

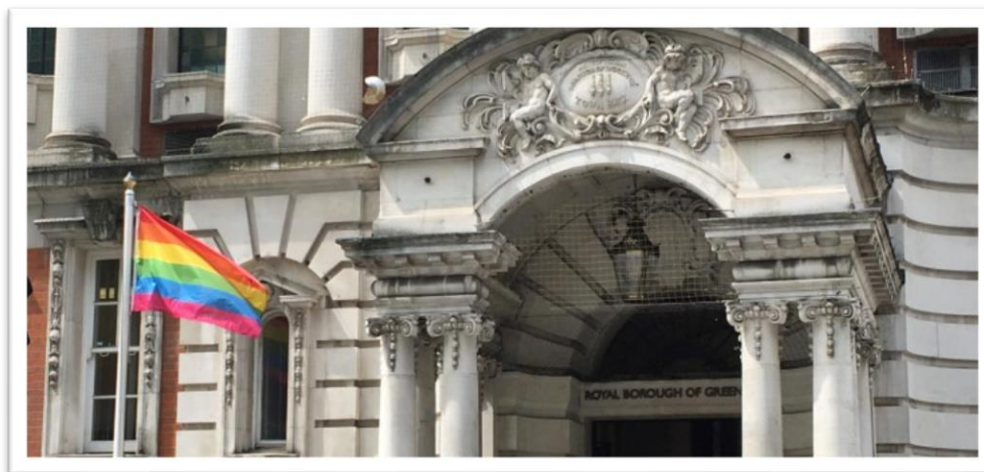
Royal Greenwich – a great place to grow up!



Childcare  
Options  
Royal Greenwich

Welcome to the February edition of the e-bulletin. Look out for

- ★ **SEND special edition** – free sensory circuit training for all providers!
- ★ 30 hours in April
- ★ Healthy Early Years London – Eat Better Start Better, School Holidays meals & Physical Activity
- ★ Have Your Say – draft Healthy Early Years London structure for quality assurance
- ★ The EYFS proposals
- ★ Men in the Early Years Workforce – MITEY free recruitment guide
- ★ LGBTQ+ month in February
- ★ Home Learning Environment – children’s mental wellbeing during winter
- ★ Coronavirus guidance
- ★ Keeping Children Safe – s 11 survey
- ★ Training



February 2020 is LGBTQ+ History Month and the theme is ‘Prose, Poetry and Plays’ so we thought we would celebrate the diversity of Greenwich families by putting together an inclusive picture book list.

This will also help to encourage a love of sharing words and language, build children’s personal, social and emotional development and support British Values.

**NOTE Funding :** EYPP and deprivation payments will be made before the end of term after all funding claims and census returns have been reconciled



### A Quick Summary - 30 hour places in April 2020

Please strongly advise your parents to start applying **now** so that most are ready before 31 March 2020. This will avoid delays affecting their application process and submit all codes to you before 31 March 2020 so you may verify codes before the end of term and forward plan your places for April. If you require to have confirmation of new starters for April in advance of this window then please advise your parents accordingly.

All codes should have a valid start date that is no later than 31 March 2020.

**All codes must be verified no later than 21 May 2020.** Please note that start dates attached to the code refer only to the date that the application was made and the parents' income eligibility criteria were ascertained. It is NOT the date from when the child is eligible for a place. You must also confirm age eligibility.

Child's Date of birth	When parents can check eligibility and get code	When the child becomes eligible
<b>Between 1 April and 31 August</b>	Between 1 April and 31 August	1 September following their <b>third</b> birthday
<b>Between 1 September and 31 December</b>	Between 1 September and 31 December	1 January following their <b>third</b> birthday
<b>Between 1 January and 31 March</b>	Between 1 January and 31 March	1 April following their <b>third</b> birthday



[www.childcarechoices.gov.uk](http://www.childcarechoices.gov.uk)

**HMRC Helpline**

**0300 123 4097**

#### Eligibility Requirements

1. A child will be eligible for 30 hours at the beginning of the term after they have turned 3
2. Both parents or sole parent must meet the income criteria \*
3. They must have a valid eligibility code ready in the term before they are age eligible. This must be **verified** by the provider in advance of place take up. Verification with the local authority that the code is valid must be done as soon as possible prior to the offer of the place and no later than headcount/census date of the term in which the place is taken up
4. The child has not yet reached statutory school age (the term after they turn 5) nor attends reception class in school

## Important Notice for Providers More details 30 hours eligibility checks for places in April 2020

- Providers should not offer any places until they have a directly verified the parent's eligibility code with the local authority directly via the 30 hours Eligibility Excel tracker
- The code only indicates that parents have met the income criteria on the date provided. It is not the start date for taking up the place. Providers must still check **child's age eligibility** (i.e. statutory term after 3<sup>rd</sup> birthday).
- Please advise parent to submit new and reconfirmed codes immediately. You are advised to verify in good time before the end of the Spring term.
- All codes, including reconfirmed codes, must be verified before the place is taken up in the Summer term. Codes must be **verified** before the child can be offered a place. A child cannot take up a place until the term **following** the validity start date of the code. A child cannot take up a new place during the grace period.
- If a code is returned as not eligible, check accuracy of information entered – date of birth and national insurance details used, contact FIS or Early Years & Childcare for a double check - and then advise parent to contact HMRC directly
- HMRC helpline** number for all enquiries relating to 30 hours eligibility is **0300 123 4097**
- Any codes starting with I I is a temporary code and parent will need to supply you with a 500 permanent code
- The child can keep their extended hours up until the end of the **grace period**.

<input type="checkbox"/> <b>Date the parent receives an ineligible decision</b>	<input type="checkbox"/> <b>Grace period end date</b>
<input type="checkbox"/> 1 January – 10 February	<input type="checkbox"/> 31 March
<input type="checkbox"/> 11 February – 31 March	<input type="checkbox"/> 31 August
<input type="checkbox"/> 1 April – 26 May	<input type="checkbox"/> 31 August
<input type="checkbox"/> 27 May – 31 August	<input type="checkbox"/> 31 December
<input type="checkbox"/> 1 September – 21 October	<input type="checkbox"/> 31 December
<input type="checkbox"/> 22 October – 31 December	<input type="checkbox"/> 31 March

- All parents taking up an extended place must **reconfirm** their income eligibility every 3 months to ensure they remain eligible. They will get reminder messages into their gateway account.
- If they do not get a reminder or they have problems, please advise them to contact HMRC as soon as possible to resolve.
- If a parent becomes ineligible, they may find a new job or increase their hours or income before the end of the grace period and re-submit a new application. If they become eligible again in this period, and the provider has verified the eligibility code, then the child keeps the extended place
- If parents become ineligible before they take up a place, they are not permitted to take up extended hours place during the grace period.
- If parents do not reconfirm on time and have entered the grace period, they will not be able to take up a place until the term following the new start date

For more information

**Parents** - Families Information Service 020 8921 6921 [fis@royalgreenwich.gov.uk](mailto:fis@royalgreenwich.gov.uk)

**Providers** - Early Years & Childcare Service 020 8921 3877 [childcare-support@royalgreenwich.gov.uk](mailto:childcare-support@royalgreenwich.gov.uk)



## FREE Inspection Briefing

**What do we know about how inspectors are applying the new Education Inspection Framework and Early Years Inspection Handbook**

**\*\*\*MORE DATES COMING SOON FOR GROUPCARE PROVIDERS\*\*\***

Join us for a free briefing reviewing the implementation of the new framework by Ofsted inspectors during the Autumn term

- ★ Update from recent Ofsted regional meeting for local authorities
- ★ Pattern of inspections – nationally and locally in Greenwich
- ★ Review of the inspection judgements and criteria and how they are being applied

## New inspection judgements



### IMPORTANT NOTICE

Contact your Early Years & Childcare Advisor if you are due an inspection or there has been a complaint or concern which might trigger an early inspection

020 8921 3877

[Childcare-support@royalgreenwich.gov.uk](mailto:Childcare-support@royalgreenwich.gov.uk)

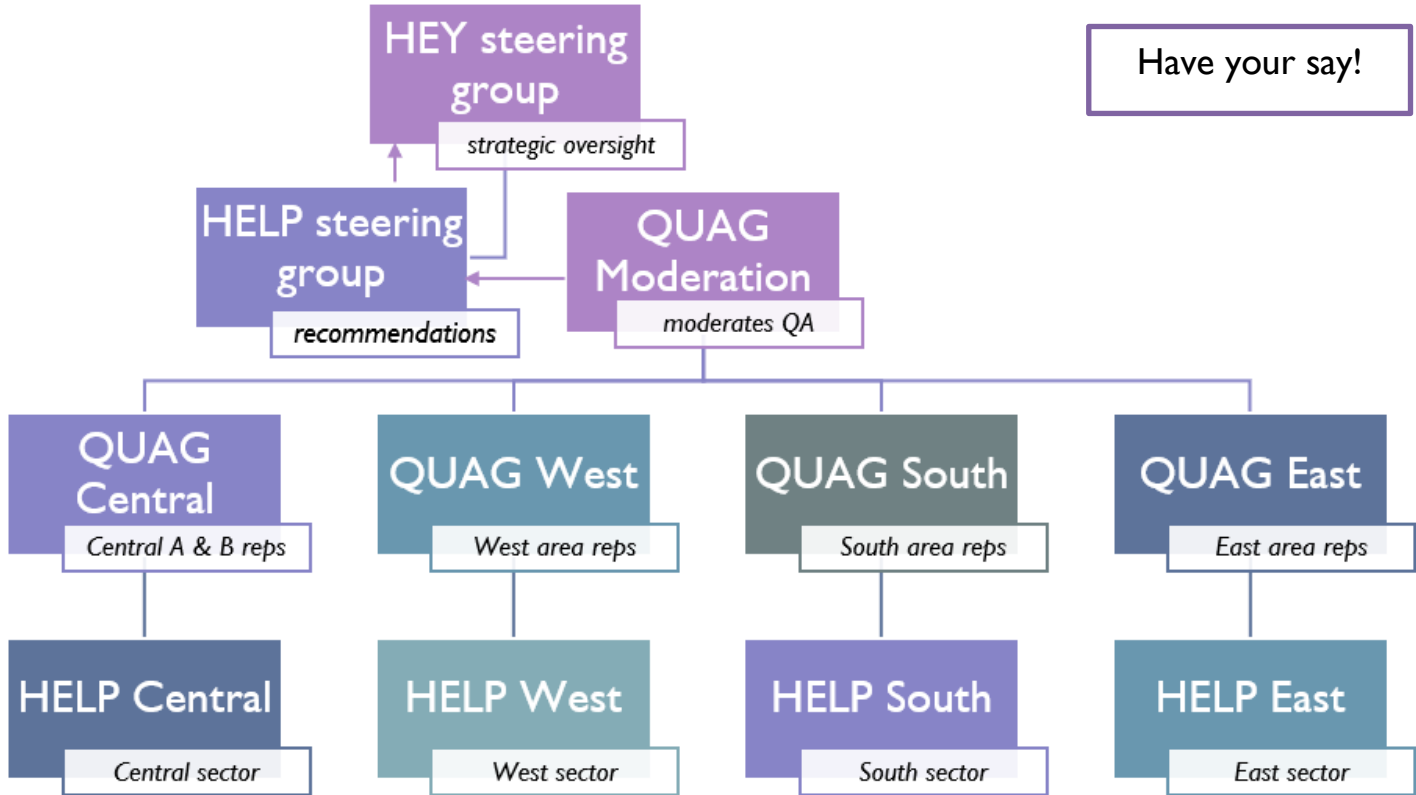
This is the draft structure for delivering Healthy Early Years London. Providers will be allocated into 4 separate areas to improve partnership and peer to peer support at a local level within the sector.

Providers will be able to continue within partnerships they already have developed and can choose to be part of one or both areas.

The sector will be able to nominate representatives to quality assure HEYL awards, co-ordinate training and share views with the local authority.

You are invited to make suggestions and offer feedback directly to [kaljit.schut@royalgreenwich.gov.uk](mailto:kaljit.schut@royalgreenwich.gov.uk)

Have your say!



<b>HEY Healthy Early Years</b>	<b>HEY Steering Group – Children’s Service &amp; Public Health</b>
<b>QUAG Quality Assurance Groups</b>	Quality assurance groups for Healthy Early Years London awards. Moderation at borough wide level and local quality assurance of applications with nominated representatives from the Health and Early Learning Partnerships composed of whole early years and childcare sector
<b>HELP Health &amp; Early Learning Partnerships</b>	Children Centre area-based partnerships with children’s centres, private, voluntary and independent providers, childminders and maintained schools to share high quality practice, to identify and support training needs and offer peer support. Healthy Early years London will be one strand of the work



## Healthy Early Years London

### \*\*\*FREE MENU PLANNING FOR GROUPCARE PROVIDERS COMING SOON!\*\*\*

This scooping up briefing will include:

- ❑ an introduction to HEYL in Greenwich
- ❑ the benefits to your setting and the children you care for by being involved.
- ❑ an overview of the registration and first steps process to help you get started
- ❑ a timetable of follow on workshops focusing on various themes within the HEYL award

The first workshop focus is on healthy **menu planning** - with growing concerns around childhood obesity and oral health we have a duty to encourage children to eat and drink healthily. A healthy balanced diet and regular physical activity are essential for children's health & wellbeing. Research confirms that healthy eating habits in the years before school are very important because they influence growth, development and academic achievement in later life. It is also a statutory requirement in the EYFS

Early Years Foundation Stage	
Learning & Development	Safeguarding & Welfare
s1.5 Physical development involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of <b>physical activity</b> , and to make <b>healthy choices</b> in relation to food	s.3.47 / s3.48 Where children are provided with meals, snacks and drinks, they must be <b>healthy, balanced and nutritious...</b> (and there is) an area which is adequately equipped to provide <b>healthy</b> meals, snacks and drinks for children as necessary

Davina De Laszlo - Infant Nutrition Advisor, Public Health & Wellbeing

- ★ understanding Eat Better, Start Better guidelines
- ★ an opportunity to discuss what a Healthy Eating policy looks like and how to implement
- ★ ideas on incorporating a balanced and varied menu to children as well as guidance on portion sizes

## Eat Better, Start Better

### Guide to the Voluntary Food and Drink Guidelines for Early Years Settings

<https://www.actionforchildren.org.uk/resources-and-publications/information-guides/eat-better-start-better-discount>

Getting children eating well for life means starting early. The Eat Better, Start Better guidance and supporting material has been developed to help early years providers and practitioners to meet the Early Years Foundation Stage (EYFS) welfare requirement for the provision of healthy, balanced and nutritious food and drink.

This new guidance, updated in 2017 reflects the government's dietary recommendations for children aged 6 months to 5 years and sets out the food and drink guidelines for early years settings in England. Following the advice in this new guidance when providing food and drink will help you to meet the nutritional requirements of young children in your care and achieve your First Steps Healthy Early years London award.

The Eat Better, Start Better pack is available for download or purchase which includes the updated guidance, nutritional information cards, and fact sheets on promoting and supporting healthy eating in early years settings, allergen information, catering for special dietary requirements, and healthy packed lunches.



<https://www.foundationyears.org.uk/wp-content/uploads/2017/11/Eat-Better-Start-Better1.pdf>

<https://www.firststepsnutrition.org/eating-well-early-years>

Eating well: snacks for  
1-4 year olds



Good food choices and portion  
sizes for 1-4 year olds



FIRST STEPS NUTRITION TRUST 

FIRST STEPS NUTRITION TRUST 

A flyer for 'Holiday Meals' with a light green background. At the top center is a black alarm clock icon. In the top right corner is the 'gcda' logo in blue. The words 'HOLIDAY MEALS' are written in large, bold, black, stylized letters. On either side of the text are large, orange, hand-drawn style illustrations of a fork and a knife. Below the title, there is a paragraph of text, followed by 'NO CHARGE' in orange, and 'See reverse for dates & times'. At the bottom, there are two paragraphs of smaller text and a line of orange text.

**HOLIDAY MEALS**

We're serving delicious meals across Greenwich during all school holidays. Join us, eat great food and make new friends!

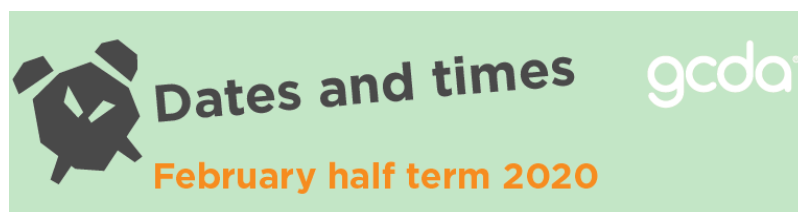
**NO CHARGE**

See reverse for dates & times

Delicious, healthy meals are being delivered throughout the borough during all school holidays. The meals are a great chance for children and young people to get together over some great food and have a chat. Meals include wraps that kids make themselves or a hot meal to boost energy levels for the afternoon or evening! Veggie food is on offer, so all welcome.

Children under 10 need accompanying at the Youth Clubs and children under 6 need accompanying at the adventure playgrounds. Family groups are welcome at the community centres.

**Children must be accompanied by an adult at the children's centres.**

A smaller flyer with a light green background. It features a black alarm clock icon on the left, the text 'Dates and times' in black, and the 'gcda' logo in white on the right. Below this, the text 'February half term 2020' is written in orange.

**Dates and times**

**February half term 2020**

**Please share attached flyer including dates and locations with your parents to ensure all children have access to good food during school holidays**



# Physical activity for early years (birth – 5 years)

Active children are healthy, happy,  
school ready and sleep better



BUILDS  
RELATIONSHIPS  
& SOCIAL SKILLS



MAINTAINS  
HEALTH &  
WEIGHT



CONTRIBUTES TO  
BRAIN DEVELOPMENT  
& LEARNING



IMPROVES  
SLEEP



DEVELOPS  
MUSCLES  
& BONES



ENCOURAGES  
MOVEMENT  
& CO-ORDINATION

## Every movement counts

Aim for at least  
**180**  
Minutes per day  
for children 1-5 years



PLAYGROUND



JUMP



CLIMB



MESSY PLAY



THROW/CATCH



SKIP

**Under-1s**

at least  
30 minutes  
across the day



OBJECT PLAY



DANCE



GAMES



PLAY



TUMMY TIME



SWIM



WALK



SCOOT



BIKE

**Get Strong. Move More. Break up inactivity**

UK Chief Medical Officers' Physical Activity Guidelines, 2019

## The EYFS proposed reforms

The consultation closed on 31 January 2020 and the responses are being considered by the Department for Education. The DFE provided an update at Learn Explore Debate event in January. One of the key areas is communication and language in which you will notice a different emphasis. You will see evidence of an increasing focus on communication and language by Ofsted in recent reports.

### EYFS reforms: Consultation



In Scope	Out of Scope
<ul style="list-style-type: none"><li>• Educational Programmes</li><li>• Early Learning Goals</li><li>• EYFSP statutory LA moderation</li><li>• Exceeded judgement</li><li>• Promotion of oral health- proposal to include 'promotion' as part of wider safeguarding and welfare. <b>To note- this is not a proposal for mandatory tooth brushing supervision</b></li></ul>	<ul style="list-style-type: none"><li>• <b>Prime and Specific Areas of Learning</b>:- these terms will remain – as will the areas of learning sitting underneath. All the areas of learning are inter-connected and complement one another.</li><li>• <b>Characteristics of Effective Teaching and Learning</b> will remain central to the EYFS – no changes proposed</li><li>• <b>Good Level of Development (GLD) metric</b></li><li>• The <b>progress check at age 2</b> is not being consulted on.</li><li>• The <b>reception baseline assessment</b> is not in scope of this consultation.</li></ul>

### EYFS Reforms: L&D requirements



- **Proposed revisions to the educational programmes**:- each programme has been re-written to provide detail on the kinds of activities practitioners and teachers can deliver in settings and classrooms to support day to day curriculum and practice.
- Communication and language has been threaded through all areas, given it underpins all seven areas of learning.
- **Proposed revisions to the Early Learning Goals (ELGs)**:- includes more clarity and specificity to descriptors and key changes to:
  - **Communication and language**: focus on oral language and vocabulary acquisition
  - **PSED**: new ELG on self-regulation and inclusion of self-care
  - **Physical Development**: focus on gross and fine motor skills
  - **Literacy**: new ELG on comprehension
  - **Maths**: focus on depth of number and understanding quantities and continue to focus on space, shapes and measure through curriculum
  - **Understanding the World**: more defined descriptors as precursors to science, history and geography and remove IT.
  - **Expressive Arts and Design**: clearer descriptors and emphasis on communication and language.

### EYFS Reforms: Non- statutory curriculum guidance



- Curriculum guidance is currently being developed through an update of the *Development Matters* non-statutory guidance - aims to focus practitioners and teachers on the importance of rich daily activities to **improve outcomes and help reduce workload**
- Dr Julian Grenier is leading this work with us
- We aim to roll out the new curriculum guidance alongside the EYFS reforms

The webinar below outlines some of the changes for your information

<https://foundationyears.org.uk/2019/12/early-years-foundation-stage-reforms-webinar/>



The DFE set out their ambitions improving outcomes and the links with home learning environment with the Hungry Little Minds and BBC Tiny Happy People

### Meeting our ambitions for children's early language and literacy outcomes demands a relentless focus throughout a child's early years



To drive the change we want to see, we must ensure that in every place



Parents' environments are saturated with positive messaging to raise awareness and promote behaviour change



Face-to-face support, intensive where needed, is available to parents and children who need help to make and sustain change



Children experience high quality early education that pushes them to achieve



And public, private and third sector leaders, services and communities work collectively towards this objective with purpose, coherence and ambition

## Home Learning Environments: Ideas for Parents

### **BBC Bitesize** Five ways to support young children's mental health in winter

Dr Hazel Harrison, Clinical Psychologist

<https://www.bbc.co.uk/bitesize/articles/zndp6v4>

**1 Keep moving** - it's important to get outside and soak up whatever natural light is available, as this can also help children's brains and bodies to keep functioning effectively and keep vitamin D levels topped up

- ☆ **Get your wellies on** - jump in muddy puddles.
- ☆ **Do a treasure hunt** - out walking, ask children to see how many items they can spot eg birds, trees, dogs, buses and so on depending on where you are
- ☆ **Go to the woods** (Oxleas, Bostall, Lesnes Abbey) - children love the freedom of exploring, building dens and climbing trees
- ☆ Keep moving while you're indoors...**home disco or blow up a balloon** and tap to each other

**2 Get cosy** - children need some comforting 'refuel or recharging time' with you curled up on the sofa **together** chatting, sharing a picture book or watching a favourite children's film. The important bit is doing this together and having a conversation - this will improve your child's language skills, help them reflect on their experiences and talk about what they enjoy.

**3 Take in the good stuff** - it important for all of us, including our children, to have a healthy balance of emotions in a day

- ☆ **Make a 'Top Times' scrapbook** - create a scrapbook of memories, with printed out photos, drawn pictures, saved tickets and other bits and pieces stuck in to help them remember - capture smaller moments of joy like seeing a rainbow. Look through them together.
- ☆ **Create a gratitude jar.** Another way to take in the good stuff is to write down a little note when something's gone well and keep it in a jar or box - ask your younger children to draw something or ask them to tell you what to write.

**4 Learn something new** to encourage children's independence - putting on shoes, zipping up their coat or new skill such as jumping or hopping. Or it could be something that helps at home, such as helping out with washing up. When children feel they're contributing to family 'work', it can enhance their sense of belonging.

A 'growth mindset' helps all of us realise we all have the ability to change the way we think and do things. How to encourage your child to adopt a **growth mindset**:

- ☆ **Add the word 'yet'** when your child says "I can't do this", say: "You can't do it yet".
- ☆ **Practise (and try again) with your child** trying new things can be scary, celebrate learning new skills as a family and bounce back with a "let's try again" when it doesn't work

**5 Take care of yourself** Being able to support your child's wellbeing also involves taking care of yourself. As a starting point, try and eat nutritious healthy food; it's a great idea to turn cooking into an activity the whole family takes part in..

Life can often feel very busy and parents give themselves a hard time about being unable to do everything perfectly. Remember, though, there are no 'perfect parents'. We all get things wrong, we all have days when we struggle. And while it may be true that you might not have done everything 'perfectly', you've probably done more things to support your child's wellbeing than you realise. So, try and focus on what you're doing well and be kind to yourself - you will be role modelling a great example to your child.

If you need more help, talk to your provider who will be able to signpost you to your local Children's Centre

### Eating well recipe book

Simple, cost-effective ideas  
for the whole family

[www.firststepsnutrition.org/eating-well-early-years](http://www.firststepsnutrition.org/eating-well-early-years)

[https://static1.squarespace.com/static/59f75004f09ca48694070f3b/t/5a5a322fc83025fbb01f413a/1515860551067/Eating\\_well\\_recipe\\_book\\_july\\_2014.pdf](https://static1.squarespace.com/static/59f75004f09ca48694070f3b/t/5a5a322fc83025fbb01f413a/1515860551067/Eating_well_recipe_book_july_2014.pdf)

## Men in the Early Years Workforce

A big thank you to those who have returned the men in the workforce survey. We have received a response from 17 groupcare and 7 childminders so far. To ensure we are getting a true picture we would be grateful for a response from ALL early years providers in the borough.

Please complete and return the survey as soon as possible.

[Childcare-support@royalgreenwich.gov.uk](mailto:Childcare-support@royalgreenwich.gov.uk)



**MEN IN THE  
EARLY YEARS**

**Check out MITEY's new free guide to recruiting men into your workforce**

“Most employers are only accessing half the population when they advertise their vacancies. We say it's time to take action and start reaching out to men - to double the pool of talent and create a more representative workforce.” *MITEY*

MITEY's new guide, is packed full of ideas to help you increase your chances of recruiting male staff. If you join the MITEY Network, you can download it for free. Just click on the link below to sign up and then use the password RECRUIT.

<https://miteyuk.org/>

The 20-page guide suggests practical ways for early years employers to attract more men into the workforce. These include:

- Replacing 'feminised' job titles like 'nursery nurse' with more gender-neutral terms like 'early years practitioner'
- Keeping a check on sexist 'workplace banter'
- Including 'positive action' statements, images of men and male case studies in job advertisements, to clarify that male applicants are welcome
- Holding open days targeted at attracting male recruits
- Promoting early years and other caring jobs to boys of all ages
- Working with Job Centres to promote early years careers to men
- Promoting vacancies via fathers who use early years provision, as well as mothers



HM Government

### **Coronavirus – Advice for all early years providers and schools**

The government is closely monitoring the spread of the Coronavirus and is taking action at home and abroad. The overall risk of Coronavirus to the UK remains moderate. However we understand that people may be concerned where there are children, students or staff returning from or visiting China. Public Health England and the Foreign Office have issued advice for anyone travelling to the area.

This can be found at:

<https://www.gov.uk/foreign-travel-advice/china>

<https://www.gov.uk/government/news/wuhan-novel-coronavirus-and-avian-flu-advice-for-travel-to-china>

Latest information and advice can also be found at:

<https://www.gov.uk/coronavirus>

Please share this advice with your staff and cascade as appropriate.

### **Advice for parents/guardians**

You should not be unduly worried about the possibility of your children catching the Coronavirus. There is no reason why your children should not continue to attend their early years, school or further education setting as normal.

We recognise that some families or children may be planning to travel to China during the forthcoming half term period. If so, please refer to the FCO's latest travel advice via the link above.

### **What action you can take**

A UK wide campaign has been launched to provide clear advice on how to slow the spread of Coronavirus. Please help to support the campaign which promotes basic hygiene practices to stem the spread of viruses, such as

- regularly washing hands
- always sneezing into a tissue

You can do this by:

Displaying this poster in relevant public spaces:

<https://assets.publishing.service.gov.uk/media/5e35b25740f0b609169cb52a/coronavirus-public-info-poster-2.pdf>

Sharing HM Government content from the following social media links:

<https://twitter.com/DHSCgovuk/status/1223888531262726144>

<https://www.facebook.com/DHSCgovuk/videos/194227541968649/>

[https://www.linkedin.com/posts/dhsc\\_coronavirus-coronavirusoutbreak-coronavirusuk-activity-6629655670331318273-Djpu](https://www.linkedin.com/posts/dhsc_coronavirus-coronavirusoutbreak-coronavirusuk-activity-6629655670331318273-Djpu)



HM Government



# **CORONAVIRUS: PUBLIC INFORMATION**

The Government and NHS are well prepared to deal with this virus.

You can help too.

Germs can live on some surfaces for hours.

To protect yourself and others:

- Always carry tissues with you and use them to catch your cough or sneeze.
- Bin the tissue, and to kill the germs, wash your hands with soap and water, or use a sanitiser gel.
- If you have arrived back from China within 14 days follow the specific advice for returning travellers.

This is the best way to slow the spread of almost any germs, including Coronavirus.

**Find out more at [gov.uk/coronavirus](https://www.gov.uk/coronavirus)**



## Keeping Children Safe: Section 11 Survey

Greenwich Safeguarding Children Partnership (GSCP) are a statutory partnership set up under the Children Act 2004 to ensure that agencies working with children and their families have sufficient regard to safeguarding and promoting the welfare of children, and that they work together effectively to achieve this.

**Section 11 (4) of the Children Act 2004 requires each person or body to which the duties apply to have regard to any guidance given to them by the Secretary of State and places a statutory requirement on organisations and individuals to ensure they have arrangements in place to safeguard and promote the welfare of children.**

The GSCP have a responsibility to ensure that all people working with children within the borough understand their safeguarding responsibilities, know how to recognise a safeguarding concern about a child or young person, and know what to do to support and protect them.

Part of the way in which we make sure that is the case is by carrying out this audit to check the safeguarding abilities of professionals and volunteers in the borough, find any improvements that need to be made and support them to make them, thereby improving the safety and wellbeing of all children and young people in the Borough. Our aim is for this process to be supportive as well as challenging.

Groupcare providers will receive a link to the survey to complete anonymously. Please ask all your staff to complete the survey **\*\*\* Survey deadline: 6 March\*\*\***

GSCP will provide the raw data from your setting for you to carry out a self-assessment based on the results (see Self-Assessment Template below). This will be a simple exercise for you in which you identify how well your staff understand safeguarding. The analysis of the questionnaires will help you to understand the strengths and gaps in your staff confidence, skills and knowledge. This will enable you to identify any learning, training or support you might need. **You do not have to share this with anyone.**

### s.11 SELF ASSESSMENT TEMPLATE

Total number of staff who completed the S11 Self-Assessment Questionnaire:

*Please comment on your organisations performance based on the responses to each question below. Staff may not have answered all of the questions depending on their level of safeguarding responsibility. Please indicate number of staff responding to each question.*

1. Staff know who to contact about a safeguarding concern
2. Staff know when to share information (7 golden rules)
3. Staff know to whom they should report concerns about a colleague
4. Staff feel confident in challenging other professionals when needed
5. Staff can identify a safeguarding strength
6. Staff can identify an area for improvement in safeguarding practice
7. Staff have received safeguarding training within the last 3 years, are able to identify an impact and have a level of confidence in relation to key safeguarding issues.
8. Staff are confident in fulfilling their child safeguarding responsibilities

If you have any questions, please contact

Emma Rodriguez GSCP Professional Advisor n 020 8921 4477 [emma.rodriquez@royalgreenwich.gov.uk](mailto:emma.rodriquez@royalgreenwich.gov.uk)



## Online Training Portal - PVI & Childminder Section on Direct Services to School

Easier and quicker to book training with the Early Years & Childcare

<http://servicestoschools.royalgreenwich.gov.uk/courses>

**Childminders** - you will have received a link for access to the new online booking portal. Your account has been activated and a password sent to you which you can change once you have logged in. If you did not get an email or have childminding assistants, please follow the instructions online and register directly on the training portal.

**PVIs & Groupcare Provider** - please ask your staff to register. We recommend that you use business email addresses for staff. If you the manager is booking on staff- please add staff name in notes section so we know who to expect.

Follow link to course page and click on Private, Voluntary and Independent (PVI) and childminders (blue box)

The Early Years & Childcare Service directly deliver subsidised single agency GSCP training to early years and childcare providers. If you identify safeguarding needs or gaps, or see an interesting course, then please contact [eyc.training@royalgreenwich.gov.uk](mailto:eyc.training@royalgreenwich.gov.uk) to arrange a tailored single agency or INSET training course that meets your needs. You are strongly advised to use EYC safeguarding training as it based on Greenwich safeguarding priorities, procedures and local Ofsted actions. Ofsted outcomes demonstrate that online training is less effective.

The screenshot shows the website interface for 'Direct Services to Schools'. The navigation bar includes 'Home', 'About us', 'Services', 'Courses', 'Rooms', 'NQT Vacancies', 'Apprentices', and 'Contact'. The main heading is 'Courses'. On the left, there is introductory text about training opportunities and a note that registration is required. The main content area displays a grid of course categories, each with a play button icon. A blue arrow points from the introductory text to the 'Private, Voluntary and Independent (PVI) and Childminders' category.

All Courses	EYFS
Primary	Secondary
Leadership	NQT
Support Staff	Prioritising Mental Health
Governors	Whole School
SEN	Health and Safety
Child Protection	Private, Voluntary and Independent (PVI) and Childminders

If you would like to book one of the EYC delivered training courses for your staff INSET days, please contact [eyc.training@royalgreenwich.gov.uk](mailto:eyc.training@royalgreenwich.gov.uk)

**\*For Paediatric 1st Aid Training, please ensure you apply at least 3 months before the expiry date of your certificate**

**New venue PFA : Block I, 10a Woolwich Dockyard Industrial Est,  
Woolwich Church St, Woolwich SE18 5PQ**

To book click on or copy and paste link into your browser - <http://servicestoschools.royalgreenwich.gov.uk/courses>

Area of EYFS	Training Courses and Workshops	Dates	Start Times	End Times
	Managing Challenging Behaviour	07/03/2020	09:00	12:15
	Observations, Planning & Assessment	14/03/2020	13:15	16:30
<b>Ofsted Ready</b>	Healthy Early Years London Launch	23/01/2020	18:30	20:30
	Getting it Right	15/02/2020	09:00	12:30
	Welcome Induction	14/03/2020	09:00	12:30
<b>Safeguarding &amp; Welfare</b>	Safer Recruitment, Induction & Supervision	15/02/2020	13:15	16:30
	Introduction to Safeguarding	25/04/2020	09:00	12:30
	Intermediate Safeguarding	25/04/2020	13:15	16:30
	Designated Safeguarding Person	28/03/2020	09:00	16:00
	Managing Allegations	28/03/2020	09:00	12:30
<b>Childminders - Specialist Provision</b>	Approved Provider List Briefing	05/03/2020	18:30	20:30
	Paediatric 1 <sup>st</sup> Aid	21/03/2020 & 28/03/2020	08:45	15:30
	Paediatric 1 <sup>st</sup> Aid	26/02/2020 & 04/03/2020	08:45	15:30
<b>Education Ofsted Inspection Briefings for Groupcare</b>	COMING SOON!			
<b>HEY London Menu Planning First Steps</b>	COMING SOON!			

### Other courses and training

- ❑ To book courses with Greenwich Safeguarding Children Partnership (GSCP)  
<http://training.greenwichsafeguardingchildren.org.uk/events-list>
- ❑ To complete online Prevent training [http://course.ncalt.com/Channel\\_General\\_Awareness](http://course.ncalt.com/Channel_General_Awareness)
- ❑ For NSPCC support resources and training information about recognising signs of abuse and neglect and how to keep children safe, control click on [NSPCC](#)

**Early Years & Childcare Advisors** are here to provide support, advice and guidance for

- potential providers
- newly registered provision
- pre Ofsted inspection preparation
- post Ofsted inspection action plan
- Welfare requirement notices
- Safeguarding

If you would like to book one of the training course for your staff INSET days, please contact [eyc.training@royalgreenwich.gov.uk](mailto:eyc.training@royalgreenwich.gov.uk)

**Early Years & Childcare duty line number 0208 921 3877**

**FIS 020 8921 6921**

*Please note the following email addresses for your information:*

Early Years & Childcare Advisors and EYP Hub enquiries: [Childcare-support@royalgreenwich.gov.uk](mailto:Childcare-support@royalgreenwich.gov.uk)

Finance/ 30 hour codes for providers : [Eyc-funding@royalgreenwich.gov.uk](mailto:Eyc-funding@royalgreenwich.gov.uk)

Training and online Training Portal (Direct Services) enquiries: [Eyc.training@royalgreenwich.gov.uk](mailto:Eyc.training@royalgreenwich.gov.uk)

Childcare Referrals: [Targeted-childcare@royalgreenwich.gov.uk](mailto:Targeted-childcare@royalgreenwich.gov.uk)

SEND Inclusion Fund: [early-years-inclusion-fund@royalgreenwich.gov.uk](mailto:early-years-inclusion-fund@royalgreenwich.gov.uk)

Families Information Service – Family Services Directory and 2 year old checks :  
[fis@royalgreenwich.gov.uk](mailto:fis@royalgreenwich.gov.uk)