



Newsletter for Early Years and Childcare providers

April 2017



Congratulations to:

- Willow Nursery, Dunstable – Outstanding Ofsted
- Lauren Sinclair, Childminder – Outstanding Ofsted
- Maureen Smith, Childminder – Outstanding Ofsted
- Kirstie Riches, Childminder – Outstanding Ofsted
- Kerri Sinclair, Childminder – Outstanding Ofsted
- Cedars Day Nursery, Leighton Buzzard – Outstanding Ofsted



Ladybird Forest Pre-School, Ampthill.

Congratulations to Ladybird Forest Pre-school, Ampthill on being awarded Millie's Mark Gold Standard in Paediatric First Aid. Millie's Mark is a voluntary gold standard award created in recognition of early years childcare providers that train all their staff in paediatric first aid and go above and beyond the minimum legal requirement in keeping children safe. Millie's Mark requires settings to have 100% of staff working directly with children qualified in paediatric first aid. The Mark is about putting theory into practice. Reflective tools and an assessment ensure nurseries evaluate practice.

www.milliesmark.com



Windmill Pre-school, Flitwick

Congratulations to Windmill Pre-school on being awarded....'Outstanding Contribution' in recognition of Margaret and her team's commitment and flexibility when they stepped in to provide employment that allowed an apprentice to complete their Early Years Intermediate Apprenticeship.





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Congratulations to the following settings, who achieved the Healthy Smiles Awards...

- Dunstable Icknield Lower School
- Hedgelands Nursery
- Little Learners at Kingsmoor
- Priory Parkside Preschool
- St Mary's Catholic Primary School
- Stanbridge Lower School
- The Mary Bassett Lower School
- Twinkle Preschool
- Tithe Farm Primary School



These settings have recognised the importance of healthy smiles by implementing key standards which include providing tooth friendly snacks; adhering to celebrations policies; signposting to local dentists; conducting dental surveys and lots more. Creating tooth friendly environments in the early year's settings, helps improve the oral health of children under 5. Well done all.

From 1st April, we will be commissioned to help implement supervised tooth brushing programmes in selected early years' settings and primary schools. This will include training, support and monitoring visits from the oral health team to ensure a smooth and efficient delivery. Please contact the oral health team for more information.

Paula Capps

Public Health Administrator – Oral Health Promotion

Community Dental Services

Bedford Heights | Manton Lane | Bedford | MK41 7PH

Tel: 01234 310354 (6754)

Email: paula.capps@cds-cic.nhs.uk

Website: www.communitydentalservices.co.uk

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2017/2018 Funding for Early Years.

As you know, the Government has introduced a national funding formula for early years from April 2017. This is known as the Early Years National Funding Formula (EYNFF).

The new Formula allocates funding to local authorities for the both the existing universal 15 hours for 3 and 4 year olds and the additional 15 hours making up the 30 hours offer for eligible 3 and 4 year old children. The funding rates for both entitlements are to be the same.



The two year old rate will be a nationally fixed figure of £5.39 for the year 2017/18, an increase of 30p, and is not impacted by the rules which the EYNFF are introducing around the funding of 3 & 4 year olds.

The main change in the rules of the National Funding Formula affecting Central Bedfordshire is the requirement to equalise the base rates paid to the different types of settings. This needs to be carried out by 2019. Following our recent consultation it has been agreed that the model which equalises these rates will not be implemented in 2017/18.

Therefore for the year commencing April 2017/18 the funding will be as follows:

Provider Type	Base rate per hour
Nursery School	£3.70
Primary/Lower School	£3.70
PVI/Childminder	£4.05
(Private, voluntary, independent)	

There will be no differential between non flexible and flexible for the year 2017/18.

In addition, social deprivation will continue to be paid with an additional 40p per hour per child paid for those in the 0-30% most disadvantaged areas, 15p per hour in the 31-60% disadvantaged and no supplement for the remainder.

The quality factor is also unaltered and is available to PVI/Childminders paid at the rate of 20p per child per hour for a qualified teacher (QTS) or early years graduate with Early Years Professional Status (EYP), 15p per hour for an early years graduate without EYP and 10p per hour for a level 4 qualification. If you have any queries regarding any aspect of this funding please do not hesitate to contact me – Paula Day
paula.day@centralbedfordshire.gov.uk





IMPORTANT - NURSERY EDUCATION FUNDING

Please can we ask you to read the following guidance:

- **Please ensure Parent Declarations are fully completed – this includes the CPEI reference number on the top of the page for two years olds and the child’s date of birth.**

Please ensure that child’s correct and full address is entered onto the portal and that you complete ethnicity and SEN information correctly.

Please ensure that the child’s legal first name and surname are entered onto the portal and that they are spelt correctly.

- **Please send in the 2 year old and the 3 / 4 year old declarations in separate blocks**
- **Please put the parents declarations in alphabetical order of the child’s surname**
- **Ensure the information is entered onto the portal as per the timetable we send out. This is for both estimates and actuals.**

Ensure that the parent declarations forms are received by the Business Support Team within one week of the deadline date unless the child is a late starter.

- **Please put the start date for the term you are in – not when the child first started with you.**
- **DO NOT send parent declarations by email. This breaches Data Protection guidance.**
- **Childminders must use their Ofsted registered name on the parent declarations**

Leavers forms should be sent in a timely manner and with the date of when the child was last with you, so that we can make the necessary adjustments on the system.

- **Please do not enter children who have zero funded hours with you, we only want you to submit children who are funded.**

The business support team have over 4000 parent declarations to check every term. By following the above guidance it will really help to make the process quicker for them and for you as providers.



Early Years Pupil Premium –

Please ensure that child’s correct and full address is entered onto the portal and that you complete ethnicity and SEN information correctly.

Please ensure that the child’s legal first name and surname are entered onto the portal and that they are spelt correctly.

Please ensure that the funded hours are entered for each term and inform us of any changes to the child’s funded hours if the child is eligible for EYPP.

Ensure the information is entered onto the portal as per the timetable we send out, so that the necessary EYPP checks are undertaken in a timely manner. No forms should be sent to the Business Support Team unless it is a late check.

If a child is adopted from care, looked after, on a child arrangement order etc please enter this information in the notes section.

If you would like a late check completed after the portal is closed, please send a copy of the EYPP form via anycomms.

The EYPP form is constantly being updated, please check the following website on a regular basis for the latest form:

<http://www.centralbedfordshire.gov.uk/school/professionals/early-year-pupil-premium/what-is-eypp.aspx>

If a child is eligible for EYPP, they will have an EYPP indicator against their name on the portal:

Please check the notes against the child for further information on the reason for eligibility.

If a child is eligible for EYPP because of adopted from care, looked after or on a child arrangement then this will be indicated in the notes as EO

If a child is eligible for EYPP because of economic AND adopted from care, looked after or on a child arrangement then this will be indicated as EB

If a child is eligible for EYPP because of economic ONLY then it will just be the EYPP indicator only and this will be EE. Please note that this will not be indicated in notes.

We have logged with the software provider regarding making changes to the portal so that this being made clearer in the children list.

All EYPP checks will be completed within 1 week of the deadline date for Actuals.





Ofsted information:

I recently attended an open floor Q&A session with Ofsted and thought I would feedback some useful information.....

Public Liability and childminders – Ofsted confirmed they do not need this before their registration visit. Always a good idea though to mention they are aware that once they are registered they know what needs doing around public liability.

Fire Blankets

If the childminder has written information from the fire brigade saying, no blanket needed as they have recommended immediate evacuation, a childminder should not be penalised for not having one. They did however recommend, as we do, that childminders have a fire blanket to 'tick a box' but still evacuate rather than fire fight.

Drones

They should not be flown within 150 metres of housing or within 50 metres of a person. The process for a setting would be to notify the police immediately if a drone was flying over head at less than 50 metres. Hard to measure when looking up I know, but that is the advice. Keep a written log and when drones have flown over and any description for the police. Any children on CP or who may have fled from a domestic violence environment, calmly take inside to avoid the worry of the drone taking photographs.

Ofsted re-iterated new committee members should have a DBS and complete an EY2. It will not be acceptable to say you have started the process. They can log on and see when the setting actually last logged on.

During inspections, Ofsted will be looking at planning and next steps for the children. What works for you as a setting is fine as long as you can explain it.

They will be looking at cohort tracking. Local knowledge of your own community groups is good. What do you actually do with the cohort tracking?

British Values is still important. They will ask about local knowledge of the community. Prevent training is good to say you have attended BUT what have you done with the training and knowledge gained.

Ofsted may follow up on any LADO allegations, so if relevant, have clear paperwork.

They will still be looking at EYPP and what difference it has made to the child.

Ofsted will look at a healthy balanced diet and physical activity but not specifics. More around how you manage allergies, inappropriate food in lunch boxes etc.

Ofsted talked about the importance of references when employing. Records of every description should be kept on site and those kept off site will potentially be an immediate fail. Keep references on file. Make sure they are actually returned and adequate.



Evidence any time gaps in employment and always two references, even if once has to be a personal one.



Early Years Statutory Framework link:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/596363/EYFS_STATUTORY_FRAMEWORK_2017.pdf

One page guide:

http://www.foundationyears.org.uk/files/2017/03/EYFS-2017_One-page-guide-for-providers_FINAL.pdf

The government has decided to proceed to include, from 1 September 2016, a requirement in the EYFS that for newly qualified early years staff (with full and relevant level 2 or level 3 childcare qualification) to also hold a current Paediatric First Aid (PFA) or emergency PFA certificate in order to be included in the required ratios in an early years setting. Childcare providers will be allowed a three month 'grace' period to complete PFA training after starting work with a new employer.

Early Years Workforce Strategy – key Measures.

Functional skills qualifications in English and Maths to have same standing as GCSE for gaining level 2 and level 3 Early Years Educator qualifications.

Early Years Foundation Stage to be amended so staff with an EYE qualification and level 2 English and Maths qualifications can count in the level 3 staff to child ratios, from April 17.



Pre-school Learning Alliance Guide on the 30 hours.....

(attachment 1.)



How settings can resource effectively for 'people who help us' role play....

People who help us is a popular theme for role play and can be support children to find out more about the community, jobs people doe and how people relate to each other.

Settings often organise a visit to the local fire station or an in house visit from a police officer – backed up with plenty of role play.

Children can only make sense of a new role play theme if they have some experience to bring to it. Children who have never been to a dentist, post office or optician can't build



on what they know. Settings often provide the resources but unless it is talked about and considered, they are not going to get the high level of play that they may have hoped for.

Costumes and tabards can help to sort out roles, but think about real materials gathered from parents and friends; a real police helmet or a real stethoscope.

Before putting the area together, talk with the children about what will be needed and make a list together. Make room for mark making such as a book for police recording, an appointment book or order book.

When the space is ready, the adults could start by putting on 'a show', taking on the roles.

Do take on the children's ideas when the theme suddenly turns into something else.

Dressing up boxes are great if they are simple and open ended resources.



Intelligence Sharing – Quick Guide

(Attachment 2.)



Registering school based provision

(Attachment 3.)



Academy Training up-date

(Attachment 4a & 4b)



EYPP – ideas to make EYPP close the gap

Settings have freedom in choosing how they spend the EYPP money. Whatever managers decide to invest in, they must be able to demonstrate a clear and worthwhile return in terms of benefit to the children who the EYPP is intended to support. Improved outcomes via EYPP come under intense scrutiny at inspection.

Successes have involved purchasing very specific toys or equipment to support the development of a child with particular learning needs.

One example is a mud kitchen, bought for a selective mute child, with the aim of developing his communication skills. A wider group of children also benefited as they were all able to play with him.



Others settings have used money to improve outdoor spaces, create growing areas or purchase bikes.

Days out to the theatre or park to broaden learning experiences for children who might not otherwise get such an opportunity.

After undertaking a maths audit, one setting used EYPP to buy rulers, tape measures and scales. They shared information with parents so the children could continue using resources at home. Children built an obstacle course where children measured how far they had jumped. Other activities included measuring the heights of children or the length of their arms. Children learnt about weighing when using play dough or snacks. Children started to use the resources spontaneously as part of their play. Practitioners anxieties about maths decreased as they began to understand how maths could be used in simple everyday activities.



Learning through music....

The support of brain research

"Ring and ring of roses, a pocket full of posies . . ."

"The farmer in his den . . ."

Do you remember singing these simple songs from childhood? If the first part of a familiar song text is given, most of us will finish singing the song, even if we sing it only in thought! As grownups, we may remember the joy experienced while singing and playing musical games with our friends. Often as we hum these melodies, we think of other songs we learned during our early school years, and we realize that we can still sing many of these from memory! I wonder if singing many songs and experiencing other essential benefits music provides will be possible for the majority of our 15 million pre-schoolers today.

(Attachment 5)



Integrated Checks involving childminders.

Many of the 2 year olds who live in Bedfordshire who attend an early years setting have their development review in the setting with early year's keyworker, their parents and a community nursery nurse providing information to complete the review. We would like to commence this integrated review with child minders.

The process for accessing this is that if a child minder has a child in their care who is approaching 2 years old we would like them to contact their nearest 0-19 team to the child minder so that we can arrange the review.

With parental written permission (of course), we would like the child minder to call the relevant team, giving them:-



- the child's name
- when they are 2
- that you would like to be involved in the 2 year check

The health team will then contact the child minder when that child nears 2 years of age to arrange a review. This can be in the child minders setting at drop of or pick up or where is most appropriate that all agree on.

Contact details:-

Shefford area 01462 648444

Biggleswade area 01767 224902

Dunstable area 01582707627

Leighton Buzzard area 01525751119

Flitwick area 01525 631243

Houghton Regis 01582 707649



SNAP newsletter

(attachment 6)



Contact a Family is a national charity for families with disabled children

<http://www.cafamily.org.uk/what-we-do/>

We provide information, advice and support. We bring families together so they can support each other. We campaign to improve their circumstances, and for their right to be included and equal in society.

We aim to ensure:

Families with disabled children know how to get the right support, for them and their families

families with disabled children are confident to deal with the challenges they face

the financial disadvantage that families with disabled children face has been alleviated

families with disabled children are understood, valued and included as equal participants in their communities and in society.





Reception Starters for September

As school places are allocated to Reception starters for September 2017, the School Readiness team are able to help with the transition into school process. On the School readiness portal there is a presentation to use with parents at induction sessions. Alternatively local Children's Centres and The Academy both offer sessions that they facilitate; these support parents and carers preparing their child for school. These can be booked through debbie.crawford@centralbedfordshire.gov.uk or your local Children's Centre.

Transition forms are also available on the portal link. Settings have found it helpful to alter their school's new starter forms to include consent to share information with the local Children's Centre and use the information to facilitate the child joining the local library.

School Attendance expectation.

The Early Years team has produced a brochure to support parent's expectations of school attendance. The brochure is designed for settings to distribute, with pupils in the primary phase. A PDF of the brochure is available on the portal. A social media film clip is being developed to support the brochure and will be available shortly.

The Early Years/ School Readiness portal can be found at:

<http://www.centralbedfordshire.gov.uk/schools-portal/online-resources/school-resource-centre/early-years.aspx>



Learning and Development – Maths

Settings are expected to offer maths rich environments. Children are encouraged to learn numbers, shapes, space and measurement and to be able to sort, count and match.

In a very busy environment, we can slip into focussing on elements of maths which we are more comfortable with.

Here are some ideas to support with planning maths activities.

- Use number lines using the children holding up cards.

- Teach children about money by having coins, notes, bills, credit cards in the role play area.

- Use magnetic numbers, large dice, skittles, hop scotch.

- Use counting songs

- Ask children to count irregular arrangements eg: "listen to how many coins I drop in the tin."

- Allow children to understand that things can be divided eg; cake, apples.

- Use language such as more than, bigger than, wider than, smallest.



Model maths vocabulary – “Have I put out enough plates?”

Encourage children to estimate.

Ask questions; “I don’t think we have enough spoons”. “How are we going to fit all that in the box?”

Use language of measurement – Taller, shallow, deep, strides, jumps.

Look at pattern.

Use props such as tape measures, spirit levels.

There are many more ways to promote maths but I hope you find the suggestions above useful.



Pictures courtesy of Kensworth Pre-school, Kensworth Lower School



50th Positive Parenting Network

To mark the **50th Positive Parenting Network in** May, we want to share examples of current great work with families, parents, children and young people.

If you have an example of support, or a great outcome from work you, your setting or service has achieved- then please email it to me.

Please anonymise as appropriate, but let us know about your current great work and outcomes - It’s always a good time to celebrate positive outcomes!

Please feel welcome to tell us about the great work being done in Central Bedfordshire!

I would ask that you return them completed to me, by the 1st May and we will share our 50 Positive outcomes at the 50th Positive Parenting Network on 18th May.

Peter Barras

Peter Barras <Peter.Barras@centralbedfordshire.gov.uk>

Senior Parenting Advisor - Child Poverty and Early Intervention

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Den Building

Den building forms a staple part of a young child's education – tree dens, tents, tee pees and an old favourite, a cloth draped over a table.

The process of den building is as equally important as the play once completed. Den building includes many cross curricular skills including communication, problem solving, physical development and fundamental maths and science skills.

Children enjoy interacting with each other as well as the adults. Relationships are built as dens, castles and hidden houses become the focus of imaginative play. A sense of ownership supports children's confidence levels and sense of independence.

Depending upon the location of the den, children can also experience challenge and even risk in a safe environment. They will quickly learn how to analyse their risk and consider what might be the results of action taken.

Creating the den is the most enjoyable part of the process and children can let their imaginations go wild. Unlike off the shelf play houses, they can be anything they want them to be.

Think about a stock of bamboo sticks, masking tape and cloth – think about inside and outside. Chairs, boxes etc. Happy Den Building.

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Early Help Locality Update

The idea of Early Help is that it is better to identify and deal with problems early rather than to respond when difficulties have become large and demand action by more statutory (Social Care) or other expensive services.

The Early Help Locality team are here to support you with using the Early Help Assessment and to get the best support in place for children and their families by;

- Receiving all new EHAs from the community and support professionals in brokering the appropriate services.
- Supporting professionals in writing comprehensive EHAs' to gain an accurate picture of a child or family circumstances.

We also arrange quarterly Locality meetings jointly with Family Support (social care) teams. These meetings are for all professionals within the locality. The dates for next term are;

- Flitwick's & Ampthill meeting: Thursday 4th May 2017, 9:30am – 11.am Harlington Upper School, Goswell End Road, Harlington LU5 6NX
- Dunstable Locality meeting Wednesday 10th May 2017 9.45am until 11.30am, Downside Children Centre Oakwood Avenue, Dunstable LU5 4AS
- Biggleswade Locality Meeting Tuesday 16th May 2017 10am – 1130 am St Mary's Lower Rook Tree Ln, Stotfold, Hitchin SG5 4DL
- Houghton Regis's meeting: Tuesday, 23rd May January 2017 10am - 12pm, Houghton Regis Youth Centre, Bedford Square. Houghton Regis



- Leighton Buzzard's meeting: Wednesday 24th May 9.30 – 11am, Leedon Lower School, Highfield Road, Leighton Buzzard LU7 3LZ
- Sandy Locality Meeting Thursday 8th June 2017 10am – 11.30am Sandy Children's Centre Laburnum Rd, Sandy
- SG19 1HQ

Natalie Dickman - Ampthill, Flitwick & Leighton Buzzard – 07814290947

Sarah Chapman - Biggleswade, Sandy, Shefford & Stotfold – 0739 2287132

Zeenat Hanif – Dunstable - 07387097349

Kam Mathu – Team Leader and covers Houghton Regis - 07794 333272



We have recently reviewed the Early Help and Domestic Abuse Support list; this is a list that details all the services that can support children and families (commissioned and universal) within Central Bedfordshire. If you would like a copy of this list please contact the Locality Co-ordinator for your area

Relay Update

Relay has now be running for almost four, very successful years. On 1st December 2016, we launched to an additional 45 school run nurseries and pre schools and on 6th March 2017, we launched to all 85 Private, Voluntary and Independent childcare settings. Both launches were successful. If you are a setting that would like training around domestic abuse and the impact this has on children and young people, please contact us.

The Easter half term break is soon approaching and Relay will be using the same process as we have done previously. Each day we will collate the referrals and record the notifications for each school/setting. On Tuesday 18th April, which is a teacher training day, we will send each respective school/setting their Relay notification/s that we received over the break (to schools via Any Comms, to EY settings via secure email). If you do not receive anything; that means you have not had any Relay notifications over the Easter break. Calls will commence again on Wednesday 19th April.

We would like to take this opportunity to thank you all for your dedicated support in helping children and young people affected by domestic abuse and the Relay initiative.

Kind regards

Natalie Dickman Locality Coordinator for Flitwick, Ampthill, and Leighton Buzzard



Forest School

(Attachment 7.)



Speech and Language Support

The Early Communication Support Team will be running the following training this term:

Lift off to Language (LOTL) Training in Biggleswade

Lift off to Language: Tuesday 9th May 2017

Lift off to Language for 2's: Monday 15th May 2017

Lift off to Language is a locally developed programme by Speech and Language Therapists in Central Bedfordshire. Practitioners are trained and supported by the Speech and Language Therapists to run language booster groups for children in their setting. Lift off to Language is suitable for children aged 3-5yrs within their setting, Lift off to Language for 2's is suitable for children aged 2-3yrs. Come along and receive your FREE LOTL pack to enable you to run these groups within your setting.

There is no cost in attending the training or running the programme. To book your place on Lift off to Language or Lift off to Language for 2 year olds please email:

lisa.mitchell@sept.nhs.uk

Communication Forums

These termly forums are specifically focussed on Communication and Language and are a free training opportunity open to **all Early Years Practitioners** working in Central Bedfordshire. We aim to encourage and support collaborative working between Early Years professionals around CL.

Area	Date
Dunstable and Houghton Regis	Wednesday 14 th June 2017
Sandy/Biggleswade/Stotfold	Tuesday 25 th April



	2017
Flitwick/Shefford	Monday 5 th June 2017
Leighton Buzzard	Tuesday 6 th June 2017

Topics will be confirmed by the local Speech and Language Therapist in each area.

For more information and to book your place, please contact your link therapist.

Leighton Buzzard: Emily.winch@centralbedfordshire.gov.uk

Houghton Regis/Dunstable: Emily.winch@centralbedfordshire.gov.uk

Sandy/Biggleswade/Stotfold: lisa.mitchell@sept.nhs.uk

Flitwick/Shefford:
Sue.rogers@sept.nhs.uk

Email Distribution List

We email practitioners on our distribution list with new updates and training opportunities. We also have a closed practitioner Facebook group. If you would like to be added to the email distribution list and/or the Facebook group, please email Emily.winch@centralbedfordshire.gov.uk.

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Early Years SEND Advisory Teacher's Contribution (Attachment 8a, 8b, 8c & 8d)

Special Educational Needs and Disabilities (SEND)

Please make sure that the Early Years Newsletter is passed on or brought to the attention of your Early Years Setting SENCo. Posting up to date information in this Newsletter is an excellent way of making sure that SENCos are kept informed. However, not all setting SENCos see the Newsletter and are therefore not informed of any national SEND changes or new information from the Local Authority.

Transitions to school

At this time of the year parents, children and practitioners are thinking about children who will be transitioning from preschool or nursery to school this September. It is a big step for all children and especially so for children with additional needs. Jacky Wyatt a Primary School teacher wrote an article for the Autism Network in 2015 which gives her thoughts and ideas on this subject. The article is attached to this Newsletter. All settings should have a SEND Transition Form which can be used to record details of transition arrangement for individual children.



Early Years SEND Inclusion Funding and Care for 3 to 5 year olds:

Funding requests for children under 3 years old need to be sent to Paula Day. The Funding Panel for children under 3 years old sits once a term and the next one is on 13th June.

The term after children turn 3 years old, funding requests are sent to Sue Briggs. Funding requests for children between 3 and 5 years old are discussed during the fortnightly Early Years Allocation Meetings (EYAM). See EYAM Panel dates below for the rest of this academic year.

Attached are the funding documents for children aged between 3 and 5 years old:

- **Guidelines for requests for Inclusion Funding for Education and Care**
- **EY SEND Inclusion Funding and Care Form 1:** Use this form for first time applications of Stage 2 Funding, Exceptional Needs Funding or Care Funding.
- **EY SEND Inclusion Funding and Care Form 2:** use this form if an Early Years Initial Assessment has been undertaken in the last 6 months. If not, the Early inclusion Funding for Education and Care- Form 1, should be completed.
- **Request for continued EY SEND Inclusion Funding and Care Form:** When funding has been agreed for one term Sue Briggs sends out a letter and will enclose a continuation request for the next term. **You are always given a date by which to return the form!**

Please note, if applying for or requesting continued Exceptional Needs SEND Funding a Supporting Statement from The Early Years Support Team or an Early Years SEND Advisory Teacher and SEND Support Plan review pages must be attached to this request. If these documents are not included, the request will not be discussed at EYAM.

Sue asks for the forms to be returned in time for the last two EYAMs of the term to discuss funding for the next term. Please return funding requests a few weeks before the end of each term! The next Academic Year’s EYAM dates will be in July’s Early Years Newsletter.

Spring and Summer Term EYAM dates:

H A L F T E R M	
2 March 2017	
16 March 2017	DEADLINE FOR SUMMER TERM FUNDING REQUESTS
30 March 2017	



E A S T E R	
27 April 2017	
11 May 2017	
25 May 2017	
H A L F T E R M	
15 June 2017	
29 June 2017	DEADLINE FOR AUTUMN TERM FUNDING REQUESTS
13 July 2017	

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.

Anne Eadie: anne.eadie@centralbedfordshire.gov.uk

Tel: 0300 300 6207

Barbara Bourn: barbara.bourn@centralbedfordshire.gov.uk

Tel: 0300 300 6905

Erna Snyman: erna.snyman@centralbedfordshire.gov.uk

Tel: 0300300 6837 / Mobile: 07342 091 584

Sally Pratt: sally.pratt@centralbedfordshire.gov.uk

Tel: 0300 300 5582 / Mobile: 07342 073 847



Notice: Changes to Triple P training dates:

Triple P: Positive Parenting Program (3 Day Course for all Early Years Practitioners):

Thursday 20th April, Thursday 4th May and Thursday 11th May at **7:00 to 9:00 pm** at Barton Le Clay Preschool

Triple P is a 1 hr power point presentation plus ½ hr for discussions at the end, from 7:00 to 9:00 pm. It will introduce you to the Triple P (Positive Parenting Programme).

You will be able to take away some useful tips in relation to supporting and managing challenging behavioural issues.

While these are designed to be delivered to parents, they will enhance your confidence when working with children in your care and enable you to support parents.

Please ensure that all the practitioners in your setting are made aware of this training offer.



Seminars are as follows:

Seminar 1: The Power of Positive Parenting – Thursday 20th April

Seminar 2: Raising Confident Competent Children – Thursday 4th May

Seminar 3: Raising Resilient Children. – Thursday 11th May

All three seminars must be attended.

The cost is £25 per setting!

Please email CBLDC@centralbedfordshire.gov.uk to book your place.



Shocking 24% increase in tooth extractions performed on children aged 0-4 in last decade

21 Mar 2017

New analysis by the Faculty of Dental Surgery at the Royal College of Surgeons shows there been a 24% rise in the number of tooth extractions performed on 0-4 year olds in hospitals in England over the last decade. This is the first time long term data for 0-4 year olds has been published.

NHS Digital figures, provided under a Freedom of Information request, show there were 84,086 procedures carried out on 0-4 year olds between 2006/07 and 2015/16. This is a steep increase when compared to a 16% increase in the population of 0-4 year olds over the same period.

Dentists are appealing to parents and the Government to take stronger action against the scourge of sugar on children’s teeth. Professor Nigel Hunt, Dean of the Faculty of Dental Surgery (FDS) at the Royal College of Surgeons (RCS), said:

“When you see the numbers tallied up like this it becomes abundantly clear that the sweet habits of our children are having a devastating effect on the state of their teeth. That children as young as one or two need to have teeth extracted is shocking. It’s almost certain that the majority of these extractions will be down to tooth decay caused by too much sugar in diets.

“Removal of teeth, especially in hospital under general anesthetic, is not to be taken lightly. There tends to be an attitude of “oh, they are only baby teeth” but in actual fact how teeth are looked after in childhood impacts oral health in adulthood. Baby teeth set the pattern for adult teeth, including tooth decay.”

The figures also show more than 34,000 tooth extractions were performed on 0-9s in



each of the last two years. This is higher than at any point in the previous decade. There were 34,788 extractions in 2014/15 and 34,003 in 2015/16, higher than in any single year between 2005/06 and 2013/14.

Professor Hunt added:

“What is really distressing about these figures is that 90% of tooth decay is preventable through reducing sugar consumption, regular brushing with fluoride toothpaste and routine dental visits. Despite NHS dental treatment being free for under-18s, 42% of children did not see a dentist in 2015/16.

“We’d like to see a significant proportion of the money raised through the Government’s sugar levy spent on oral health education. Sugar has an almost immediate damaging impact on teeth and if we teach parents and children to cut down on sweet treats and look after their teeth properly, there will be a positive knock-on effect for childhood obesity rates too.”

The Government will set out detailed legislation for the Soft Drinks Industry Levy in the Finance Bill 2017. Implementation of the levy is expected from April 2018 onwards.

FDS also says that health workers and school nurses have a role to play in educating parents and children about dental health.



The Potty.... And how to use it.

All children need to learn to use a potty or toilet – but settings may also need guidance. The internet is awash with potty talk; when and how but virtually all guidance is for parents and not for nurseries.

Are you confident that your procedures are in line with best practice and would you know how to spot possible medical problems. There has been a lot in the media about increases in numbers of children starting reception class still in nappies. So what should nurseries be doing?

Talking to parents about toilet training is crucial. Nurseries should include toilet training within their policies. Consistency between home and nursery is vital, so policies should be flexible to accommodate individual needs.

Often, parents look to nursery staff for advice on whether their child is ready. In other instances there can be a difficult conversation to be had with families who are reluctant to start.

A two way exchange between parents and the key worker is important.

In childcare settings, potties belong in the bathroom and health and safety procedures should be strict and followed rigorously.



Potties should be sanitised after each use.

Staff should wear aprons and gloves.

Staff should be checking toilets regularly and cleaning up when necessary.

Mops, buckets and clothes should be colour codes to make sure bathroom supplies are never used elsewhere.

All children should have privacy including babies, at toilet time. A changing station in a dedicated room with the door ajar would be best. Never a changing station in a corridor.

A staff member should never be behind a closed door with a child.

Pre-schools learning to go to the toilet can only learn this by doing it themselves.

Ideally, they need a cubicle door they can shut themselves.

A practitioner will ask... Did you wipe yourself? Did you flush? Wash your hands now.

A practitioner should also notice habits which could indicate an issue such as water infection.

A child needs to know they can call for help if they need it.

Constipation affects 30% of children. Encourage children to drink, eat a balanced diet and be physical.

Stool withholding causes problems – the ‘poo’ gets bigger and it is more painful to pass. Reasons for withholding could be a painful poo in the past, a sore bottom or unfamiliar toilets.

A urinary tract infection can cause daytime wetting. A bladder infection can make the child’s wee smelly or cloudy. Other signs of UTI are tummy ache or feeling sick.

Constipation can also cause wetting when a bowel full of stools presses on the bladder.



Important changes to the EYFS Statutory Framework

Providers offering care exclusively before and after school or during the school holidays for children who normally attend Reception (or older) class during the school day do not need to meet the learning and development requirements. However, providers offering care exclusively before and after school or during the school holidays for children younger than those in the Reception class age range, should continue to be guided by, but do not have to meet, the learning and development requirements. All such providers should discuss with parents and/or carers (and other practitioners/providers as appropriate, including school staff/teachers) the support they intend to offer.

The Chief Medical Office has published guidance on physical activity that providers may wish to refer to, which is available at: www.gov.uk/government/publications/uk-physical-activity-guidelines.

The current requirement for level 3 EYEs to also hold GCSEs in English and mathematics Grade A*- C to count in staff:child ratios as set out in the EYFS has been broadened to include other suitable level 2 qualifications, including functional skills, (see Annex B) with effect from 3 April 2017.

The requirement sets the minimum qualification requirements. Employers are free to set their own specific requirements for recruitment of staff. We have not removed GCSEs

from the list of suitable qualifications as some employers and training providers may wish to continue to apply them to recruitment.

This change means that practitioners who started their EYE qualification from 1 September 2014 need to hold suitable level 2 English and mathematics qualifications to count in the staff:child ratios at level 3.

The current requirement to hold the relevant literacy and numeracy qualifications on 'entry to employment' has been retained, as government does not set the entry requirements for early years training courses. Training providers are able to set their own entry requirements, and determine who they feel they can support to achieve a level 3 qualification and the necessary numeracy and literacy requirements to perform an EYE role.

The current requirement for level 3 EYEs to also hold GCSEs in English and mathematics Grade A*- C to count in staff:child ratios as set out in the EYFS has been broadened to include other suitable level 2 qualifications, including functional skills with effect from 3 April 2017.

The requirement sets the minimum qualification requirements. Employers are free to set their own specific requirements for recruitment of staff. We have not removed GCSEs from the list of suitable qualifications as some employers and training providers may wish to continue to apply them to recruitment.

EYE qualification but who have not yet achieved suitable literacy and numeracy qualifications. These staff can operate under level 2 staff:child ratios until they achieve their qualifications.

67. For standalone EYE qualifications, training providers can either require English and mathematics qualifications on entry to their training programme, incorporate them into a programme of study or encourage learners to study for them alongside their early years qualification.

68. A learner can also choose to complete level 2 English and mathematics qualifications prior to undertaking a level 3 early years training course. This approach gives learners greater flexibility than is currently possible under the GCSE only requirement. This is particularly beneficial for staff in the sector who may need to balance their study with family or caring commitments. Functional skills also offer more flexibility in relation to assessment, as training providers and learners will not be limited to exam windows and assessments can be timed to fit into the learners training programme more effectively.

Suitable level 2 literacy & numeracy qualifications to enable early years educator staff to count in the level 3 staff:child ratios

English

- a Functional Skills qualification in English at Level 2
- a GCSE/International GCSE qualification in English Language and/or Literature to at least grade C (grade 4).
- a Key Skills qualification in Literacy at Level 2
- an A' Level or AS Level qualification in English Language and/or English Literature to at least grade E
- an O' Level qualification in English to at least grade C.
- CSE grade 1 English (Language)

Also Recognised Scottish, Northern Irish and Welsh equivalents.



Mathematics

- a Functional Skills qualification in Mathematics at Level 2
- a GCSE/International GCSE qualification in Mathematics to at least grade C (grade 4)
- a Key Skills qualification in Application of Number at Level 2
- an A' Level or AS Level qualification in Mathematics or Pure Mathematics and/or Further Mathematics to at least grade E
- an O' Level qualification in Mathematics to at least grade C.
- CSE grade 1 Mathematics

Paragraph 3.25 (“staff qualifications, training, support and skills”) includes a new Paediatric First Aid (PFA) requirement. As set out in the government’s response to the PFA consultation, all newly qualified entrants to the early years workforce with full and relevant level 2 and/or level 3 qualifications must also have a PFA certificate before they can be included in the statutory staff: child ratios in early years settings. The full PFA and emergency PFA course content has been set out in Annex A of the EYFS.

Where children in nursery classes attend school for longer than the school day or in the school holidays, in provision run directly by the governing body or the proprietor, with no teacher present, a ratio of one member of staff to every eight children can be applied if at least one member of staff holds a full and relevant level 3 qualification, and at least half of all other staff hold a full and relevant



Wyatt Jacky article- Pre-school to primary transitions for children with autism

(Attachment 9.)



Physical activity

(Attachment 10a & 10b)



Linda McKay

I am sorry to have to pass on to you the very sad news that Linda’s short but intensive fight against cancer was lost on 16th March 17.

As many of you will be aware Linda received a diagnosis last August and in the early days was optimistic about the outcomes. However by Christmas it became apparent that the cancer was much more aggressive than at first thought, and by the end the specialists considered that it was one of the most aggressive forms that they had seen. Linda was just 58.

Linda came into Central Bedfordshire when we formed in 2009, and before that was with Beds CC. She had worked in and then with Early Years and Childcare settings with the Pre-School Learning Alliance before that.

Her quiet authority meant that she was held in incredibly high regard by the settings that she supported. She will be sorely missed by setting, colleagues and wider services.

Linda wanted any donations to be made to The Lymphoma Association. Donations can be made through www.memorygiving.com

