



News

# HOORAY FOR MAY!

**Welcome to our May newsletter!**

We can't believe another month has come and gone! We hope you've been able to enjoy the lovely weather we've had over the course of May, and taken some time to relax over the bank holidays.

Our issue this month includes, as always, some important updates, a highlight on National Week of Play, and a super special Celebration Corner!

As always, please feel free to get in touch with us if you have any achievements, work you'd like to share, or an apprentice who goes above and beyond that you'd like to shout out... we're all ears and would love to feature them next time.

**Enjoy reading and see you next month!**

**SUZIE'S AMAZING SALTED CARAMEL COOKIES THAT SHE KINDLY BROUGHT TO LAST MONTH'S TEAM MEETING!**



*In this issue...*

-  **NEWSBOARD**  
(WITH IMPORTANT UPDATES)
-  **NATIONAL WEEK OF PLAY SPOTLIGHT**
-  **CELEBRATION CORNER**



*The  
CHTA  
Team  
x*

# Newsboard



## PREVENT UPDATE



- Just a reminder that at the end of last month, the UK's national threat level changed from **Substantial** to **Severe**, following the Golders Green attack on 27<sup>th</sup> April.
- **This means that an attack is likely in the next six months.**
- It is of utmost importance that all early years staff refamiliarise themselves with Prevent procedures, report any concerns to their Designated Safeguarding Officer, and remain informed and aware of the ongoing risks.

## REMINDERS & UPDATES

### END POINT ASSESSMENTS AND OFF-THE-JOB HOURS

When a learner has completed the contents of their learning plan and their gateway review meeting has taken place, they haven't yet achieved their apprenticeship and will still require off the job hours to support their revision for their end point assessments so they are fully prepared for these.

### LEARNERS OFF-THE-JOB HOURS

In line with apprenticeship funding rules, the learner's training plan and written agreement, apprentices must complete their off-the-job training hours within their contracted working hours each week.

It is the employer's responsibility to decide how and when the required 6 hours of off-the-job training will be provided within staffing arrangements (remember, Functional Skills off the job hours are on top of the 6 hours). Where these hours cannot be provided in a particular week, they should be carried forward and completed at another agreed time. Please note that break times do not count towards off-the-job training hours.

If a learner falls significantly behind with their off-the-job training hours, learning plan, or progress towards their apprenticeship standard, they may be placed on an action plan to help support and improve their progress.

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## REMINDERS & UPDATES CONT.

### QUALITY OF EDUCATION

### SUGGESTIONS & PROGRESS

**Thank you again to all those that joined us for the quality of education meeting last month.** We have now actioned a number of the suggestions employers noted on the feedback forms on the day. We have also included these in our quality improvement plans so we can review these throughout the year to measure the impact they have had.

#### • PROFESSIONAL PRACTICE

You suggested that you feel learners would benefit from more elements in their learning plan to focus directly on the importance of professional practice - mainly when a learner is starting off on their apprenticeship journey, which also may be their first full time employment role.

Professional practice is intertwined throughout all three apprenticeship levels we deliver as well as their inductions they receive with you as the employer.

In our last team meeting, we spent time together analysing how we could develop our current delivery models to enhance the professional practice elements further, starting off with the level 2 apprenticeship programme. During their first day of learning, and their first month's assignment, level 2 learners complete tasks relating to their roles and responsibilities as an early year's practitioner. We have enhanced both these elements further.

On day 1, learners will now work with their tutor to build a physical 'professional early years practitioner'. This will be a visual image of a practitioner and the learner will discuss with their tutor the main elements they feel make a good practitioner, this will link directly to their roles and responsibilities and as they move through the levels we will expect to see more leadership responsibilities discussed.

In their month one task, we have added a new element where each learner will need to detail a particular room's daily routine within their setting and annotate their role and responsibilities within this routine as well as policies related to this.

We want to ensure that the additional professional practice elements we build into our current curriculum builds progressively from level 2, 3 to 5 learners, as we often get learners that will move through the levels with us.

# Newsboard

## REMINDERS & UPDATES CONT.

### QUALITY OF EDUCATION

### SUGGESTIONS & PROGRESS

#### • PROFESSIONAL PRACTICE CONT.

As learners progress to level 5, we are focusing on a pyramid of professional practice building from the foundation up, from starting your first employment role, to taking on more responsibility as you gain experience and qualifications leading to Avril Brock's 7 dimensions pyramid.

We're confident that this added element into the learners apprenticeships along with the inductions, coaching and mentoring that they receive in the nursery will promote professional practice from day one.

#### • CURRENT DELIVERY MODELS

You suggested some of the modules within the learning plans may be placed better at different intervals throughout the apprenticeships.

Again we have analysed these in our team meeting and adjusted those accordingly, where appropriate. The delivery models are built progressively through level 2, 3 and 5 and they also build on a foundation of compliance and legislation before focusing on the quality of education.

#### SUPPORTING LEARNERS TO MEET THEIR LEARNING PLAN DEADLINES

As the learner's employer, your support throughout their learning journey is essential in helping them stay on track with the deadlines and expectations set out in their learning plan.

Unless alternative arrangements have been agreed due to annual leave for either the tutor or learner, all monthly work, including CPD logs, must be submitted by the third Friday of each month to ensure consistent progress is maintained.

As working professionals, learners are expected to take responsibility for managing their workload and meeting agreed deadlines. Completing work on time helps learners progress more effectively through their qualification, enabling them to achieve and qualify sooner.

By working collaboratively with the learner and tutor to support progress, employers also benefit in the longer term through improved staffing development, stronger progression opportunities within teams, and enhanced learning and development opportunities for the children in their care so thank you for supporting us with ensuring deadlines are met consistently.

# WEST YORKSHIRE APPRENTICESHIP AWARDS

14<sup>TH</sup> MAY



The team had a brilliant night out at the West Yorkshire Apprenticeship Awards.

Unfortunately we didn't take home the award but we were so grateful to have been nominated and here's to next time....



SUZIE PRACTISING HER SPEECH FOR NEXT YEAR 😊

## GUISELEY DAY NURSERY

We're so pleased to announce that we are now partnered with Guiseley Day Nursery!

We can't wait to get to know you and your team more closely! 😊

## NEW LEVEL 5 COHORT - STARTING JUNE

Our next group of Level 5 learners are beginning in mid-June. If you have completed your Level 3 (with us or another provider), or know a Level 3 member of staff who might be interested, we are still enrolling for this cohort.



Just drop us an email if you are interested! 😊

# NATIONAL WEEK OF PLAY

W/B 29<sup>TH</sup> JUNE 2026

With National Week of Play coming up at the end of June, we'd like to put the spotlight on the importance of play, the theorists that support it, and give some ideas for how to mark the occasion in your setting.



## JEAN PIAGET

Jean Piaget believed children learn best through active exploration. His theory reminds us that children build knowledge by experimenting and engaging with the world around them.

**In practice:**  
Provide open-ended resources such as blocks, loose parts, sand, water, and role-play opportunities that encourage children to problem-solve independently.

## MARIA MONTESSORI

Maria Montessori emphasised independence, hands-on learning, and carefully prepared environments. She believed play and purposeful activity help children develop concentration, confidence, and self-discipline.

**In practice:**  
Create calm, accessible spaces where children can choose activities freely and develop autonomy through real-life experiences.



## LEV VYGOTSKY

Lev Vygotsky highlighted the importance of social interaction in learning. Through imaginative play and collaboration, children develop communication, thinking skills, and understanding.

**In practice:**  
Support role play, storytelling, and group activities where children can learn from adults and peers.

## QUESTIONS TO THINK ABOUT

- Do children in your setting have enough uninterrupted time to play?
- How often is play truly child-led?
- Are all children able to access meaningful play opportunities?
- How can adults support play without taking over?



## WHY NOT TRY...

- Host a "Messy Play Day"
- Hold a teddy bears' picnic
- Invite families to join a stay-and-play session
- Set up a den-building challenge
- Create a child-led play day where children choose all activities

# CELEBRATION CORNER



**LAURA**

What a month for our lovely apprentice Laura who has passed her Level 3 qualification! We're so proud of you!

Level 2 Apprentice Maisie has also passed her qualification this month. Well done Maisie, you've done so well!



**MAISIE**



**GRACIE**

We wanted to give an extra special shoutout to Level 3 Apprentice Gracie, who passed her qualification with a **DISTINCTION** this month. Gracie has shown true commitment throughout her course, always pushing herself to achieve her best and doing it all with a smile. Gracie we are all so proud of you!

Thanks for reading! ❤️