstrating its commitment to best practice the organisation is regulated by CSSIW.
- The nursery has been working with the local authority to gain the Healthy and Sustainable Preschool Award. The Healthy and Sustainable Preschool Scheme is part of the Welsh Government's Healthy Schools Scheme initiative and is aimed at preschool childcare provisions, including nurseries, childminders, and family centres. The aim is to actively promote and protect all aspects of health: physical, emotional, and mental and social, and the wellbeing of the whole school community.
- Since engaging with Investors in People this young organisation has demonstrated considerable commitment to continuous improvement seeking input from staff at all levels and at every opportunity.
- The organisation is run with a collaborative leader at the helm and this has created an open work environment and one that operates with integrity and authenticity. Collaboration requires group decisions at all levels, sharing of all

information, a process to stimulate the generation of ideas, team definition of accountability and self-selection, allowing mistakes – expecting success, and the matching of talent and interests with responsibilities all of which is demonstrated daily.

### **Objective 2**

**To receive feedback on whether or not a culture of distributed leadership is now emerging within the nursery e.g. to determine if there is shared responsibility and commitment to the success of the organisation regardless of role.**

- Within FUN FOUNDATIONS DAY NURSERY LTD there is a climate of openness, trust and there is plenty of professional conversation and shared practice.
- The assessment unearthed many examples of distributed leadership. The clearly defined social and job skill sets; the values against which all are measured on a regular basis; examples of promotion and development from within all contribute to all people understanding the need for a shared responsibility for the success of the organisation regardless of role.
- During the assessment interviewees clearly demonstrated how they can contribute to the leadership process by demonstrating appropriate behaviours and in doing so how they are able to enhance service delivery as well as organisational effectiveness.

### **Objective 3**

**To receive feedback linked to confirming that an ethical, high quality service is being delivered linked to establishing FUN FOUNDATIONS DAY NURSERY LTD as an employer of choice thus being in the position to attract and retain the best people; encouraging all to acknowledge that high quality service will ultimately provide security and business growth for all.**

- It was transparent during the assessment that FUN FOUNDATIONS DAY NURSERY is committed to equality and diversity and seeks to develop a culture and recruitment process that reflects this belief in line with its Equalities Policy (on the company website).
- A striking aspect of FUN FOUNDATIONS DAY NURSERY LTD was how people felt supported in balancing their work / personal lives. Examples were shared of people receiving personal support and professional support via mentoring.
- Processes used contribute to and influence the behaviours, approach and style adopted by all who lead and manage others and this was confirmed as impacting positively on providing a high quality service to both internal and external customers/stakeholders encouraging high performing staff to stay knowing they will be encouraged to grow.

- Acknowledging that engaged/motivated staff will stay and go the extra mile, FUN FOUNDATIONS DAY NURSERY LTD openly celebrates / acknowledges individual and collective successes regardless of role.
- The management team act as role models in line with the values of the organisation and staff confirmed that they receive the advice/guidance and information they need in order to maximise their contribution.

## **UNIQUE STRENGTHS FOUND IN FUN FOUNDATIONS DAY NURSERY LTD**

### **A SUPPORTIVE, TRANSPARENT CULTURE; ONE OF COLLECTIVE AMBITION**

Shaping a collective ambition isn't simply about crafting an inspiring story and hoping people will want to come along for the journey. The point is to build engagement allowing the organisation to launch group wide change initiatives to achieve its goal. Throughout the assessment it was clear that FUN FOUNDATIONS DAY NURSERY LTD was further strengthening its employee engagement with its clear vision (i.e. what the organisation aspires to for example to provide the best wrap around childcare in the area); its brand promise (e.g. the experience it sets out to provide for example being dedicated to being focused on the holistic development of pre-school children); its core values (e.g. how everyone will behave in good times and bad including teamwork; communication) and its operational priorities (e.g. the action the organisation will take in pursuit of its vision for example the recruitment and retention of high quality, reliable staff).

### **HIGHLY ENGAGED STAFF**

A successful employee engagement strategy creates a community within the workplace and not just a workforce. When employees are effectively and positively engaged with an organisation, they form an emotional connection with the company. This in turn affects their attitude towards both their colleagues and your organisation's clients, improving customer satisfaction and service levels. Put simply, an engaged workforce is a true competitive advantage.

The four key enablers of employee engagement were evidenced strongly during the assessment namely:

1. Leadership through a strategic narrative that explains where the organisation is going and why, which helps employees understand how their role contributes to this.
2. Engaging managers who motivate, challenge and support employees, treating them as individuals and seeking and responding to their views and opinions.
3. An effective employee voice which ensures employees in all areas are involved in decision-making within the organisation.
4. Integrity so there is clear alignment between the values of the business and actual behaviours. In other words, there is no gap between what people say and what people do.

## **HIGHLY EFFECTIVE MANAGEMENT**

The assessment highlighted managers who:

- Manage the team for high performance e.g. regularly discuss the objectives of the organisation; have a clear plan for team performance; plan training and development to achieve objectives and regularly review team plans and progress.
- Maximises individual performance e.g. effectively manages individual performance; maximises individual potential and supports development.
- Managers are personally effective e.g. achieves results through leadership, influencing and negotiation; take ownership to identify and meet own needs; maintains professional competence; manages change effectively by generating ideas in response to problems/opportunities; are effective communicators; manage time well; delegates and are highly motivated.

## **TWO-WAY COMMUNICATION**

- The assessment highlighted that FUN FOUNDATIONS DAY NURSERY LTD is committed to developing a two way flow of information between managers and staff at every level; aiming to create an environment where confidentiality is respected and where feedback, involvement, self-expression and open discussions are encouraged.
- Induction takes place with new employees and those new to a role being given an understanding not only of their own job but also the work of the whole organisation its mission, values and objectives. Those new to the organisation and new to a role are assigned a mentor to help them settle in.
- A system of team meetings ensures that everyone in FUN FOUNDATIONS DAY NURSERY LTD attends regular meetings with their manager and has an opportunity to raise any comments, ideas or give any feedback they may wish to voice.
- The staff notice board is used as a vehicle for presenting a mixture of information relating to the business.
- Senior managers are highly visible, highly approachable and very hands on.

## **CONTINUOUS IMPROVEMENT RECOMMENDATIONS**

The organisation is encouraged to consider the following areas for continuous improvement:

### **Further strengthen performance measurement**

Further strengthen your performance measurement by reflecting on a series of 'hard' and 'soft' data measures of organizational performance to build into your strategy

document; review regularly to drive your organisation forward. Examples of hard and soft data measures that could be used are provided at the end of this report.

### **Planning, evaluating and measuring the impact of Learning and Development**

The organisation is encouraged to more closely measure its return on its investment in learning and development (notional and actual costs). To do this establish a notional daily rate for all types of training (learning) and development including monthly manager sessions with their teams. The notional rate need not bear any link to salary but if consistently agreed for top, middle and junior level, it will provide a month on month, year on year monitor of the notional cost. It will enable comparison when viewing the notional spends versus the benefits – impact - this has had.

Introduce observations of staff to enhance evaluation; observations could be used to note performance improvements.

To reinforce the value of being one cohesive, high performing team it is suggested that managers be required to create a brief report on a quarterly basis of the training their staff have undertaken during this period, broadly noting the cost including a notional cost of time together with their observations of how performance has improved. It is believed that this will tighten up the learning and development planning process and will keep the owner fully informed on how much real and notional cost is being spent on training per quarter to note where savings can be made and improvements introduced where needed.

Sit down pre and post with those that are about to embark on any type of training be it formal or informal.

**Introduce pre- training discussion.** Suggested discussion points include:

- Course aims & programme - What the course is meant to achieve. Course content.
- Individual objectives - Be enthusiastic and interested as this will aid learning and increase commitment.
- Stress the importance of learning and the benefits to individuals and FUN FOUNDATIONS DAY NURSERY LTD.
- Stress the commitment being made by the organisation to train and develop individuals.
- Review course content and highlight aspects of particular relevance to individual's learning/development needs.
- Help individuals to set personal objectives. You should think about: The link to the organisation's objectives and your Team's objectives. What requires improvement, and why?  
What new skills, knowledge and/or behaviours are required? How will success be measured?

### **Introduce Post – Training Evaluation**

This discussion should take place 5-10 days after the event. The discussion should cover course content, whether the development objectives were met, what skills were acquired, how they can be applied and how their implementation can be monitored.

You should review the benefits of this training again two to three months after this initial discussion. To aid with this longer-term evaluation you should record the following:

- Did the learning event meet all the individuals and the organisation's development objectives?
- What new skills and/or behaviours have been acquired?
- How does the individual plan to apply and develop these to their role?
- How will improvements in performance be measured?
- Are there any barriers that may hinder the application of the learning and how might these be overcome?

### **Create a learning and development policy**

To further support the development of your people consider creating and circulating a learning and development policy which can act as a guideline to managers which will create an expectation in individuals that they will be developed inline with the job role. Consider including this on your website and/or as part of your recruitment process.

### **Define the knowledge, skills and behaviours your managers require**

Now might be the time to involve people in defining the knowledge, skills and behaviours managers require to be effective. These should be in line with the organisation's vision, purpose and values. Managers could then be measured against these and aspiring managers could be developed to aid with succession planning and future capability requirements.

### **Link Succession Planning to Learning and Development**

Take a closer look at succession planning and how you might develop a forward looking learning and development strategy to support succession planning linked to your business objectives. Succession planning is the process your organisation would adopt for identifying and developing your employees with the potential to fill key business leadership positions. Succession planning increases the availability of experienced and capable employees that are prepared to assume these roles as and when they become available.

Succession management and career development initiatives – especially when supported with the right technology tools – can help your organisation make great strides toward filling its talent pipeline now and in the future. Look at how you might:

- Identify key roles for succession or replacement planning
- Define the competencies and motivational profile required to undertake those roles
- Assess people against these criteria - with a future orientation
- Identify pools of talent that could potentially fill and perform highly in key roles
- Develop employees to be ready for advancement into key roles - primarily through the right set of experiences.

### **Recognition and reward**

Consider using your newsletter to celebrate and congratulate individuals on their development successes; you don't need to create an internal newsletter simply include this type of content in your general newsletter to parents – it will be public acknowledgement of effort for your individuals and will also be good publicity for you.

### **Develop a customer care strategy**

To be truly effective, customer care should be embedded into your nursery's strategy. Develop a customer care strategy with a view to making improvements. A best practice guide is attached for your use.

## **FINDINGS AGAINST CORE STANDARD**

### **PLANNING PRINCIPLE**

*This principle is about having a clear vision, mission and key performance indicators created with input from staff to enable their full understanding and ownership. It covers business strategy; learning and development strategy; people management and leadership and management.*

FUN FOUNDATIONS DAY NURSERY LTD operates with a three year business plan that links five areas deemed critical to the success of the organisation namely business strategy, learning and development, people management, leadership and management and service delivery. Each area contains critical targets and an action plan for achievement. For example £X per month per child and number of enrolments per month. The business plan also contains critical success factors such as delivering personalised outcomes for every child and dedicated, engaged and professional staff.

The business plan was shaped with input from staff ensuring that all staff have access to information that allows them to understand how the organisation aims to improve its performance and realise its vision. In an air of transparency the business plan is put on the staff notice board. Review of the business plan is “**practically daily**” and it is viewed as very much a live document.

**“We have such a positive work environment that between X and X month we grew**

**by x%.”**

The organisation's vision is to provide the best wrap around, holistic childcare in the area with a mission to provide outstanding quality childcare enabling each child to achieve their full potential. Its values are central to all that it does and include teamwork; effective, clear, transparent communication, accountability, commitment to develop ourselves and others and to be customer focused. Notably all staff are reviewed against these values during the timetabled supervisions and annual appraisal.

Management meetings are held at least every two weeks and are minuted and placed in the staff room. Furthermore, managers then cascade information to staff immediately following a management meeting. The management meetings follow a set agenda including underlying issues between units e.g. when staff might be moved into different units; an overview of the previous week (demonstrating solid reflective practice) and a run down of the week ahead.

Managers also hold weekly meetings with their staff. Examples of topics discussed at the last staff meeting include planning e.g. farms leading to gardens; number of new settlers next week and a thank you to one member of staff for organising a certain activity.

All staff irrespective of role receive a supervision every 6 – 8 weeks and the nursery uses supervisions to create a stepping stone approach to the annual appraisal. It is at supervisions and via the appraisal process that team and individual targets are planned allowing people to contribute to the achievement of the organisation's objectives. For example planning the outdoor play area and creating nourishing seasonal menus for the children.

Understanding that a business strategy alone does not guarantee organisational success FUN FOUNDATIONS DAY NURSERY LTD demonstrated a clear understanding of learning and development needs with each role having clearly defined job focused skills e.g. an understanding of policies and procedures and personal and social skills including kindness and imagination. The two types of skills for each role were introduced within the last four months following a review by all staff. Development pathways exist detailing requirements of job role, job title, rates of pay, desired qualifications and minimum experience required so that all staff fully understand what they need to achieve in order to progress from one level to another.

Review against these two sets of skills forms part of the supervision and appraisal process allowing individuals to be supported in helping contribute to the achievement of the organisation's objectives.

Supervisions and appraisals were confirmed by all to be two way allowing people to be involved in the planning of learning and development. For example one individual talked about doing her L3 in Childcare; another L5. Supervisions and appraisals feed into individual personal development plans allowing for the on-going analysis of individual skills, strengths and areas for development.

Learning and development takes several forms such as being mentored, e-learning and self study. Examples shared included Health & Safety and L5 Management in Childcare

noting that this will help one individual increase her management effectiveness skills.

The assessment revealed an organisation that works hard to create an environment where everyone feels able to contribute and has the opportunity to learn and develop in order to improve their performance. Continuous improvement is at the heart of this organisations agenda with people commenting about the organisation evolving everyday. An example of continuous improvement was a member of staff taking the lead on clarifying with all job focus and people skills for all roles to enable the organisation to develop their people holistically inline with their vision of providing holistic childcare. Everyone provided input into the qualities etc. that they felt were needed in their role.

**“Communication is so strong; we all pitch in.”**

As previously mentioned management meetings are held every two weeks and staff meetings held weekly. Examples shared whereby people have contributed to performance improvement included coming up with ideas for the outdoor play area; sharing knowledge e.g. Forest Skills (activities for outdoors) and introducing a new rota to enable the organisation to effectively manage holiday requests.

There was resounding confirmation of appropriate and fair access to support and learning and development with many examples shared including via e-learning e.g. Health & Safety; external development e.g. L3 and L5 in Childcare and via mentoring that forms part of induction and via the daily support managers give to their people.

Although not formally written down all who manage people were extremely clear on what the organisation expects of them when leading, managing and developing their team members. Examples shared included **“acting with integrity”**; **“always being supportive.”**

## **DOING PRINCIPLE**

*This principle is all about how managers lead, manage and develop team members; how effective managers are; people feeling that they make a difference; encouraging responsibility and ownership and meeting individual development needs. The principle covers Management Effectiveness; Reward and Recognition; Involvement and Empowerment and Learning and Development.*

Management effectiveness was found to be a noted strength during the assessment with managers clearly demonstrating what was required of them including managing the team for high performance for example reviewing performance via the scheduled and regular supervisions and appraisals; being personally effective e.g. maintaining their own professional competence, being effective communicators and maximising individual performance via the informal mentoring that takes place.

People talked enthusiastically about how their manager has supported them including providing regular and constructive feedback during the supervisions which were confirmed to take place every 6 – 8 weeks allowing people to maximise the contribution they make to the organisation. Examples shared included answering questions on

policies and procedures; sharing best practice around observations and assisting with the daily routine.

**“X is always there to help.”**

Managers capabilities were being identified via supervisions and appraisals and being built for example by attending a L5 Childcare course to enable a manager to more fully understand her role.

Recognising that the success of the organisation largely depends on the time, effort and ideas that its people put into helping it achieve its objectives the organisation was able to demonstrate how it has worked to create a culture whereby individual performance is measured. This enables managers to understand the contribution people have made. Examples include promotion from within; bringing increased structure and rigour to the performance management process e.g. by introducing timetabled supervisions; by reviewing and enhancing the performance management documentation e.g. supervisions include measurement against core values to embed these in to the “way we do things around here.”

People commented on thanks and verbal praise being a daily occurrence along with Macdonald breakfasts as an ad-hoc treat and staff achievement being an agenda item on the management meetings held every two weeks. For example recognising an individual who had gone above and beyond with a display.

As previously mentioned job roles exist across all roles and people clearly understood how they contribute to the organisation including organising and planning activities for the children; supporting and mentoring staff; contributing to the menu etc.

**“You get asked what you think.”**

**“This is a happy place; we work as one team.”**

**“X always says thank you.”**

There was considerable evidence of employee involvement and empowerment enabling people to have a greater role in decision making all of which are common characteristics of a high performance organisation.

Decision-making is both formal e.g. via regular weekly meetings or informally through daily discussions for example a new layout to the kitchen to create more working space. These meetings, coupled with regular supervisions and appraisals and a strong culture of communication, encourage people to take ownership and responsibility. Examples shared during the assessment include undertaking X amount of observations per month per child; organising free play activities and getting involved in theme/activity planning.

People’s learning and development needs are met including basic and essential skills and people are given the opportunity to apply their new skills or knowledge in their role. For example food hygiene which gives the individual a greater understanding of the care to be taken with pre-school children who are deemed to be at greater risk from infectious

disease such as food poisoning due to their ability to avoid and fight food infection not being fully developed. Another talked about the Foundation Phase course and how it will help her understand how activities can be improved for the children e.g. math's.

Induction was confirmed to take place with new employees and those new to a role being given an understanding not only of their own job but also the work of the whole organisation its mission, values and objectives. Induction is signed off by the individuals line manager. People talked enthusiastically about the support they had received when joining the nursery or when moving into a new role including being invited in to meet everyone pre start date; being taken through the policies and procedures as well as the core values and the organisations collaborative ambition compass (which defines its mission, vision, core values and organisational priorities) what they mean and being mentored by a more experienced colleague and being mentored.

As previously mentioned, learning and development needs are identified via the performance management process of supervisions and an annual appraisal for all.

Examples of learning and development activities, what individuals have learnt and how this is now helping them fulfill their role include Food hygiene to develop a greater understanding of the risks children can face with regard to food poisoning.

Knowledge is shared at staff meetings (formally) or generally day to day informally for example one individual had been on a Forest course (outdoor play) and came back and shared with her team members what she had learnt.

#### **REVIEWING PRINCIPLE.**

**This principle is all about understanding the investment in learning and development; evaluating organisational, team and individual performance improvement.**

Within the last 12 months the organisation has invested a five-figure sum in learning and development although it should be noted that costs measured are purely actual and the organisation is encouraged to truly evaluate this investment by factoring in notional costs to ensure it obtains a return (please see continuous improvement plan at end of report).

The investment in learning and development has enabled the organisation to distribute leadership further from the owner/director to two deputies (who can work in either unit) now in post and several group leaders building capability for the future and further enhancing performance improvements. Developing two deputies has enabled the organisation to ensure that holiday cover etc. is available and has enhanced cross team working.

People gave examples of how learning and development has helped them in them in their role including learning how to plan themed activities and the difference it has made for example understanding the importance of age related activities for the different age groups of children the nursery caters to.

Evaluation of learning and development is primarily via observation; discussion at supervision and by individuals demonstrating enhanced capability e.g. undertaking planning. Previously staff were required to read and sign updates on policies and procedures but now prior to a supervision taking place the individual is advised that there might be questions on X policy; this is designed to ensure that the organisation has a rolling approach to refreshing people's understanding of policies and procedures and an audit trail.

Capability (two promotions within the past six months) has improved upon the back on the organisation's investment into learning and development with impact being demonstrated with the organisation's ability to deliver up to a X% growth in the previous quarter.

Individuals talked about being aware of job profiles commenting that they know what to do in order to progress within the organisation e.g. having a minimum of one year's experience plus a BTEC L3 in Children's Care, Learning and Development in order to be group leader.

**“Strengthening our performance management has made everyone aware of what they need to do; people are very proactive.”**

Parent questionnaires are undertaken once per year and feed back into continuous improvement strategies e.g. following analysis of the last questionnaire it was noted that parent were not always clear on the activities that their children had undertaken and, subsequently each child has a diary entry of activities completed that day.

**“This is a fabulous place to work.”**

**“From the moment you start working here you are made to feel so welcome.”**

## **OUTCOME**

The Assessor is delighted to confirm that FUN FOUNDATIONS DAY NURSERY LTD meets the requirements of the Investors in People Standard having achieved CORE status. The level of achievement demonstrated that the organisation is already working with the extended framework and represents a true commitment to staff and is something that the entire team should be very proud of.

In line with recent changes to the accreditation process, there is now a requirement for organisations that achieve the Investors in People Standard to have a review within 18 months following attainment of the Standard. As a result, the next review should ideally take place in November 2015 and Investors in People Wales together with your Assessor will maintain contact with you to support you through this Review, which is intended to provide a point of measures for progress. The Review is flexible and can be customised to suit your needs aiming to add value at a minimum cost.

The Assessor would like to say thank you to everyone involved in the Assessment. They demonstrated high levels of commitment to the success of the business.

Assessor Signature: **Claire Dolph**  
On behalf of Investors in People Wales

Date: 5th June 2014

Date of interim review: November 2015

Date of 3 year Review: May 2017

**INVESTORS IN PEOPLE - CONTINUOUS  
IMPROVEMENT PLAN**

<b>Organisation Name:</b>	<b>FUN FOUNDATIONS DAY NURSERY LTD</b>	<b>Date of interim Review:</b>	<b>N O V 2015</b>
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<b>Area for improvement</b>	<b>proposed Action</b>	<b>By When</b>	<b>By whom</b>
<b>Further strengthen performance measurement</b>	Further strengthen your performance measurement by reflecting on a series of 'hard' and 'soft' data measures of organizational performance to build into your strategy document; review regularly to drive your organisation forward. Examples of hard and soft data measures that could be used are provided at the end of this report.		

<p><b>Planning, evaluating and measuring the impact of Learning and Development</b></p>	<p>The organisation is encouraged to more closely measure its return on its investment in learning and development (notional and actual costs). To do this establish a notional daily rate for all types of training (learning) and development including monthly manager sessions with their teams. The notional rate need not bear any link to salary but if consistently agreed for top, middle and junior level, it will provide a month on month, year on year monitor of the notional cost. It will enable comparison when viewing the notional spends versus the benefits – impact - this has had.</p> <p>Introduce observations of staff to enhance evaluation; observations could be used to note performance improvements.</p> <p>To reinforce the value of being one cohesive, high performing team it is suggested that managers be required to create a brief report on a quarterly basis of the training their staff have undertaken during this period, broadly noting the cost including a notional cost of time together with their observations of how performance has improved. It is believed that this will tighten up the learning and development planning process and will keep the owner fully informed on how much real and notional cost is being spent on training per quarter to note where savings can be made and improvements introduced where needed.</p> <p>Sit down pre and post with those that are about to embark on any type of training be it formal or informal.</p> <p><b>Introduce pre- training discussion.</b> Suggested discussion points include:</p> <ul style="list-style-type: none"> <li>• Course aims &amp; programme - What the course is meant to achieve. Course content.</li> </ul>		
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<p><b>Create a learning and development policy</b></p>	<p>To further support the development of your people consider creating and circulating a learning and development policy which can act as a guideline to managers which will create an expectation in individuals that they will be developed inline with the job role. Consider including this on your website and/or as part of your recruitment process.</p>		
<p><b>Go further and develop your managers as Leader-Managers and then define the knowledge, skills and behaviours your Leader - managers require.</b></p>	<p>The assessment highlighted managers that understand the difference between managers and leaders is the way they motivate the people who work or follow them and this sets the tone for most aspects of what they do.</p> <p>Now might be the time to involve people in defining the knowledge, skills and behaviours leader-managers require to be effective. These should be in line with the organisation's vision, purpose and values. Leader-Managers could then be measured against these and aspiring managers could be developed to aid with succession planning and future capability requirements.</p> <p>See Appendix 1.</p>		

<p><b>Link Succession Planning to Learning and Development</b></p>	<p>In line with growth plans take a closer look at succession planning and how you might develop a forward looking learning and development strategy to support succession planning linked to your business objectives. Succession planning is the process your organisation would adopt for identifying and developing your employees with the potential to fill key business leadership positions. Succession planning increases the availability of experienced and capable employees that are prepared to assume these roles as and when they become available.</p> <p>Succession management and career development initiatives – especially when supported with the right technology tools – can help your organisation make great strides toward filling its talent pipeline now and in the future. Look at how you might:</p> <ul style="list-style-type: none"> <li>• Identify key roles for succession or replacement planning</li> <li>• Define the competencies and motivational profile required to undertake those roles</li> <li>• Assess people against these criteria - with a future orientation</li> <li>• Identify pools of talent that could potentially fill and perform highly in key roles</li> <li>• Develop employees to be ready for advancement into key roles - primarily through the right set of experiences.</li> </ul>		
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<p>Recognition and reward</p>	<p>Consider using your newsletter to celebrate and congratulate individuals on their development successes; you don't need to create an internal newsletter simply include this type of content in your general newsletter to parents – it will be public acknowledgement of effort for your individuals and will also be good publicity for you.</p>		
<p>Develop a customer care strategy</p>	<p>To be truly effective, customer care should be embedded into your nursery's strategy. Develop a customer care strategy with a view to making improvements. A best practice guide is attached for your use.</p>		

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**APPENDIX A: Assessment Evidence Requirements Results**

Please use the key to refer to all the evidence requirements addressed by this assessment / review.

39 additional 26 additional 76 additional 126	= the Standard = Bronze = Silver = Gold	<b>Key:</b> Y = Selected N = Not selected P = Possible X = Not applicable  Evidence requirements met in this assessment (core + an additional 24) = 63
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e v i d e n c e R e q u i r e m e n t s	Indicator											
	1	2	3	4	5	6	7	8	9	10		
1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	1
2	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	2
3	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	3
4	Y	Y	Y		Y		Y		Y			4
5	Y	Y	Y				Y		Y			5
6	Y						Y					6
7	Y											7
8							Y	Y				8
9		Y	Y		Y							9
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15												15
16						Y						16
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20								Y				20
21												21

Commercial in Confidence

	<b>22</b>										<b>22</b>
	<b>23</b>										<b>23</b>
	<b>24</b>										<b>24</b>
	<b>25</b>			Y							<b>25</b>
	<b>26</b>										<b>26</b>
	<b>27</b>										<b>27</b>
	<b>28</b>										<b>28</b>
	<b>29</b>										<b>29</b>
	1	2	3	4	5	6	7	8	9	10	

**Leader-Manager Characteristics**

<b>Subject</b>	<b>Leader</b>	<b>Manager</b>
Essence	Change	Stability
Focus	Leading people	Managing work
Have	Followers	Subordinates
Horizon	Long-term	Short-term
Seeks	Vision	Objectives
Approach	Sets direction	Plans detail
Decision	Facilitates	Makes
Power	Personal charisma	Formal authority
Appeal to	Heart	Head
Energy	Passion	Control
Culture	Shapes	Enacts
Dynamic	Proactive	Reactive
Persuasion	Sell	Tell
Style	Transformational	Transactional
Exchange	Excitement for work	Money for work
Likes	Striving	Action
Wants	Achievement	Results
Risk	Takes	Minimizes
Rules	Breaks	Makes
Conflict	Uses	Avoids
Direction	New roads	Existing roads
Truth	Seeks	Establishes
Concern	What is right	Being right
Credit	Gives	Takes
Blame	Takes	Blames

**Hard and Soft Data Measures**

Characteristics of Hard Data includes being objectively based; as a rule it is easy to measure and quantify; it is relatively easy to assign a monetary value when using hard data; hard data includes common measures of organisational performance as a result it has credibility.

**EXAMPLES OF HARD DATA**

**BASED AROUND OUTPUT**

<b>MEASURE</b>	<b>MEASUREMENT 1 AT:</b>	<b>MEASUREMENT 2 AT:</b>	<b>MEASUREMENT 3 AT:</b>
Units produced			
Money collected			
Units sold			
Forms processed			
Loans approved			
Inventory turnover			
Applications processed			
Tasks completed			
Output per hour			
Productivity			
Shipments			
Work backlog			
Incentive bonus			

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Number of procedures			

**HARD DATA BASED AROUND TIME**

<b>MEASURE</b>	<b>MEASUREMENT 1 AT:</b>	<b>MEASUREMENT 2 AT:</b>	<b>MEASUREMENT 3 AT:</b>
Overtime			
On time shipments/ delivery			
Time to project completion			
Processing time			
Supervisory time			
Induction time for new employees			
Meeting schedules			
Repair time			
Work stoppage			
Order response			
Late reporting			
Lost days			

**HARD DATA BASED AROUND QUALITY**

<b>MEASURE</b>	<b>MEASUREMENT 1 AT:</b>	<b>MEASUREMENT 2 AT:</b>	<b>MEASUREMENT 3 AT:</b>
Scrap			
Waste			
Rejects			
Error Rates			
Rework			
Shortages			
Product defects			
Deviations			
Product failures			
Inventory Adjustment			
Litigation cases			
Readmission rates			
Litigation levels			
Complaints levels			
Absenteeism rates			

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Time corrections			
Percent of tasks completed to standard			

**HARD DATA BASED AROUND COSTS**

<b>MEASURE</b>	<b>MEASUREMENT 1 AT:</b>	<b>MEASUREMENT 2 AT:</b>	<b>MEASUREMENT 3 AT:</b>
Budget variances			
Unit costs			
Cost by account/ project			
Fixed costs			
Overhead costs			
Operating costs			
Number of cost reductions			
Project cost savings			
Accident costs			
Programme Costs			
Sales expenses			