



Newsletter for Early Years and Childcare providers

May 2017

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Congratulations to:

**Dawn till Dusk Ltd at Greenfield Lower School on their
Outstanding Ofsted inspection**

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Nursery Education Funding – Local Agreement.

All providers in receipt of Nursery Education Funding (NEF) from Central Bedfordshire are accountable for understanding and operating within the terms and condition of the Central Bedfordshire Local Agreement.

By participating in the free early education scheme, providers are agreeing to the full terms and conditions of this scheme.

Central Bedfordshire Local Agreement has been developed to deliver on the government's commitments and requirements, while ensuring it is tailored to meet the needs of children accessing free nursery education within Central Bedfordshire.

(Attachment 1.)

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Operational Guidance DfE

The purpose of this guidance is to help local authorities and providers understand in more detail the Department of Education's expectations about how the free entitlements should be delivered.

(Attachment 2.)

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30 Hour poster

30 Hour Clarification on lunch and consumables.

Local authorities should:

Ensure that providers are aware that they can charge for meals and snacks as part of a free entitlement place and that they can also charge for consumables such as nappies or sun cream and for services such as trips and yoga.



These charges must be voluntary for the parent. Where parents are unable or unwilling to pay for meals and consumables, providers who choose to offer the free entitlements are responsible for setting their own policy on how to respond, with options including waiving or reducing the cost of meals and snacks, or allowing parents to supply their own meals.

Government funding is intended to deliver 15 or 30 hours a week of free, high quality, flexible childcare. It is not intended to cover the costs of meals, other consumables, additional hours or optional activities. Providers can charge for meals and snacks, consumables and optional activities as part of the free entitlement delivery, as long as parents are not required to pay as a condition of taking up their child's free entitlement place. Where parents choose to purchase additional hours of provision or optional activities, this is a private matter between the provider and the parent.

Lunch

Children should be able to take up their free hours as part of continuous provision and providers should avoid artificial breaks in the day wherever possible. For example, the lunch time hour/session should form part of the free provision where the child is attending a morning and afternoon session. Providers may wish to offer additional hours around the free provision hours.

Providers can charge for meals and snacks as part of their delivery of the free entitlement as long as parents are not required to pay as a condition of taking up their child's free entitlement place. Providers may give parents other options including waiving or reducing the cost of meals and snacks, or allowing parents to bring in a packed lunch.

Ensure that providers are completely transparent about any additional charges, for example, for those parents opting to purchase additional hours or additional services.

Ensure that providers do not:

Charge parents "top-up" fees (the difference between a provider's usual fee and the funding they receive from the local authority to deliver free places).

(Attachment 3 and 3A.)



Are children adequately supervised in your setting?

According to the Statutory Framework of the Early Years Foundation Stage 2017

3.28 Staff : child ratios – all providers including childminders.

Staffing arrangements must meet the needs of all children and ensure their safety. Providers must ensure that children are adequately supervised and decide how to deploy staff to ensure children's needs are met. Providers must inform parents and/or carers about staff deployment, and, when relevant and practical, aim to *involve them in these decisions*. *Children must usually be within sight and hearing of staff and always within sight or hearing.*

We interpret this as

- Staff must generally be able to see and hear the children
- Where this is not the case, staff must be able to hear the children clearly or children must be in plain sight of staff - no obstructions e.g. high storage/shelving units.
- This should be based on the adult:child ratio as stipulated in the EYFS 2017

Please note that ratios are within the individual room space, not the whole building.

Deployment of staff is the responsibility of the manager or leadership team to ensure the safety of children is met at all times. Staff should not be put in a position where they are working alone with children, without appropriate measures in place to safeguard the children and themselves.

Childminding assistants must not be left alone with children for more than 2 hours a day.



Physical Play

Children show a desire to move and explore from very early on in life. Babies try to pull themselves up while two year olds love climbing.

In settings physical play is planned for and is essential for children's development.

Physical play should encourage children to move in a variety of ways. Their heart is then strengthened, and exercise such as running supports healthy bone development. Children who are not physically active can struggle with sitting still as sitting requires good muscle control.

Physical play can set children's body clocks and aid sleep.

Physical play supports with spatial awareness, judgement of speed and of distance.

Co-ordination is supported with throwing activities and balancing activities.

Confidence grows during physical play – children love to show you what they can do.

Perseverance is learnt through skills such as riding a bike, throwing a ball and catching.

Children bring in imaginative play such as riding a horse. Props are used to enhance the play.

When children play together social development is encouraged. They learn to take turns and share.

Encourage parents to take their children to the park or playground.

Expensive toys are not necessary – a ball, a wheeled toy or large boxes to climb into are great.

Praise and encourage achievements.

Lead by example.

Link to interesting fact sheets:

www.gov.uk/government/publications/uk-physical-activity-guidelines

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Specialist training courses.

(Attachment 4.)

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Qualification checker link.....

Please find the link to the qualification checker on the DFE website

<https://www.education.gov.uk/eypqd/>

It has a wealth of information about what makes a qualification full and relevant.

At the bottom of this page there is a search tool. If you click on this and in the section qualification before September 2014 you will find the search box.

You can simply click on the level and it will bring up all the various qualifications and will highlight whether or no it is full and relevant.

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Central Bedfordshire celebrates Foster Care Fortnight!

Foster Care Fortnight runs for two weeks in May and this year the overarching theme is 'foster care transforms lives' with the #proudtofoster.

It's a great way of celebrating the important work which our foster carers do – and encourage others to follow their example.

There's no typical foster carer – and in Central Bedfordshire we have all sorts of foster carers from single people fostering teenagers to families who have fostered young asylum seekers from different countries.

Some have only started with us recently while others have been fostering for more than 30 years.

But they are all #proudtofoster and give a second chance in life to children and teenagers who may not otherwise have that opportunity.



We asked them why:

Michelle and Andy, who have been fostering for more than 15 years, said: “We’re #proudtofoster to see a child smile who was once frozen to the world and its surroundings;

To see a sparkle in their eyes when once there was fear; To see the love and compassion for others when once there was anger; To see a child eager to embrace all that life can offer with open arms instead of with contempt; To see the transformation of a wonderful person and to know that we were part of the process – that is fostering.”

Alexander, said: “Things that make me proud include seeing a child who has been with you for three years, playing and making friends on equal terms –learning to play while feeling safe.

“The day he rode his bike for the first time without stabilisers – this was after a year of taking him out every weekend.

“After a period of tough behaviours we had a day out, not knowing how it would go. At the end of the day he thanked us and said he had had a really good day and it had made him feel special. This was a stand-out moment of thinking ‘we make a difference’ as the ability to see the child behind the behaviours is not always easy.”

Katrina said: “I’m #proudtofoster because I know that I am making a positive difference to a young person’s life and helping a young person reach their potential.”

In Central Bedfordshire there is a particular need for people who can foster older children, children with challenging behaviours, unaccompanied young asylum seekers and sibling groups.

Fostering is open to people of all backgrounds, whether you’re single, married, LGBT, in a long-term relationship or civil partnership.

You do not have to own your own home, and the main requirements are being able to offer youngsters who have entered the care system the time, space and support to develop and enjoy a childhood they may otherwise have not.

Sue Harrison, the council’s Director of Children’s Services, said: “Our foster carers do an incredible job and we are proud of all of them – and it’s great to hear that they are proud of what they do too.

“Our foster carers offer children a loving home and emotional support and security which they may not otherwise have – through no fault of their own. If you would like to join them and do something incredible then we would love to hear from you.”

To find out more about fostering in Central Bedfordshire, visit **www.centralbedfordshire.gov.uk/fostering**

You can also call the team on 0300 300 8181 or email **fostering@centralbedfordshire.gov.uk**

(Attachment 5 and 5a)



Relay

Free 2 hour training workshop on Relay and understanding the effects of domestic abuse on children.

Following the recent roll out Relay is now operational in 98% of CBC Schools, Nurseries, Preschools and independent educational settings. Following this launch, Relay is pleased to offer the following training dates for any designated safeguarding adult within the setting who may wish to understand more about Relay and the impact and effects of domestic abuse.

The following FREE 2 hour training sessions are available to book onto by emailing relay@centralbedfordshire.gov.uk . Refreshments will be available upon arrival. Please book early to avoid disappointment.

- Tuesday 23rd May 4pm – 6pm at Dunstable Council Offices in Committee Room 2
- Wednesday 14th June 4.30pm – 6.30pm – Priory House in PH14 Meeting Room
- Tuesday 20th June 10am – 12 noon – Dunstable Council Offices in Committee Room 2
- Biggleswade – location and date tbc dependant on take up – week commencing 26th June 2017
- Flitwick – please try and book onto the Priory House date first.

Early Years SEND Advisory Teacher's Contribution

1. Useful websites regarding Supporting SEND Transition through the Early Years Foundation Stage for this time of the year:

- <http://www.foundationyears.org.uk/2015/06/sen-and-disability-in-the-early-years-toolkit/>
- <http://www.earlyyearscares.com/eyc/latest-news/supporting-send-transitions-through-the-early-years/>
- <http://www.earlyyearsmatters.co.uk/eyfs/positive-relationships/transitions/>

2. Reminder of the next SENCo Professional Study Group:

Wednesday 7th June 9:30 to 12:30 at The Forest Centre

Please do not hesitate to contact your Early Years SEND Advisory Teacher if you have any questions or need help with regards to SEND in your setting.

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Smoke Free

Switching from smoking to vaping could reduce deaths from fire in the home.

Switching from tobacco smoking to vaping could cut fire deaths, a fire chief has said.

Dan Daly, Assistant Commissioner for fire safety of the London Fire Brigade (LFB), said electronic devices hold fewer fire risks for smokers than cigarettes as butts, ash and matches are often carelessly discarded which leads to fires.

New figures released by the LFB reveal that the numbers dying in fires related to smoking have more than doubled in a year. A total of 21 people in the capital lost their lives in 2016, more than twice the year before. The number of smoking-related fires was more than 1,000 (1,213) last year.

The total number of injuries was 108 with the majority of incidents starting in a bedroom. These figures compare with no recorded deaths or injuries from vaping — and just four fires.

Source: London Evening Standard, 23 March 2017

Watch this Space: Smokefree 0-5 Plan

At a recent focus group with staff from different pre-schools consultation was held and some very valuable information was provided by the attendees on how best to publicise the Smokefree message to parents of children ages 0-5 years.

There have been some great outcomes which are currently being actioned and further information on these will be promoted in due course. A big thank you to those who attended and look forward to moving this forward with your continued support.

Happy Smokefree Father's Day

(Attachment 7.)

Smoking in pregnancy

(Attachment 7a)





Small Outdoor spaces

Not all settings are lucky enough to have a larger outside space but even a small outdoor space can be turned into a positive learning environment.

Use the walls – or fences or hedges. Weaving with ribbons through fences or frames. Attach pipes and guttering to fences. Attach climbing hand holds on stable brick walls.

Mirrors in different shapes and sizes offering fun fair style distorted images are fun and make a space look bigger.

Several smaller storage units can often look better than a large shed. Several come on wheels which are also a seating area on top.

Can a shed become a play house during the day?

Use the space upwards – washing lines, pots and pats, blankets for shade. Blankets on the grounds for cloud gazing.

Small planters can offer an opportunity for children to investigate seeds, bulbs and insects. Grow some every day grass in a container so children can cut it with scissors.

Go outside the setting. Outings do not have to be for hours – walk to the corner of the park. Look at buildings around your setting.

Risk assess – Ensure the route is clear. Teach children not to eat non edible foods.



Healthy Smile

Community Dental Services

(attachment 8.)



Free CPR training for parents at Bedford Hospital

Do you know what to do if your baby or child collapsed? Or Choked?

FREE COURSE!!!!

Bedford Hospital NHS Trust Resuscitation Department are offering training for parents/ families/ carers on the days below, no need to book, just turn up and learn!

Training will take place in the Resuscitation Training Room, next to the Education Centre, opposite the Emergency Department.

(Attachment 9.)



Technology Use in the Early Years – Early Communication Support Team

Children growing up today are surrounded by new and fast changing technologies. ICT is now embedded in children's everyday experiences. Technology is not only the high tech computers and tablets; it can include activity centres, musical keyboards, remote control devices, cash registers, microwave ovens, barcode readers and much

more. The essence of ICT is that it combines information, communication and technology. The Early Communication Support Team of Speech and Language Therapists have been looking at the current research and practice for technology use in the Early Years.

How can we use technology in setting to encourage communication?

ICT can be embedded in your everyday practice. You may have specific resources such as activity centres or remote control toys. You may have some toys that need charging and require a 'Charging Monitor' role for your children! Allowing children to experience and learn how things work will develop language and skills needed to interact with these resources.

You may wish to use technology to enhance the children's learning, for example showing them a picture of a daffodil on St David's Day. You could also use it for sound effects that would challenge a practitioner – what does a penguin sound like?! This allows for on the spot learning and a multi-sensory learning experience.

You could create your own re-enactment of a favourite story using video clips or photos. Materials can then be used to go back to and reflect. You could use photos of the children as your Smart Board screen saver – children love seeing themselves and talking about it!

Engagement with ICT achieves the best outcomes when practitioners support children's interactions so that it:

- is a co-operative activity shared with another child or an adult
- involves doing things together and giving opportunities to take turns
- provides opportunity for explanation, elaboration and imagination
- includes activities that involve investigation, exploring and solving problems

What does the current research say?

- 53% of children aged 3-4 years are actively using tablets. (Ofcom 2016)
- On average, pre-schoolers use tablets for 1 hour 19 minutes a day. The peak period is from 4pm-6pm. Mostly these are children using tablets in the same room as their parents, but not with parental supervision. (Marsh et al)

How do children learn from screens?

From birth- 3 years of age, children may find it difficult to learn from a screen. This is due to the lack of responsiveness and interaction from a screen. Therefore, learning is easier with adult supervision. Under 2's need interaction to learn from the screen. This may be from a person present with them, or a digitally live person, e.g. Face Time/ Skype. (American Academy of Paediatrics.) Remember, screen time includes



tablets, phones, computers and television.

The Tablet Project (Birkbeck University) found positive implications for the development of fine motor skills with touch screens, but no benefit for gross motor or language skills.

What is the best way to use screens?

Consider the Context, Contents and Connections of screen time, not just the amount (London School of Economics.) Think about the situation and environment in which the screen is being used, is it a useful learning experience? Consider the contents, particularly when screens are on in the background – children may still be listening! What connections can the child make from this experience? Can their play and learning be extended? Parents should be encouraged to make informed decisions about screening time.

Literacy Apps and Apps Playground are both websites that offer guidance on quality apps to support children's learning. <http://literacyapps.literacytrust.org.uk> and appsplayground.com

The Early Communication Support Team would like to thank all of the local settings who have shared ideas on how they use technology in their setting.

