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COURSE BROCHURE

Early Years Room Leadership and Childcare Training Course

15 – 26 March 2027
Barcelona

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Registered in the United Kingdom and Saudi Arabia

Early Years Room Leadership and Childcare Training Course

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Early Years Room Leadership and Childcare is a 2-week training course for nursery room leaders and senior early years practitioners who want to lead a room with confidence and produce a Room Practice Portfolio. Families, inspectors and employers now expect each room to show how observation, safeguarding and play shape every child's progress. The course is delivered by Jupiter Prime Training as an applied route into room leadership.

Why Early Years Room Leadership and Childcare Matters Now

Three forces shape early years rooms today: a growing evidence base on brain development in the first five years, parents who ask for clear records of their child's learning, and staff turnover that leaves rooms led by recently qualified practitioners. A room that is led well keeps key person relationships stable, spots developmental concerns early and records safeguarding worries before they escalate. A room that drifts loses staff, misses referrals and weakens trust with families. The course rests on established models such as the key person approach, schematic play theory and the plan-do-review cycle, described in general terms.

Who Gains Most from Early Years Room Leadership and Childcare

- Practitioners responsible for running a baby, toddler or preschool room day to day
- Deputies who cover room rotas, ratios and key person allocation
- Practitioners who hold the designated safeguarding role for a room or site
- Staff who lead observation, assessment and next-step planning for a group of children
- Practitioners who mentor apprentices and newly qualified colleagues in the room

Nursery groups, hospital and workplace crèches and school-based early years units gain most when two or three room leaders attend together and agree a shared approach to observation and supervision.

Early Years Room Leadership and Childcare Capabilities

Participants leave able to connect what they see a child do with what the room does next, and to lead colleagues through that cycle.

- Assess each child's progress against developmental milestones — key person conversations with parents
- Design an enabling environment with continuous provision — weekly room planning
- Apply safeguarding procedures to record and escalate concerns — the designated safeguarding lead
- Build a key person system and settling-in plan — families and new starters
- Communicate supervision feedback and coaching to practitioners — staff retention and quality
- Weigh ratios, routines and risk assessments — the setting manager's daily deployment

Key Early Years Room Leadership and Childcare Terms

- Key person — the named practitioner who builds a close bond with a child and acts as the main link with the family.
- Schema — a repeated pattern of play, such as transporting or enclosing, that reveals how a young child is exploring ideas.
- Continuous provision — resources that stay available every session so children can return to and extend their own play.
- Learning journey — a record of observations, photographs and next steps showing one child's progress over time.
- Designated safeguarding lead — the person who receives child protection concerns and decides whether to refer them onward.
- Sustained shared thinking — an exchange in which adult and child work together to solve a problem or extend an idea.

Early Years Room Leadership and Childcare Day by Day

Day 1: The Room Leader in Context

- Room Leader Role Profile — Boundaries Between Practitioner and Manager
- Forces Shaping Early Childhood Services — Priorities for the Room
- Stakeholder Map of Families and Agencies — Who the Room Serves
- Room Self-Evaluation Grid — Strengths and Gaps to Address First
- Professional Values in Childcare — Expectations for Practitioner Conduct

Day 2: Child Development Foundations

- Developmental Milestones from Birth to Five — Expected Progress Benchmarks
- Attachment Theory and Secure Bases — Settling and Transition Choices
- Brain Development and Early Experiences — Interaction Priorities in the Room
- Language Acquisition Stages — Communication Support for Each Age Group
- Physical and Sensory Development — Equipment and Movement Opportunities

Day 3: Safeguarding and Child Protection

- Signs and Indicators of Harm — When a Concern Is Recorded
- Concern Recording and Chronology — Evidence for the Safeguarding Lead
- Escalation and Referral Pathways — Timely Action on Disclosures
- Safer Recruitment and Staff Conduct Checks — Protecting Children from Adults
- Intimate Care and Mobile Device Rules — Room Routines That Protect Children

Day 4: Health, Wellbeing and Safe Routines

- Room Risk Assessment Template — Daily Checks and Hazard Controls
- Nutrition, Mealtimes and Allergy Records — Safe Food Handling Decisions
- Sleep and Rest Routines — Safe Sleep Arrangements for Infants
- Infection Control and Exclusion Periods — Illness Decisions with Parents
- Emotional Wellbeing Check-Ins — Responses to Distress and Withdrawal

Day 5: Play-Based Learning

- Schematic Play Patterns — Resource Choices That Extend Interests
- Heuristic Play and Treasure Baskets — Provision for Babies and Toddlers
- Outdoor and Risky Play Benefit Assessment — Challenge Versus Safety
- Sustained Shared Thinking Techniques — Quality of Adult Interaction
- Role of the Adult in Child-Led Play — When to Step In or Back

Day 6: Observation and Assessment

- Narrative, Time-Sample and Tracking Observations — Choosing the Right Method
- Learning Journey Records — Evidence of Individual Progress
- Progress Check Summaries — Information Shared with Families
- Early Identification of Additional Needs — Referral to Specialist Support
- Moderation of Judgements Across Practitioners — Consistent Assessment

Day 7: Planning the Enabling Environment

- Plan-Do-Review Cycle — Next Steps from Observation Evidence
- Continuous and Enhanced Provision Map — Weekly Resource Rotation
- In-the-Moment Planning — Responding to Spontaneous Interests
- Inclusive Room Layout and Adaptations — Access for Every Child
- Transition Plans Between Rooms and to School — Continuity for Families

Day 8: Leading the Early Years Team

- Situational Leadership for Room Leaders — Style Matched to Practitioner Readiness
- Staff Deployment and Ratio Planning — Cover Across the Day
- Reflective Supervision Sessions — Practitioner Wellbeing and Practice Quality
- Coaching Conversations with Apprentices — Development Targets and Feedback
- Handling Underperformance and Conflict — Fair Action in a Small Team

Day 9: Partnership with Parents and Professionals

- Key Person Approach and Settling-In Plans — Trust with New Families
- Difficult Conversations with Parents — Sharing Developmental Concerns
- Multi-Agency Meetings — Contributions from the Room Leader
- Home Learning Packs and Family Sessions — Extending Learning at Home
- Complaint Handling Records — Lessons Fed Back into Room Practice

Day 10: Practising the Room Practice Portfolio

- Case Study Child Observation Set — Applying Assessment Methods from Day 6
- Safeguarding Scenario Walk-Through — Applying Referral Steps from Day 3
- Room Environment Audit — Applying Provision Mapping from Day 7
- Supervision Role-Play with Peer Feedback — Applying Team Leadership from Day 8
- Room Practice Portfolio Assembly — Evidence Ready for the Setting Manager

Applying Early Years Room Leadership and Childcare After the Course

- Lead a moderation session in which the room team compares three observations and agrees next steps using the plan-do-review cycle.
- Run one reflective supervision meeting with each practitioner and record agreed development targets alongside a refreshed room risk assessment.

Early Years Room Leadership and Childcare Questions FAQ

What is early years room leadership and childcare, and why does it matter now?

It is the practice of leading a nursery room so that care, safeguarding and play-based learning work as one system. It matters now because families expect clear evidence of progress and rooms are often led by recently promoted practitioners.

Which roles gain most from early years room leadership and childcare training?

Room leaders, deputies and senior practitioners gain most. Anyone who allocates key children, plans the weekly environment, records safeguarding concerns or supervises apprentices will use the methods straight away in a nursery, crèche or school-based unit.

How does early years room leadership and childcare differ from a general management course?

It is built around children aged birth to five rather than adult teams alone. General management courses cover budgets and strategy; this one links child development, observation and safeguarding to leading a small team of practitioners.

What do you bring back from early years room leadership and childcare training?

You bring back a portfolio of observations, an environment audit, a safeguarding walk-through and supervision notes. It gives your setting manager evidence of how your room runs and a plan for the next term.

Early Years Room Leadership and Childcare: The Way Forward

The Room Practice Portfolio first informs how key children are allocated and which provision changes come next. Room leaders use it with deputies and the setting manager during supervision and planning meetings. After its first use, the perspective worth revisiting is the balance between adult-led routines and child-led play, as new observations show where each child's interests are heading.