



**APPLICATION FOR A STREAMLINED REVIEW AGAINST THE INVESTORS IN PEOPLE STANDARD**

***Please read these guidance notes carefully before completing this form.***

Completing this document is the first step in the review process towards maintaining your recognition as an Investor in People. Please complete it and send it to Quality South East (QSE) - completed applications must be submitted **at least 8 weeks** prior to the desired review date.

Please note that the review must take place within the three year anniversary of your original recognition.

***When you complete the form, please bear the following points in mind:***

- The form is intended to be completed electronically and then e-mailed to QSE at the address shown below.
- The completed form will be sent to your Assessor, and they will use it to plan the review. It will also form part of the final review report.
- You should complete the form as fully as possible in order to get the best out of your review. Actual examples of what you have done, or of what has been achieved are especially useful to the Assessor.
- You do not need to write copious amounts – quality of information is more important than quantity - however, please be aware that if the form is inadequately completed, it may be necessary to return it to you. The form sometimes asks for specific examples as these are especially helpful to the Assessor.
- It would be particularly helpful to highlight anything that has changed since the Assessor last visited your organisation.
- Next to each question in brackets is the relevant evidence requirement from the Investors in People Standard. This will help you relate what you write to the actual Standard.
- You will see that there is space in the form for the Assessor to insert their comments and findings following the review – please do not enter anything in these spaces.
- If your organisation continues to meet the Standard, the Assessor will provide useful feedback that will help you to improve.
- If your organisation does not continue to meet the Standard, the Assessor's report would show where further development work is necessary. Based on this feedback, you would be asked to produce a time-bound action plan to address the areas of the Standard not met. There is a specific format for this action plan, which your assessor would make available to you. Please note that it is not the Assessor's role to identify what actions need to be taken. The action plan would need to be approved by the Assessor no more than two months after the completion of the site visit, and then approved by the Recognition Panel. If the action plan is approved by the Recognition Panel, your organisation would be able to retain its recognition as an Investor in People while putting the action plan into effect. You would be asked to agree a date for the Assessor to return, which would be no longer than eleven months from the original review visit. You would need to have returned to the Standard within two years of the original review visit.

If you are unsure about the form, or if there is anything you would like to clarify about the review process, please contact Rachel Negus at QSE on 01444 259140, or e-mail her at: [rachel.negus@qse.org.uk](mailto:rachel.negus@qse.org.uk) . Rachel will be only too pleased to help.

Once you have completed the application, please e-mail it to: [rachel.negus@qse.org.uk](mailto:rachel.negus@qse.org.uk)

**YOUR ORGANISATION**

<b>ORGANISATION NAME</b>	Barbados Playgroup		
<b>ADDRESS (including Post Code)</b>	Pinewood Village Hall, 6 Rydal Close Bordon GU35 0HF		
<b>NAME OF HEAD OF ORGANISATION</b>	Bryn Strudwick		
<b>POSITION</b>	Company Sec		
<b>CONTACT NAME</b>	Bryn Strudwick		
<b>POSITION</b>	company Sec		
<b>TELEPHONE NO</b>	07973754362	<b>FAX NUMBER</b>	
<b>EMAIL ADDRESS</b>	bryn@bjrtraining.co.uk		
<b>ADDRESS for INVOICE (if different, including Post Code)</b>			
<b>CONTACT NAME for INVOICE (if different)</b>			
<b>WEBSITE ADDRESS</b>	www.barbadosplaygroup.org.uk		
<b>NATURE OF BUSINESS</b>	Pre school		

<b>NUMBER OF PEOPLE IN YOUR ORGANISATION</b> (Please remember to include all employees plus people who may not be conventional employees - volunteers, associates, home-workers, governors, board members or temporary staff. <b>The total must be no more than 49 and all on one site to be eligible for a Streamlined review.</b> )	5
<b>WHAT HOURS/SHIFTS DO YOU OPERATE?</b>	09.00 to 12.15pm
<b>OTHER INFORMATION</b> (Please detail any background information you think would be of benefit to the Assessor. If necessary please continue on a separate sheet)	
<b>PREFERRED DATES FOR ONSITE VISIT</b> Completed applications must be submitted <b>8 weeks prior</b> to the requested onsite date.	23/11/0 2007

**ADVISER DETAILS (if applicable):**

NAME
Do you agree that your adviser may have a copy of the assessor's report? (*Please delete as appropriate)

**OWNERSHIP** Has the legal status of your organisation changed in any way (e.g. now Ltd or plc). Have you been bought out or taken over or merged with/separated from another organisation? If 'yes', please give details:

Now a limited company by guarantee

**SIZE** Have you experienced significant change in size, e.g. growth that has expanded your number of staff? If 'yes', please give details, making it clear where this expansion/contraction has occurred, and whether it has come about through acquisition, merger, contracting out certain services, redundancies etc:

No – we now have 4 members of staff

**STRUCTURE** Have you restructured internally? If 'yes', please give details, making it clear which areas of your organisation this has affected:

No

**MANAGEMENT** Have there been any changes in your senior management team, or changes in other key personnel? If 'yes', please give details:

No

**BUSINESS IMPROVEMENT TOOLS** Have you used any other tools than Investors in People to develop your organisation? If 'yes', please give details:

No

**BUSINESS PROCESSES** Have you changed, strengthened or dropped any process or practice that may relate to your Investors in people recognition? If 'yes', please give details:

We have continued the processes that received very good feedback from your last review assessor

**ISSUES** Are there any particular issues your organisation is currently facing, e.g. difficulties in recruiting appropriate staff, low staff morale, increased competition in the market etc. If 'yes', please give details:

None

**OPPORTUNITIES TO IMPROVE** Which of the areas recommended for development at your last assessment or review have you implemented, and what has been the outcome?

Planning – further development of student placement package undertaken

Action – networking and partnerships – we have increased our participation in this area with the local schools and other providers and actively supported the Hampshire County Council's Early Years Unit's networking opportunities and the governments pathfinder consultation programme.

Evaluation – We have continues with our weekly staff meeting and daily staff briefings ensuring they are on an open forum bases to allow for staff feedback and development

Evaluation – we have raised the profile of the preschool via community websites, regular press updates and new signage outside the hall.

**OBJECTIVES FOR THIS REVIEW** In addition to knowing whether or not you continue to meet the Investors in People standard, what else do you hope to get out of this review? ***This is most important so that your assessor can add as much value as possible to this review.***

Our last two assessments have proved difficult in this area as the assessor's feedback has been so positive with few areas highlighted for improvement. It will very good this time to have a new assessor and to see the feedback from another pairs of eyes.

## HOW YOU BELIEVE YOUR ORGANISATION MEETS THE INVESTORS IN PEOPLE STANDARD

### **PLANNING**

An Investor in People develops effective strategies to improve the performance of the organisation through its people

## **A strategy for improving performance**

Could you please describe your organisation's key purpose: (1.1)

To supply the highest quality learn through play preschool education

Your organisation's vision: (1.1)

To have the happy staff and children

To have highly qualified staff

To allow the staff to develop the organisation balanced against the business requirements of the organisation

What are your key business objectives: (1.2)

To maintain our high quality service

To maintain our reputation in the community

To keep our highly qualified and experience staff

To continually allow all staff to develop themselves and the organisation

Are these objectives contained within a plan? (1.2)

A plan is in place to meet the requirement of Ofsted and the Early years unit yearly audit

What will you need to do to improve organisational performance in order to achieve your purpose and vision? (1.1)

Past assessments under IIP, ofstedOfsted and the Early years unit have shown that we are maintaining the required performance – it is a matter of continuing development via the staff to enhance this already high standard

If there are representative structures in place, how did you consult them when the plan was put together? (If there are no representative groups, please put N/A) (1.3)

N/A

## **Planning and prioritising your organisation's learning and development needs**

What are your most important priorities for learning and development in the organisation: (2.1)

Continuing development of the staff around their needs and wishes – this always allows for the development of the organisation and activities for the children or the staff understanding of issues around the children and parents allowing the staff to respond effectively to these issues

What investment do you plan to make in achieving these priorities in terms of: (2.1)

Money:

Staff are paid to attend all training

Time:

No restriction on time is placed on learning and development

Other resources:

Support for the staff via staff meeting

**PLANNING continued**

**How will you decide whether this investment has been effective or not: (2.1)**

- [Ofsted report](#)
- [HCC early year audit](#)
- [Parents feedback](#)
- [Other professionals feedback](#)
- [Staff feedback – ideas and development](#)

**Strategies for managing people**

**How do you ensure that the needs of different people are recognised and met: (3.2)**

- [Weekly staff meeting and briefings](#)
- [An ongoing appraisal system](#)
- [The staff are encouraged to plan their own development and request training](#)

**How did you make sure that people could contribute their ideas and suggestions when your plan was being put together? (3.1)**

- [All staff are involved in all planning of the organisation via planning meetings](#)

**Defining leadership and management capabilities**

**What leadership and management characteristics do you expect of: (4.1)**

**Yourself:**

- [To support the manager/working director and the team ensuring that they have the support and resources required to develop the organisation.](#)
- [A back ground in Human Resource management](#)
- [20 years experience in training and people management](#)

**Other managers:**

- [On hands management on a day to day bases](#)
- [Management of staff to ensure a free thinking environment](#)
- [To ensure that all staff provide their learning and development needs](#)
- [To ensure that the organisation benefits from the staffs learning and development](#)

**How have you ensured that the management team has these characteristics? (4.1)**

- [Training and development of the manager](#)
- [Development of the team as one unit](#)
- [The management team has developed these skills over the last 7 years](#)

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## To be completed by the Assessor only

### 1. A strategy for improving the performance of the organisation is clearly defined and understood.

The Playgroup works strictly to the local educational authority guidelines to provide the type of support needed for each individual child and its family network. However, it is clear that each person delivers the curriculum with flair and inventiveness that allows each child to flourish and prosper in a caring and nurturing environment.

The Playschool uses the SEF to identify and evaluate its needs with regards to meeting any new or ongoing initiatives that are in place. The upcoming Early Years Foundation for 2008 sets the guidelines for the Playschools Development Plan and includes all relevant "stepping stones to guiding the children and developing them from birth to 3 years" and the part the Playschool will play in this.

A planning day in September allows all staff to be included in identifying how the Playschool will integrate the EYFS into the day to day operation of the Playschool, which all staff said they value. People appreciate opportunities to put ideas and suggestions forward to develop what is a constantly changing curriculum.

People are able to identify and source any relevant training they need to meet the needs of this ever changing focus on early years from the LEA. Ownership of their own training is a key strength of each member of the team. People are resourceful and astute when it comes to finding the right training, at the best cost, which will deliver exactly what this small team needs.

Newly acquired key responsibility have been met head on by staff and there is a determination to learn quickly and effectively to ensure that the Playschool constantly improves.

### 2. Learning and development is planned to achieve the organisation's objectives.

Following on from very successful participation in NVQ coaching, people are now focusing on how they can develop individual skills within the team. One member of the team is charged with Health & Safety management, and is attending courses to familiarise themselves with the key responsibilities to this task and this will help with internal Risk Assessments and Method Statements etc.

Another person has used newly learned IT skills to start to document all books, toys, puzzles and resources used in the Playschool. This is going to help to track assets and ensure they are monitored and managed in the future. Another use of these IT skills is to support children's learning using interactive programmes on the computer. This is designed to help them familiarise themselves with computers, as they move to their feeder school, thus helping to break down any barriers to interactive learning in the future.

The Playschool has a training planning process that reflects the Development Plan and now includes the preparation to deliver the EYFS, and this includes a considerable amount of work with SEN children and making sure all workable IEP's are in place and are being delivered. The Playschool manager commented that "EYFS is the main forum for training to ensure the Playschool delivers the new curriculum in September 2008, and we have already gone through it all together and put our preparation in place", adding, "we view all these changes as really exciting".

### 3. Strategies for managing people are designed to promote equality of opportunity in the development of the organisation's people.

Everyone is invited to be a part of the planning process and this usually happens with a key planning meeting in September to focus on the new curriculum requirements and how they are to be integrated into the Playschool. Everyone is appreciative of being part of the planning process and commented on how they are "invited to put ideas and suggestions forward".

Regular daily and weekly meetings also allow each person to be part of the development team of the Playschool. Daily planning is a strong feature of the school, where everyone is encouraged to react to any issues they may have with individual children either with learning or behaviour difficulties. People are encouraged to decide the best way of actioning any learning needs through a team approach.

Everyone has an appraisal on a regular basis and values the opportunity to talk individually to their manager about their performance and their focus on the future of themselves and the Playschool. Teamwork is a clear strength of the Playschool and there is a culture of sharing, inclusiveness and nurturing which is demonstrated to colleagues as well at the children.

**4. The capabilities managers need to lead, manage and develop people effectively are clearly defined and understood.**

The head of the Playschool confirmed she is appraised against a core set of management competencies and people were very happy to confirm that the management team that consists of Karen Bryn and Pat are very effective and demonstrate a variety of strong management skills, including; leadership, mentoring, coaching, delegation and constructive feedback.

The Company secretary has a job role outside of the Playschool and is assessed in his role as a line manager. He is able to bring a lot of principals of that management development to the Playschool and integrate the ideas into appraisals, staff training meetings and specific development of individuals within the school.

The management team try at all times to empower people and encourage people to come up with ideas. It is apparent that people appreciate this way of working as they feel "listened to and valued" for their input.

The only area I feel could be strengthened with this indicator is to publish your core competencies to all staff. Whilst it is apparent they are fully aware of management skills, knowledge and behaviours and could easily articulate what happens on a day to day basis with management support, it would be beneficial for them to understand how these management skills are defined and benchmarked.

(Please see the Assessor Summary at the end of this report for more information on this area of the IIP standard and how Barbados Playschool meets this IIP Indicator).

**Have all the evidence requirements for Indicators 1 to 4 been met? - YES**

ONE						TWO				THREE					FOUR		
1	2	3	4	5	6	1	2	3	4	1	2	3	4	5	1	2	3
✓	✓	N/A	✓	N/A	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

**ACTION**

An Investor in People takes effective action to improve the performance of the organisation through its people

**Management and leadership effectiveness**

How would you demonstrate that top managers and managers are effective in leading, managing and developing people? (5.1)

Qualifications  
Experience  
IIP assessor to talk to the staff

How do managers provide constructive feedback to people on their performance? (5.2)

Via weekly and daily briefing meetings  
Via ongoing appraisals – both formal and informal

Please provide two examples:

- 1) debrief following a course – what the staff got out of the training and how their new knowledge can be used
- 2) eOngoing revue of staff involvement in planning and running activities

**Recognising and valuing people's contribution**

How do managers recognise and value people's individual contributions to your organisation? (6.1)

Please provide two examples:

- 1) regular staff outings – curry house is a popular one – after most inspections, xmas etc
- 2) allowing staff to bring forward ideas and then allowing them to run the ideas

**Encouraging people to take ownership and responsibility for making decisions**

How have you encouraged a sense of ownership and responsibility within your organisation? (7.1)

Regular staff meetings  
Supply of uniform  
Staff develop the organisation themselves

How have you encouraged people to get involved in decision making at an individual level and (if appropriate) through representative groups? (7.1)

Staff are directly involved in all decisions – it is second nature for them

**ACTION continued**

**Making sure that people learn and develop effectively**

**How do you make sure that people's agreed learning and development needs are met? (8.1)**

Staff development is worked out by them, they then bring this to the manager who agrees or has additional input – it is agreed – and arrangement made to complete

**How do you ensure that people who are new to the organisation, or those who have changed roles, receive an effective induction: (8.3)**

**1) New starters:**

Initial training need analyse against laid out job role specification

Following completion of core requirements the member of staff is then asked to discuss their requirements and they development

**2) People who have changed role:**

Initial training need analyse against laid out job role specification of new role

Following completion of core requirements the member of staff is then asked to discuss their requirements and they development within the new role and how to develop that role

**To be completed by the Assessor only**

**5. Managers are effective in leading, managing and developing people.**

The senior managers have ensured that all staff have the necessary core skills for Child Day Care and enrolled and supported all staff on relevant NVQ's several years ago. Managers are now focusing on delivering specific skills like speech and language, interactive play, SEN

, and of course training for the upcoming EYFS.

All managers are acknowledged to have a great deal of appreciation of each persons role, therefore they are able to support individuals with any issues or problems they may have a close understanding of each job role. This allows them to support people acting as facilitators and encouraging people to come up with their own solutions and ideas. This works well for the whole team and everyone acknowledge they play a part in problem solving amongst the team.

What did come across to the assessor was the strong level of ownership people had for problem solving as a team, as one person put it, "we all have input into each others activities".

**6. People's contribution to the organisation is recognised and valued.**

Everyone I spoke to confirmed there is a strong culture of recognition and value within the Playgroup. It is apparent that this is a strength of the team, that they are mutually supportive and value each others input, as one person commented, "Our ideas are always valued and I always feel I want to learn".

Thanks and praise does not just come from the managers, it comes from everybody. It is evident that this mutually supportive culture makes an environment that is productive and successful as well as being nurturing and empathetic.

I could not have found a more valued workforce in the whole of the UK if I tried, with comments like, "I cannot emphasise enough how brilliant this team is", and everyone telling me how much they enjoy coming into work.

**7. People are encouraged to take ownership and responsibility by being involved in decision-making.**

Managers actively promote peoples focus onto task based or project based responsibilities. This allows people to be able to find a strong niche within the team. An example of this is Hayley's newly learned computer skills has enabled her to log and monitor all the resources that Playschool has, to keep a record of assets, as well as being more productive for the children using her newly learned computer skills to entertain and instruct using technology, saying "I now have the skill and confidence to carry out activities with the children".

People told me they are assigned key children to support and are charged with forming a supportive bond with that child to ensure that they monitor progress and activities to challenge and motivate their own charges. Each person I spoke to is proud of their particular children and spoke enthusiastically about taking responsibility for developing them using good strong methods of intervention and support.

Another person noted how they had been given responsibility for supporting a colleague to do observations. They confirmed they enjoyed the responsibility and challenge of conducting observations and writing them up afterwards, and are keen to continue to do them.

**8. People learn and develop effectively.**

Almost everyone has completed their appropriate level of NVQ in Day Care and is focused on taking other related courses and qualifications. For example one person is focusing on a Foundation degree in Psychology which is believed will strongly support the children who have behavioural difficulties, and the whole group are working on CAF training, which is a standardised approach to conducting an assessment of a child's additional needs and deciding how those needs should be met. A lot of this training is to support the Playgroups move into the EYFS framework in September 2008 so they are prepared and ready to take on the challenges that the new framework will inevitably highlight.

All learning activities are evaluated and assessed, which ensures that all new learning is applied effectively. Everyone has their own personal development folder which includes all the information on courses, seminars and training attended. Each person noted that they do refer to their learning notes in their folders often and use them as a terms of reference to share learning with colleagues.

Staff meetings are part informative and part developmental as everybody is given an opportunity to talk through any recent courses or seminars and share experiences and learning. This allows the whole team to talk through new ideas as a group and decided on how to implement any changes together as a team, which is appreciated by everybody I spoke to.

The Playschool also belongs to several local support groups. For example, it is part of the Pre-School Learning Alliance and can take opportunities to share good practice with this committee. They are also members of the North East Hampshire Pathfinders Group set up and working with Hampshire County Council and have recently piloted a scheme to focus on funding raising for the Playschool and seeking alternative accommodation within Bordon which they can use as their own dedicated facilities.

The Induction of the new lady, Vicky has been very effective, and it is apparent that she is benefiting from mentoring from the whole team who are actively involved in her induction. One person has been involved in some Essential Skills training to gain a more solid base of education to move forward to taking an English course in 2007/08.

**Have all the evidence requirements for Indicators 5 to 8 been met? - YES**

FIVE				SIX			SEVEN			EIGHT		
1	2	3	4	1	2	3	1	2	3	1	2	3
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

## EVALUATING IMPACT

An Investor in People can demonstrate the impact of its investment in people on the performance of the organisation

### The impact on your organisations performance

In section 1 you described the investment you plan to make in achieving your organisation's learning and development priorities. In this section, please comment on the investment you have already made in terms of: (9.1)

**Money:**

For the last 7 years staff have been paid to attend training – this is ongoing  
For the last 7 years training courses have been paid for – this is going

**Time:**

There is no time restriction on training and development  
All staff attend the weekly planning session where input from the staff come from there new found knowledge

**Other resources:**

Support for managers

**How has the performance of your organisation improved as a result of making this investment in learning and development? (9.2)**

We have found that the staff are constantly coming up with new ideas  
The organisation over the last 7 years has continually developed and continues to do so to the benefits of the children and their parent who attends the preschool

**Could you please provide two examples of quantifiable benefits:**

1) The area of dealing with children with special needs is a good example of this development with the preschool highly regarded by other professionals in the field and the staff have helped train other providers in the area

2) the work around the preschools new home visit programme about to be used and the enabling environment project

**As a result of your evaluation, what did you learn about the effectiveness of your approach to improving your organisation's performance? (9.3)**

Allowing the staff to take ownership of their development and the organisation's development works in our small team

**Have you made any changes or improvements to your approach as a result? (9.3)**

The system we have now has developed over the last 7 years with continual improvement in the appraisal system to a point where a formal system is not really required – we now have a staff culture that ensures continual development of staff and the organisation

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**EVALUATING IMPACT continued**

**Improving the way people are managed and developed**

As a result of your evaluation, what did you learn about the way your organisation manages and develops people? (10.1)

It works – ask the staff

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Have you made any changes or improvements as a result? (10.1)

Not for the last 2 year – this followed 5 years of development

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**To be completed by the Assessor only**

**9. Investment in people improves the performance of the organisation.**

It is clear there is an evolving process of improvements within the Playschool that reflect the constant development of the staff. As people are becoming more skilled, more knowledgeable and increasingly empowered, it is apparent that a lot of structured processes are becoming un-structured to suit the changing culture.

For example, people are responsible for their own training and development and now have their own person development folders which they refer to frequently and all said they found useful.

People have undertaken specifically relevant NVQ's to support their learning in the school, and are now focusing on the educational learning side, attending seminars and training to use CAF and EYFS to plan the changes that need to be made to curriculum and learning in September 2008 which again are useful and informative.

Investment in learning has enabled all the staff to be confident in their input to “develop the curriculum, take the key person approach to supporting individual children and develop our actual setting”. It is clear that children constantly improve, and actual achievement statistics are always showing improvements in performance of the children. Performance of children is constantly monitored and evaluated to measure how effective any new teaching methods are, and this is particularly so with any SEN children.

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**10. Improvements are continually made to the way people are managed and developed.**

The people I spoke to made it clear that the key thing about Barbados Playschool is its flexibility and its ability to listen to what people want to do. Good ideas are the mainstay of its quality for provision of play and instruction, and the school is successful and forward thinking, particularly how it plans for its curriculum changes so far in advance.

It is apparent that there has not been any major changes to processes in the last year, however, there are indications that people are building on processes already in place. For example, the induction process is being enhanced as all staff are included in inducting a new starter, and mentoring that person to learn a variety of skills and knowledge.

Everybody has a clearly defined strategy for improvement and has ownership of that strategy, and takes responsibility for planning their own learning. Shared learning in team meetings helps to re-inforce that people are learning effectively.

A significant amount of past and current learning is informing the future strategy for CAF and EYFS, and how these new initiatives can be incorporated and implemented into the schools curriculum.

**STREAMLINED REVIEW AGAINST THE INVESTORS IN PEOPLE STANDARD**

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Everyone told me that the culture and atmosphere continues to be "brilliant" and there is a genuine enjoyment to come into work.

**Have all the evidence requirements for Indicators 9 & 10 been met? - YES**

NINE					TEN		
1	2	3	4	5	1	2	3
✓	✓	✓	✓	✓	✓	✓	✓

**The Assessor's summary and recommendations**

**A summary of the organisation's strengths:**

The culture of the Playschool is excellent and the commitment and focus of all its staff is strong and effective.

People are responsible for their own learning activities which allows them to freedom to identify and resource learning activities that suit their particular learning style.

The focus on training is exceptionally high, with lots of forward planning i.e. the Playschool's determination to integrate planning for EYFS into current planning so the whole team is ready and prepared for September 2008.

The Playschools compliance with all areas of legislation is very good with designated H & S people, people overseeing SEN and sound financial planning support in place, that meets all current LEA requirements.

People are very empowered and confident in their decision-making.

Mentoring and coaching is strong and well managed and is certainly a strength of the Playschool. It is safe to say that the high standard of mentoring and coaching sets this Playschool apart from many others.

Your induction and appraisal processes work well and enable people to be given effective and relevant constructive feedback at appropriate times.

**A summary of opportunities for further improvement:**

- The area of the standard that I feel will benefit from a little attention is Indicator 4 - around **defining management competencies**.
- Putting a more formal process in place will enable managers to have complete clarity about their specific management responsibilities, and people will understand what particular skills and behaviours managers should be demonstrating on a day-to-day basis.
- I include a matrix style approach to defining management skills, which you might like to consider. Of course, you may want to populate the matrix with your own knowledge, skills and behaviours probably using a learning session to do so. You then need to publish this competency matrix to all staff and talk them through it so everyone is absolutely clear about how management competencies work. I know of several companies that have used this matrix style of displaying management skills in recruitment interviews, Inductions and management appraisals.

	<b>Knowledge</b>	<b>Skills</b>	<b>Behaviours</b>
<b>Lead</b>	<u>Business Needs/Plan</u> <u>Section role within business plan</u> <u>Job role understanding and knowledge</u>	<u>Communication</u> <u>Leadership skills</u> <u>Communicating and informing skills</u>	<u>Listen</u> <u>Explain clearly</u> <u>Share</u> <u>Set an example/role model</u>
<b>Manage</b>	<u>Familiarity of characters/colleagues</u> <u>Appreciation of job role</u>	<u>Prioritise</u> <u>Delegate/co-ordinate</u> <u>Monitor</u> <u>Manage performance</u>	<u>Encourage and support</u> <u>Praise and value contributions</u> <u>Be approachable/open</u> <u>Encourage involvement and ownership</u>
<b>Develop</b>	<u>Understand people's development needs</u> <u>Recognising relevant training opportunities for individuals/teams</u>	<u>Coaching</u> <u>Appraising</u> <u>Objective setting</u> <u>Disciplining</u> <u>Motivating</u>	<u>Understand and manage expectations and aspirations</u> <u>Encourage decision-making/responsibilities for individuals</u> <u>Understand succession planning</u>

- You all get an enormous buzz out of achieving lots of awards. I know you are currently attempting to go for some local business awards to highlight the strength of your training. Think about the possibility of going for National Training Awards (NTA's). The actual process is really good. You are assigned a mentor and they support your application. You submit the applications in May time, and should you not be successful you get detailed feedback on your entry and support to re-enter the following year. This will give you a really good measure of how well your training performs against other day Care Centres. Also individuals can enter, as can teams as well as the whole organisation. [www.nationaltrainingawards.com](http://www.nationaltrainingawards.com)
- Additionally, you may like to think about the South East Hampshire Business Awards [www.thebusinessawards.co](http://www.thebusinessawards.co) or [businessawards@seeda.co.uk](mailto:businessawards@seeda.co.uk) sponsored by SEEDA which are exceptionally good awards and there are several categories you may be interested in, particularly those of;

**Excellence in Skills & Development Award.** Open to organisations which demonstrate commitment to the learning and development of the workforce, and where appropriate, the supply chain. Organisations should prioritise the pursuit of business excellence through the knowledge and skills of their staff. Successful organisations in this category will demonstrate a strategic commitment to learning throughout the organisation, recognizing the importance of the continual development of staff skills.

**Sustainable Business - Workplace and Community Award;** Intended for companies/organisations which can demonstrate commitment to the community in which they operate, for example through initiatives which promote community development, staff volunteering or community access to facilities. This Award will recognise a company's Corporate responsibility and contribution within their community and can include the reinvestment, support, maintenance, or development of a project or initiative which benefits the local community.

- We also talked about the feasibility of setting yourselves up as a training establishment, where you can offer both business and training mentoring services to start up Nurseries and Day Care Centres or those experiencing some problems, either alongside the local LEA or to private nurseries and day care facilities. It would enable you to share your very good mentoring skills and put them to good use in the community, and bring in some much needed revenue. You can enquire about being a training provider to the local LEA or to the Learning and Skills Councils (LSC) or South East England Development Agency (SEEDA), and contact all of them through their web sites.
- If you decide to go forward for your future IIP review in 3 years time, those involved will encounter a different version of the IIP Standard. For you to make the move towards utilising the strengths of the **IIP Profiling Standard** to start with you need to get a copy of the Profile Standard and this is available from TSO books (web address below). Profiling is a focused internal development tool as well as a benchmark IIP standard and will help you focus on Continual Professional Development.
- We talked about how you and your managers could strengthen the delivery of good practice and they could be more empowered. Consider looking at the Investors in People Leadership and Management Standard and there is an excellent book available on the IIP website called: The Leadership and Management Handbook which costs £8.50 from [www.investorsinpeople.co.uk](http://www.investorsinpeople.co.uk)
- To help the people to familiarise themselves with any changes made to the IIP Standard there are a number of supportive books/sessions/presentations for you to buy or attend.
  - Consider going on to the IIP website to get yourselves a copy of the latest IIP standard (Please note there are some new areas of the standard that are being introduced in 2007) – [www.investorsinpeople.co.uk](http://www.investorsinpeople.co.uk) is the perfect place to start. The books are £8.50 each and can be bought with a credit card (or an account) through TSO books.
  - QSE (the Quality Centre for IIP in the area) has a number of learning sessions directly aimed at schools – [www.qse.org.uk](http://www.qse.org.uk) – click on “Events” – These sessions are about £50 per half day.
  - You can access IIP support from a local consultant who you can source through [www.traintogainse.co.uk](http://www.traintogainse.co.uk) – which will cost you a small fee of around £200 to £300 per half day.

**Does the Standard continue to be met?  Yes**

Assuming that the Standard continues to be met, recognition as an Investor in People is awarded subject to ongoing review.

You should discuss the exact timing of the next Post-Recognition Review with Quality South East (or your Investors in People Adviser if appropriate). The maximum period between reviews is three years. However, most organisations choose to have a more frequent review because of the greater benefit to the organisation.

### Interview Information

This information will help your Assessor select a good cross section of people for interview. Please remember to include all your employees plus people who may not be conventional employees (volunteers, associates, home-workers, governors, board members or temporary staff).

	Name	M or F	Job Role	Name of Line Manager	Job Role of Line Manager	Service	Full or Part Time	Job Change in last year?	E'ee Rep or TU Rep ?	Location	Comment
1	<a href="#">Bryn Strudwick</a>	<a href="#">M</a>	<a href="#">Company Sec</a>								
2	<a href="#">Karen Strudwick</a>	<a href="#">F</a>	<a href="#">Company Director</a>			<a href="#">18 years</a>	<a href="#">Pt</a>			<a href="#">Pinewood Village Hall</a>	
3	<a href="#">Pat Lobb</a>	<a href="#">F</a>	<a href="#">Deputy Manager &amp; SENCO</a>	<a href="#">Karen Strudwick</a>	<a href="#">Company Director</a>	<a href="#">16 years</a>	<a href="#">Pt</a>			<a href="#">Pinewood Village Hall</a>	
4	<a href="#">Hayley Barnett</a>	<a href="#">F</a>	<a href="#">Early years practitioner</a>	<a href="#">Karen Strudwick</a>	<a href="#">Company Director</a>	<a href="#">14 years</a>	<a href="#">Pt</a>			<a href="#">Pinewood Village Hall</a>	
5	<a href="#">Vicky Ekins</a>	<a href="#">F</a>	<a href="#">Assistant Early years practitioner</a>	<a href="#">Karen Strudwick</a>	<a href="#">Company Director</a>	<a href="#">3 months</a>	<a href="#">Pt</a>			<a href="#">Pinewood Village Hall</a>	
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STREAMLINED REVIEW AGAINST THE INVESTORS IN PEOPLE STANDARD

	Name	M or F	Job Role	Name of Line Manager	Job Role of Line Manager	Service	Full or Part Time	Job Change in last year?	E'ee Rep or TU Rep ?	Location	Comment
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STREAMLINED REVIEW AGAINST THE INVESTORS IN PEOPLE STANDARD

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	Name	M or F	Job Role	Name of Line Manager	Job Role of Line Manager	Service	Full or Part Time	Job Change in last year?	E'ee Rep or TU Rep ?	Location	Comment
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49											

## Data Protection Act 1998

The information collected in this form is used by Quality South East on behalf of Investors in People UK in order to process your application for review.

This includes sharing the list of employees that you send to us with our Assessors who will create a sample list of those individuals whom they would like to interview as part of the review process. This sample list will then be shared with you.

From time to time we may also share this information with Investors in People UK as part of their quality control checks. We do not use this information to carry out any direct marketing to employees.

Please could you share this information with your employees about how we intend to use their data.

As Trade Union details are deemed personal data, please only include details of any Trade Union Representatives if you have obtained their explicit consent. By including such details in this form, you are providing us with a warranty that such representatives have consented to the use of data as set out in the application for review form.

You will be responsible for ensuring that you have provided any necessary notifications to or obtained any necessary consents from your employees under the Data Protection Act 1998 in order to allow your organisation to share the list of employees with us.”