

Session 8:

Growing Great Practice: Workforce Development for Stronger Early Childhood Outcomes



together
we are

**GREATER
MANCHESTER**

GM REFLECT: supporting the development of the Early Years Workforce in Greater Manchester

Better Start Blackpool Conference

March 2026

- 230,000 under 5s in city region; 1 in 3 not achieving GLD, increase to 1 in 2 for children growing up experiencing deprivation
- Integrated Early Years workforce key enabler to improving outcomes
- Maturity of integration variable across 10 Localities.
- Investment in the EYs workforce is a priority within the GM School Readiness transformation programme
- Collective vision to create a multi-agency workforce competency framework for all those working and volunteering across health, local government, the VCSE sector and early years settings in GM.
- Supports national policy agenda inc. Family Hubs, Start for Life, city region policy priorities including Live Well and Mbacc and build on wider devolution opportunities.



GM REFLECT

competencies

The **skills, knowledge, abilities and characteristics** that everyone who works with young children and families from conception to age 5 is expected to have.

digital tool

A licensed **digital version** of the competencies with additional functionality.

on learning

a range of both eLearning and face-to-face training opportunities, co-developed with early years professionals to support the multiagency early years workforce.

on resources

a suite of resources for both early years workforce and families, to support early child development from pregnancy to age 5

on practice

Case studies which demonstrate how the **GM REFLECT** resources have been used by localities and organisations to support local priorities

on policy

Documents developed to highlight how the **GM REFLECT** competencies align with and **support other national agendas** and priorities.

GM REFLECT competencies

Identifies the skills, knowledge, abilities and characteristics that everyone who works with young children and families from conception to age 5 is expected to have.

Tier 1: Firm Foundations

- Child Development
- Communications & Engagement with Children and Families
- Information Sharing
- Multiagency and integrated working
- Safeguarding

Tier 2: Strengthening Early Years Practice

- Speech, Language and Communication
- **Social Emotional Development and Wellbeing**
- Physical Development
- EYFS Specific Areas of Learning
- Play and Learning
- Pre-Birth and the Early Days
- Home Learning Environment
- SEND
- Engaging with Families
- Child and Family Health and Wellbeing
- GM Early Years Delivery Model/Assessments

GM REFLECT Competencies

Social and Emotional Development and Well-being (SEDW)

Competency Statements and Learning Resources

Roles and responsibilities

- I understand the holistic way in which young children develop and learn and the importance of children's social and emotional development and wellbeing.
- I know and understand how to provide general support for children's personal, social, and emotional development.
- I understand that the first 1001 days, starting in pregnancy, are a critical time for children's development and also a time when babies are at their most vulnerable (please see the 'Pre-birth and Early Days' component for more detail on this critical period).
- **Rise x Future Me at Manchester Met** GM SEDW eLearning module
- **GMCA SEDW**
- **Ages and Stages resources**
- **Parent Infant Foundation**
- **Developing self-regulation**
- **What to expect in the EYFS**

GM REFLECT on learning

eLearning

Open access, free to use eLearning modules co-designed with MMU & EY professionals, to improve levels of confidence across a range of competencies.

Available in:

- Firm Foundations
 - Social, Emotional Development and Wellbeing
 - Engaging with Families
- * Physical Development
* Pre-Birth and the early days

Currently in development:

- SEND
- * SLC
- * Leadership

Face to Face Learning

Building Blocks to Movement

Cascade training model to strengthen the early years workforce's understanding of physical development (PD) and how they can identify a child's physical development needs, to optimise early intervention and provide support at the earliest opportunity.

Building Blocks to Words

Training package aimed at nursery practitioners with a focus on development of early language in baby rooms.

Webinars

Multilingualism Training

Provides clarification on terminology for multilingualism and aims to develop confidence and understanding around multilingualism and learning other languages.

GM REFLECT on resources

Cross Cutting

GM Ten Top Tips: A suite of 10 Top Tips resources to support early child development from pregnancy to age 5 and include 10 Top Tips for; Talking, Talking with Babies, Play, Moving, Thriving and Book Sharing

Guidance Documents: Identifies best practice in supporting development of 0-5 year olds. Available for Social Emotional Development and Wellbeing, Speech, Language and Communication and Physical Development.

Speaking Dadly: A short animation to encourage dads to talk to and communicate with their child from birth.

Speech, Language and Communication

GM Settings Observation Tool : An audit tool to identify strengths and areas for SLC Development in early education settings.

Physical Development

Mini Motor Skills: A self-guided programme of activities to be used by early years practitioners, to improve children's outcomes in Physical Development.

Physical Literacy Toolkit: Toolkit to identify how providing positive experiences of movement and physical activity in the EY can support a lifelong relationship with movement.

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