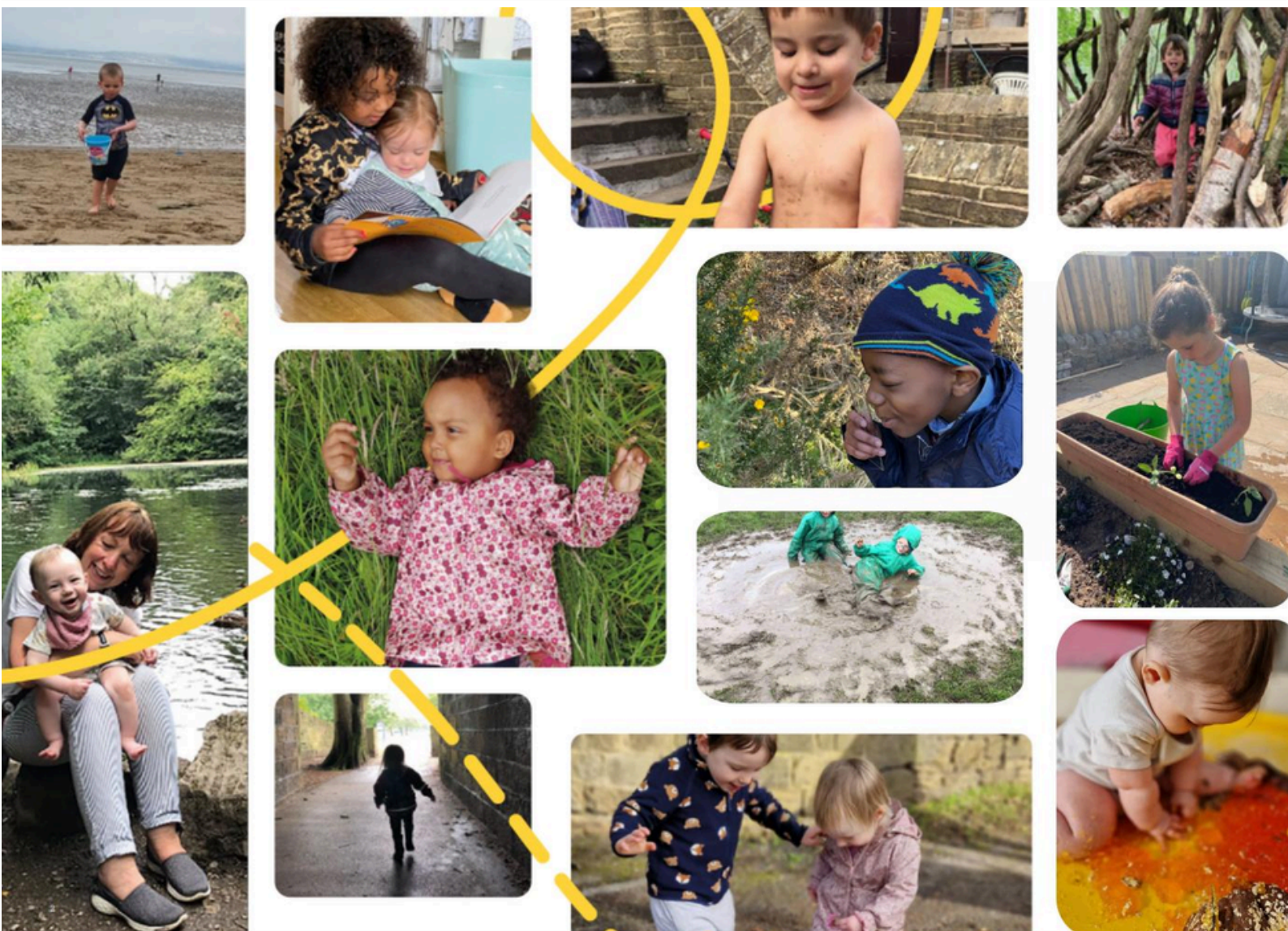




Early Years Stronger Practice Advisor: Childminder Settings



St Edmund's Early Years Stronger Practice Hub

St Edmund's Early Years Stronger Practice Hub is one of a number of Early Years Stronger Practice Hubs (EYSPH) designated by the Department for Education (DfE) across England. Based at St Edmund's Nursery School and Children's Centre in Girdlington, Bradford, our hub currently works across the following local authorities: **Bradford, Calderdale, Kirklees and Leeds.**

EYSPH help early years settings to adopt evidence-informed practice and build trusted networks for sharing effective practice. There are 36 Early Years Stronger Practice Hubs in England.

The hubs are strong providers of early years education with sound expertise and knowledge of the evidence base on what works to support child outcomes—trusted local experts that other early years providers can look to for advice and support. We currently achieve this by:

- **Establishing local networks** of settings to share knowledge and effective practice. **Proactively sharing information and advice** on evidence-based approaches, for example, through newsletters, blogs, events and social media.
- **Acting as a point of contact** for bespoke advice, and signposting to other funded support.
- **Working with Ambition Institute** to select evidence-based programmes to fund and make available to settings

Every child deserves the best start in life. The earliest years shape future learning, wellbeing, and success. Through the Best Start in Life Strategy, the Department for Education (DfE) is driving higher standards and quality in early education so that every child can thrive.

The Early Years Stronger Practice Advisor (EYSPA) Programme is a new iteration of the previous Experts and Mentors programme, which focused on developing the skills of early years professionals to reduce the effects of the Covid-19 pandemic on children's development. An independent evaluation found:

- A positive, statistically significant impact on practitioners' confidence in supporting children's personal, social, and emotional development.
- Strong evidence that the programme had a positive impact on practitioners' confidence in supporting children's communication and language development.

The EYSPA programme will build on these foundations by delivering targeted support to eligible childminders and group based settings to boost children's development, improve outcomes and narrow the disadvantage gap, delivered via the [Early Years Stronger Practice Hubs](#) (EYSPH). When a setting is identified by Ofsted as needing to improve, an EY Stronger Practice Advisor will be able to offer coaching and guidance using their expertise and experience to address issues quickly and effectively. Settings with high numbers of children on roll eligible for Early Years Pupil Premium (EYPP), the Early Learning for 2 year olds offer and with SEND will also qualify for support.

Advisor – Responsibilities

As an Advisor, you may be responsible for:

- Attending initial face-to-face training ahead of delivering support to settings.
- Attending any additional training offered by the training partner during the programme, based on need or department policy changes. It is likely this additional training will be virtual.
- Based on the settings diagnostic report, plan and deliver specific support relevant to your assigned settings and cluster. This will include making initial contact, building trusting relationships with childminders quickly and leading reflective conversations to identify strengths and areas for development at an individual setting and cluster level.
- Provide bespoke, targeted support to childminders to improve practice, build professional confidence, and support continuous improvement across the settings through coaching, modelling best practice and providing opportunities for reflection. As you will be supporting a cluster, this is likely to be done virtually.
- Support settings in how to select, adapt, and embed evidence-informed approaches and interventions.
- Signpost childminders to further support, such as other EY Stronger Practice Hub offers or the Early years Child Development training.
- Provide advice for supporting children with Special Educational Needs and Disabilities (SEND) or English as an Additional Language (EAL).
- Provide all your supported settings with an individualised clear action plan that allows the setting to continue making sustainable and effective improvements once support has concluded.
- Maintain records of time spent with settings and your cluster, activities undertaken for grant management purposes and identifiable impacts of the support provided at the end of the term, such as changes in leadership confidence, ability to embed evidence-based practice or evidence of improved quality of provision.
- Work alongside the EYSPA Lead within your local EYSPH, highlighting any concerns regarding a setting or their involvement in the programme.
- Support identification of training offers that would further support yourself or others in their Advisor role.
- Take part in feedback surveys to support continuous improvement of the EYSPA programme.

Advisor – person specification

Essential Experience and Qualifications:

- Have at least **three years experience** as a childminder or in a childminder setting and **currently** be working in an early years setting that is Ofsted rated 'good' or 'outstanding' (or expected standard and above in all areas under the new Ofsted Inspection framework) and include working with children across the age range of 0–4. This should include some leadership experience. Ideally you will be working in a childminder setting but we will accept applications from those currently working in a group-based setting if the person holds recent childminder experience.
- We will also accept applications from staff **currently** working in early years roles within Local Authorities (LAs).
- Experience of providing external support beyond their home early years setting, for example to other childminders as part of a local authority network or to settings through EY Stronger Practice Hubs or Family Hubs. This may include offering professional guidance to early years educators/childminders, delivering training or workshops, supporting staff during inspections, modelling best practice in child development and safeguarding.
- Applicants should have experience in mentoring or coaching other childminders, assistants or early years educators in professional development, and modelling best practice in childcare settings.
- A thorough and up-to-date understanding of the Early Years Foundation Stage and child development, to include:
 - The prime and specific areas of learning, safeguarding requirements, and assessment expectations.
 - Knowledge of child development milestones to inform planning, observation, and assessment, ensuring that provision is inclusive.
 - Understanding of the impact of early experiences on long-term outcomes.

Desirable Experience:

- Experience of leading on strategies to address gaps in learning and development, which could include:
 - Supporting children with delays in areas such as speech and language or physical development, through collaboration with specialist teams such as speech and language therapists.
 - Implementing strategies to improve early development.
 - Using data from observations and assessments to identify trends and gaps and developing action plans to address these.
 - Collaboration with others to embed inclusive practices, ensuring children with SEND or those from disadvantaged backgrounds receive tailored support.
 - Delivery of coaching to improve educators' confidence and consistency in closing gaps.
- Use of evidence-informed practice to support settings to guide change.

- Has experience of specific areas of interest or expertise that can be applied in their support offer such as:
 - Working with children with SEND
 - Working with children with EAL
 - Inclusion
 - Safeguarding
 - Leadership and Quality improvement
- Other relevant early years, child development, or coaching qualifications.

Given the focus of this programme is on providing peer-to-peer and setting-to-setting support, we intend to focus first on applications from registered Childminders and will then consider applications from LAs.

Time required for the role

- You will be required to complete up to three days of face-to-face training to prepare you for the EYSPA role. In addition, you will be required to complete ad-hoc training throughout the programme when required. This training will likely be virtual.
- For the childminder offer, you must be available for 6 days per term.
- You will support one cluster per term made up of 4 childminders. Included in this are 4 days for working directly with the Childminders, and two additional days for working with the hub or planning. However, if you wish to use some assigned planning time to offer additional support to the cluster, this can be done at the EYSPAs discretion given it is logged accordingly.

Training for the role

The DfE has appointed White Rose Education to provide training to all Advisors, before delivering support from January 2027.

The training will involve attending up to 3 days of face-to-face training, as set out by the training partner. This training will take place between September and December 2026. Details on dates and times of this training will be shared with you at the interview stage. Attending this training will be mandatory for all Advisors and they won't be matched to settings for support until they have completed it.

The White Rose Education will also provide further training opportunities throughout the programme.

Other details

- The department is providing funding of **£400** per day for a Childminder Advisor, and this includes any travel and subsistence costs incurred. Payment will be made to the setting you work in, in the form of a Section 14 grant. This funding is to release applicants from their setting to take part in the role. Successful applicants who are invited to our training event will also be reimbursed for this.

- Successful applicants must be available to attend training between September and December 2026 and start supporting settings from **January 2027**.
- As part of due diligence checks successful applicants will be appointed following visits to their own setting to be held in September at a mutually convenient time.

Application Instructions:

Please download an expression of interest form then send us:

- Completed expression of interest form
- Copy of your CV
- Covering letter (optional)

Please ensure you demonstrate how your experience, knowledge and skills align to the role and the organisation. Please title each document with your name and application submission date and send your completed application to: abigail.traynor@stedmundsbradford.org.uk

If you need to speak to the Department for Education, please email:

EYSPA.programme@education.gov.uk

Closing Date: midday, 9th September

Safeguarding:

We are committed to safeguarding and promoting the welfare of children. Any appointment made will be subject to references and a full and enhanced safeguarding and DBS check.

Please be aware that Keeping Children Safe In Education (2025) requires schools to undertake online searches as part of their shortlisting and due diligence process. If shortlisted for a role an appropriate online search will be undertaken on your name(s). All information will be treated as confidential and will only be used in relation to the post for which you have applied.

Eligibility:

You must be eligible to work in the UK for the duration of your employment. Information is available at <http://www.ukba.homeoffice.gov.uk/>

Equal Opportunities:

We are committed to ensuring all candidates have equal access to our recruitment and selection procedures. If you have a disability, impairment or long-term health condition that may affect your ability to submit an application, or if you need any adjustments to attend an interview, participate in the selection process, or carry out the job, please email

abigail.traynor@stedmundsbradford.org.uk

This will enable us to make reasonable adjustments to support you. Any information provided will be treated confidentially and will not inform any part of the recruitment and selection process.