

Royal Greenwich – a great place to grow up!



Childcare
Options
Royal Greenwich

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

- ★ 30 hours, Service Level Agreement and term dates for 2020/21
- ★ Ofsted Inspection Briefing: Monday 16 March
- ★ Coronavirus update – and good practice policy for employers
- ★ Healthy Early Years London – Speech, language and Communication Thursday 5 March
- ★ Keeping Children Safe – Babies
- ★ Training – including INSET training offer and new 2 day Child Development course

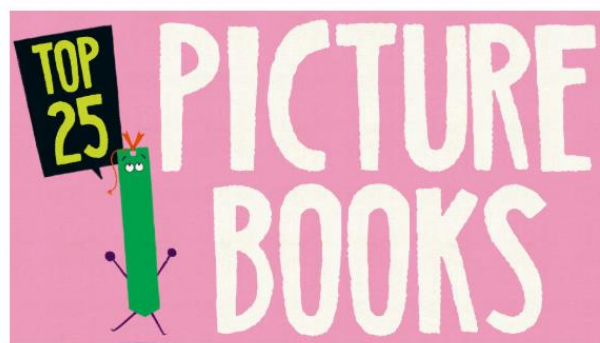
#WorldBookDay



NURSERY & PRE-SCHOOL RESOURCES

<https://www.worldbookday.com/resources/nursery/>

Thursday 5 March



<https://www.worldbookday.com/ideas/100-stories-to-share/picture-books/>

Draft RBG Service Level Agreement, term dates and funding model

All providers registered to deliver early years or childcare provision in Royal Greenwich are expected to adhere to and agree the Service Level Agreement which sets out expectations around quality, safeguarding and meeting regulations and requirements set out by EYFS, Ofsted and the local authority.

Please review and return any comments no later than 31 March 2020. A final copy will be shared in April.

Kaljit.schut@royalgreenwich.gov.uk

Early Years & Childcare Team Leader 020 8921 3877

Men in the Early Years Workforce

A big thank you to those who have responded to the men in the workforce survey.

We would like to learn a bit more about the challenges men face in the childcare sector and identify some improvement and support strategies. To do this we would like to invite all men in the early years workforce to participate in a peer support network group. We will be making contact directly in the next few weeks so look out for an email.

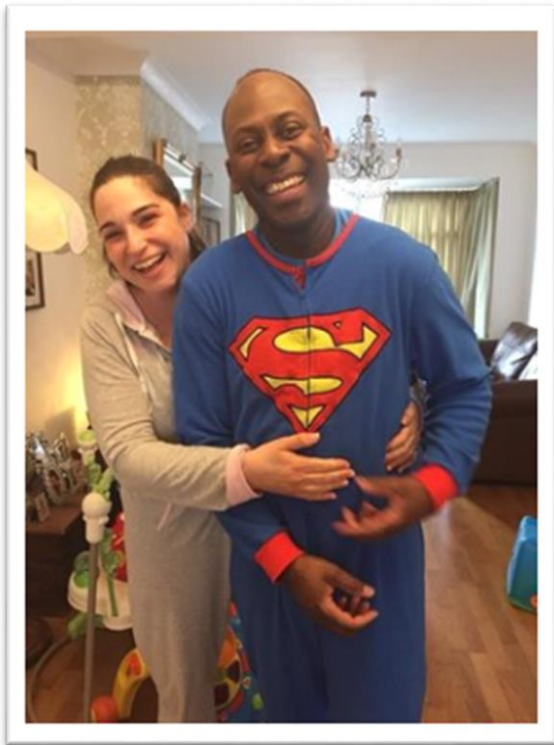
We still have a number of providers who have not yet responded, so if you have men in your setting, are a male childminder, or have a male childminder's assistant please get in touch

Childcare-support@royalgreenwich.gov.uk

Meet the Minder! Nursev and John

We are excited to share that this dynamic duo recently featured on PACEY's website with a blog...

<https://www.pacey.org.uk/news-and-views/pacey-blog/february-2020/the-best-of-both-worlds/>



Video interview with the Honing Block
<https://m.youtube.com/watch?feature=youtu.be&v=uAQLF8cUK7k>

“For us, childminding enables us to be there for our own family. We believe that children really need both male and female role models in order to be more balanced as individuals and learn about the world around them...

Having a man in the setting is not only a selling point but it has really benefitted those children who have had particularly difficult times with male influences in their own lives. It has helped and enabled them to be able to trust, be comfortable with, and relate to a male again.

Being a male childminder can be daunting sometimes, it's a female dominated profession and when we network with our peers John is usually the only male. But on the other hand, to be able to be a role model for young children who do not have a male figure in their lives is a huge benefit, and it's a great comfort to some parents.

It's important for us personally that John also gets to be a positive black role model. We have built up our business from scratch and it is now very successful.

We have a great reputation, we are unique, and we even have a waiting list! We are very proud of what we have built and we want to continue future plans to potentially transition into a nursery setting and grow even more.”

Join John at **Childminder's Conference on Sat 13 June** where he will be sharing his best practice tips



A Quick Summary - 30 hour places in April 2020

All 30 hour codes for should have a **valid start date** that is no later than **31 March 2019**

Apply for a 30 hours code
in good time. **Do it before**
the end of February.
childcarechoices.gov.uk



All codes must be verified by prior to take up of a place. 30 hours codes should be added to the attached 30 hours Excel checker and sent for verification to eyc-funding@royalgreenwich.gov.uk

*****Any codes which have not been checked (including new or reconfirmed codes) with the local authority via the 30 hour checker will not be valid for a Summer place and will not be funded*****

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 (turned 3 on or before 31 March)

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



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. **All codes must be verified before take up and no later than 21 May** directly with the local authority via the 30 hour checker Excel spreadsheet to eyc-funding@royalgreenwich.gov.uk
4. The child has not yet reached statutory school age (the term after they turn 5) nor attends reception class in school

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 hour checker Excel form by **21 May 2020**
- 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** (ie statutory term after 3rd birthday). Codes must have a start date no later than 31 March 2020
- All codes, including reconfirmed codes, must be verified before the place is taken up in the Spring 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 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 11 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**.

Date the parent receives an ineligible decision

Grace period end date

1 January – 10 February

31 March

11 February – 31 March

31 August

1 April – 26 May

31 August

27 May – 31 August

31 December

1 September – 21 October

31 December

22 October – 31 December

31 March

-
- All parents taking up 30 hours 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 with the local authority, 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

Providers - Early Years & Childcare Service 020 8921 3877 childcare-support@royalgreenwich.gov.uk

Healthy Early Years London

SPEECH, COMMUNICATION & LANGUAGE (SLC) WORKSHOP

18:30 – 21:00

Thursday 5 March

The Gallery
The Woolwich Centre SE18 6HQ



Free workshop covers how to:

- ❑ understand ages and stages of speech, communication and language (SLC) development
- ❑ create a language rich environment for all children
- ❑ support children's cultural capital, home learning environment and parent partnerships
- ❑ start completing your bronze award



Word Gap between disadvantaged children and others impacts significantly on children's life chances

Dept for Education and Ofsted expect high quality early language interactions with all children (see attached table)

Educational Attainment



1 in 4 children who struggled with language at the age of 5 did not reach the expected standard in English at the end of primary school, compared with 1 in 25 children who had good language skills aged 5.

Lifelong Impact



60% of young offenders have low language skills

Social, Emotional and Mental Health



Children with vocabulary difficulties at age 5 are 3 times more likely to have mental health problems in adulthood and twice as likely to be unemployed when they reach adulthood

81% of children with emotional and behavioural disorders have unidentified SLCN

The attached table outlines emphasis by Department for Education and Ofsted on language development.

Early Years Foundation Stage	
Current EYFS	Proposed EYFS
<p>Communication and language development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations</p> <p>ELGS</p> <p>Listening and attention: children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.</p> <p>Understanding: children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p>Speaking: children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</p>	<p>The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development.</p> <p>The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively.</p> <p>Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive.</p> <p>Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures</p> <p>Listening, Attention and Understanding Children at the expected level of development will:</p> <ul style="list-style-type: none"> ☆ Listen attentively and respond appropriately when being read to and during whole class discussions and small group interactions; ☆ Make comments about what they have heard and ask questions to clarify their understanding; ☆ Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <p>Speaking Children at the expected level of development will:</p> <ul style="list-style-type: none"> ☆ Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; ☆ Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; ☆ Express their ideas and feelings about their experiences using full sentences, including accurate use of past, present and future tenses and making use of

	<p>conjunctions, with modelling and support from their teacher.</p>
<p>Ofsted</p>	
<p>Learning Walk observations (excerpt)</p>	<p>Good and outstanding descriptors (excerpt)</p>
<p>When observing interactions between staff and children, inspectors should consider how well staff:</p> <ul style="list-style-type: none"> ☆ engage in dialogue with children ☆ watch, listen and respond to children ☆ model language well ☆ read aloud and tell stories to children ☆ encourage children to sing songs, nursery rhymes and musical games ☆ encourage children to express their thoughts and use new words 	<p>Children consistently use new vocabulary that enables them to communicate effectively. They speak with increasing confidence and fluency, which means that they secure strong foundations for future learning, especially in preparation for them to become fluent readers.</p> <p>Practitioners ensure that their own speaking, listening and reading of English enables children to hear and develop their own language and vocabulary well. They read to children in a way that excites and engages them, introducing new ideas, concepts and vocabulary.</p> <p>Practitioners share information with parents about their child’s progress in relation to the EYFS. They help parents to support and extend their child’s learning at home, including how to encourage a love of reading.</p> <p>Children enjoy, listen attentively and respond with comprehension to familiar stories, rhymes and songs that are appropriate to their age and stage of development</p>

A strong public health system leaves no one behind, least of all our youngest generation

Dr. Kelly Henning,
Bloomberg Philanthropies



Greenwich is excited about participating in Mayor of London’s Healthy Early Years London (HEYL) which broadens the work undertaken by our Children’s Centres as part of HEY Greenwich – in which they reached Gold Award. They are now Silver Award level in HEY London!

This is an amazing opportunity for all of us to recognise and celebrate the commitment of our early years settings to giving children the best start in life.

Read the HEYL report detailing the incredible work <https://www.london.gov.uk/what-we-do/health/healthy-early-years-london/healthy-early-years-london-year-one-evaluation-report>

Healthy Early Years London



Statutory framework for the early years foundation stage

Setting the standards for learning,
development and care for children from
birth to five

**Are you meeting & delivering the EYFS to a good quality already?
Then you are likely to be on your way to be awarded as a Healthy
Early Years London provider**

REGISTER & COMPLETE YOUR FIRST STEPS

1. First Steps

2. Bronze

3. Silver

4. Gold

- Mayor of London scheme to reduce health and educational inequalities in the early years
- Supports and recognises achievements in child health, wellbeing and development in early years settings
- Supports delivery of statutory EYFS and Ofsted Education Inspection Framework
- Attend a briefing to find out about the 4 levels of awards to improve and support practice

What next?

1. You can **register** NOW on the HEY London <https://www.london.gov.uk/what-we-do/health/healthy-early-years-london/about-healthy-early-years-london>
2. You must use your Ofsted registered name
3. Attend healthy eating and menu planning briefing and
4. Carry out an audit of healthy food provision and menu planning in relation to Voluntary Food & Drink Guidelines for Early Years Settings to complete First Steps *see Eat Better Start Better*
5. Email a copy of your menu with words 'Menu name of your setting HEY London' in email title to childcare-support@royalgreenwich.gov.uk
6. Sign up to Sugar Smart <https://www.goodfoodingreenwich.org/sugar-smart/>

**SUGAR
SMART**

IMPORTANT NOTE What to do when you log in to HEYL site to complete HEYL First Steps

1. Login into your account at <https://www.london.gov.uk/what-we-do/health/healthy-early-years-london/awards/user/login>
2. If you are not directly taken to the *Award applications* page select *Award applications* from the top menu
3. Click on *apply for first steps* and go through and answer each of the questions in the 12 sections
4. If you answer *No* to a question you will need to complete the *Actions required to meet the guidelines* box
5. Click next step & save at the end of each section and click *save* at the end of the form

Once complete your dashboard will show the first steps award and you will be able to download your certificate – **however you cannot display your certificate until you have attended training and your menu has been approved.**

Eat Better, Start Better

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

It is important you attend Healthy Eating & Menu Planning briefing by Nutrition Advisor from 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



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.

The guidance 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. Following the advice 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



Why healthy eating first?

Increasing levels of childhood obesity and poor oral health mean we all share a collective duty to encourage children to eat and drink healthily. A healthy balanced diet and regular physical activity are essential for children's health & wellbeing.

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 physical activity, and to make healthy choices in relation to food	s.3.47 / s3.48 Where children are provided with meals, snacks and drinks, they must be healthy, balanced and nutritious... (and there is) an area which is adequately equipped to provide healthy meals, snacks and drinks for children as necessary



Go Sugar Smart

For settings interested in registering for Healthy Early Years London, you must sign up to Sugar Smart

For advice, email

sugar-smart@royalgreenwich.gov.uk

1. **Decide** together how you are going to take action on sugar
2. **Make** up to three pledges to support your ambition
3. **Register** your pledges on the Good Food in Greenwich website: <https://www.goodfoodingreenwich.org/sugar-smart/>
4. **Spread** the word about your pledges to the people who matter!

Suggested pledge ideas for early years settings:

- Only provide milk or water at meals and snack times
- Actively promote free drinking water
- Deliver workshops/displays on sugar content in drinks
- Sign up to the voluntary food and drink guideline for early years settings
- Display menu for meals and snacks for parents and carers to see

Top tips to keep your family healthy and happy

change
4 life

See attached flyers and activity booklet from Change4Life



Get your packs by clicking on the link or see attached document

Safer food, better business for childminders

Food safety management pack for registered childminders or childcarers on domestic premises who usually provide meals and drinks for the children in their care.

<https://www.food.gov.uk/business-guidance/safer-food-better-business-for-childminders>



FREE Inspection Briefing : what do we know about how inspectors are applying the new Education Inspection Framework and Early Years Inspection Handbook

14:00 – 16:30
Monday 16 March
The Gallery
The Woolwich Centre
35 Wellington St
Woolwich
SE18 6HQ

To book email

Eyc.training@royalgreenwich.gov.uk

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



ADMINISTERING NON-PRESCRIPTION MEDICINES



IMPORTANT CLARIFICATION

Dynamo Paediatric First Aid trainers

Calpol - a non-prescription medicine which does not contain aspirin

To reduce raised body temperature in children

<https://www.nhs.uk/conditions/fever-in-children/>

<https://www.sja.org.uk/get-advice/first-aid-advice/minor-illnesses-and-injuries/fever/>

- removal of extra layers of clothing only (*do not strip or sponge down*)
- plenty of fluids to drink
- give Calpol or Ibuprofen (both are non-prescription medicines) where temperature does not drop and it is necessary - you must have written permission from parent for either of these specific medicines
- call parent/carer to collect child
- be alert to more serious signs and symptoms which require medical assistance

Para 3.44 – 3.46 Early Years Foundation Stage

“The provider **must promote the good health of children** attending the setting. They must have a procedure, discussed with parents and/or carers, for responding to children who are ill or infectious, take necessary steps to prevent the spread of infection, and take appropriate action if children are ill.

Providers **must have and implement a policy, and procedures, for administering medicines**. It must include systems for obtaining information about a child’s needs for medicines, and for keeping this information up-to-date.

Training must be provided for staff where the administration of medicine requires medical or technical knowledge. **Prescription medicines** must not **usually be administered** unless they have been prescribed for a child by a doctor, dentist, nurse or pharmacist (medicines containing aspirin should only be given if prescribed by a doctor).

Medicine (both prescription and non-prescription) must only be administered to a child where **written permission** for that particular medicine has been obtained from the child’s parent and/or carer.

Providers must keep a written record each time a medicine is administered to a child, and **inform** the child’s parents and/or carers on the same day, or as soon as reasonably practicable”.

Non-prescription /over the counter (OTC) medication does not need a GP signature/authorisation in order for the school/nursery/childminder to give it.

[Home](#) > [COVID-19: guidance for educational settings](#)



Guidance **COVID-19: guidance for educational settings**

Updated 28 February 2020

<https://www.gov.uk/government/publications/guidance-to-educational-settings-about-covid-19/guidance-to-educational-settings-about-covid-19>

3 March 2020: Department for Education Coronavirus helpline

A new helpline to answer questions about COVID-19 related to education. Staff and parents can contact the helpline as follows:

Phone: 0800 046 8687

Email: DfE.coronavirushelpline@education.gov.uk

Opening hours: 8am to 6pm (Monday to Friday)

No school or provider should close in response to a suspected (or confirmed) COVID-19 case unless advised to do so by Public Health England.

Where to find the latest information

Updates on COVID-19: <https://www.gov.uk/coronavirus>

Guidance for educational settings: <https://www.gov.uk/government/publications/guidance-to-educational-settings-about-covid-19>

Travel advice for those travelling and living overseas: <https://www.gov.uk/guidance/travel-advice-novel-coronavirus>

COVID 19 for Employers

PVIs and Childminders only

Those offering 2, 3 and 4 year old funded places will continue to be funded for the half term in which the setting is advised to close by Public Health England. Providers must evidence advice received. This will be subject to review as the situation develops.

Good practice for all employers

Providers are expected to ensure that their staff are well supported during this period and are not experiencing undue pressure related to absence where they are medically advised to self-isolate.

Please be aware that it is in the interests of everyone that self-isolation does not have unintended consequences on families which penalises them financially.

Local Government Association advice for schools



Provision set out in the 'Green Book' sickness scheme at Part 2 Para 10.9, as follows:

"An employee who is prevented from attending work because of contact with infectious disease shall be entitled to receive normal pay. The period of absence on this account shall not be reckoned against the employee's entitlements under this scheme" In the event that an employee is required to self-isolate or is placed in quarantine, the provision above should be applied.

<https://www.local.gov.uk/sites/default/files/documents/workforce%20-%20NJC%20-%20NJC%20circular%20Coronavirus%2012%20February%202020.pdf>

Attached is also an example of a good practice policy for employers.

Look out for Government announcements relating to sick pay

SEND: An inclusive practice

Childcare providers must ensure that every child at their setting is included. Every child is unique and will develop at their own pace, so it's not about treating all children in exactly the same way but treating each child fairly and paying attention to their individual interests and needs.

Childcare providers must:

- ☆ embrace and celebrate every child's uniqueness
- ☆ treat all children and their families equally and with respect
- ☆ include and support every child, regardless of ethnic background, culture, language, gender, socio-economic background or disability
- ☆ ensure that every child is able to participate in activities
- ☆ provide resources that reflect the background of each child

Children should be supported to:

- ☆ feel safe and welcome at the setting
- ☆ develop a sense of belonging
- ☆ learn and develop at their own pace
- ☆ reach their full potential

All childcare providers *"must have arrangements in place to support children with SEN or disabilities. These arrangements should include a clear approach to identifying and responding to SEN. The benefits of early identification are widely recognised – identifying need at the earliest point, and then making effective provision, improves long-term outcomes for children."* ([SEND Code of Practice 0-25 years](#))

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND Code of Practice January 2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

Meet the Minder!

We are proud to share a link to a video in which a parent talks about the fantastic support she receives for her child with complex needs from her Greenwich childminder, Lisa!

<http://www.pacey.org.uk/parents/the-best-care-for-your-child/an-inclusive-practice/>



Keeping Children Safe: Babies under 6 months or not yet independently mobile

Bruising is the commonest presenting feature of physical abuse in children. Reviews of the research conclude that bruising is strongly related to mobility and that bruising in a baby who is not yet crawling, and therefore has no independent mobility, is very unusual.

It is found in less than 1% of infants who are not independently mobile. The younger the baby, the greater the risk that bruising is non-accidental and the greater the potential risk to the baby.

As a result there have been a number of cases where bruised infants have suffered significant harm or have died as a result of abuse that might have been prevented if action had been taken at an earlier stage.

NICE guidelines clearly states that bruising in any child Not Independently Mobile should prompt suspicion of maltreatment.

Not Independently Mobile: A child of any age who is not yet crawling, bottom shuffling, pulling to stand, cruising or walking independently. applies to all babies under the age of six months. The guidance also applies to older immobile children, for example those with immobility due to disability/illness

Patterns of bruising suggestive of physical child abuse may include:

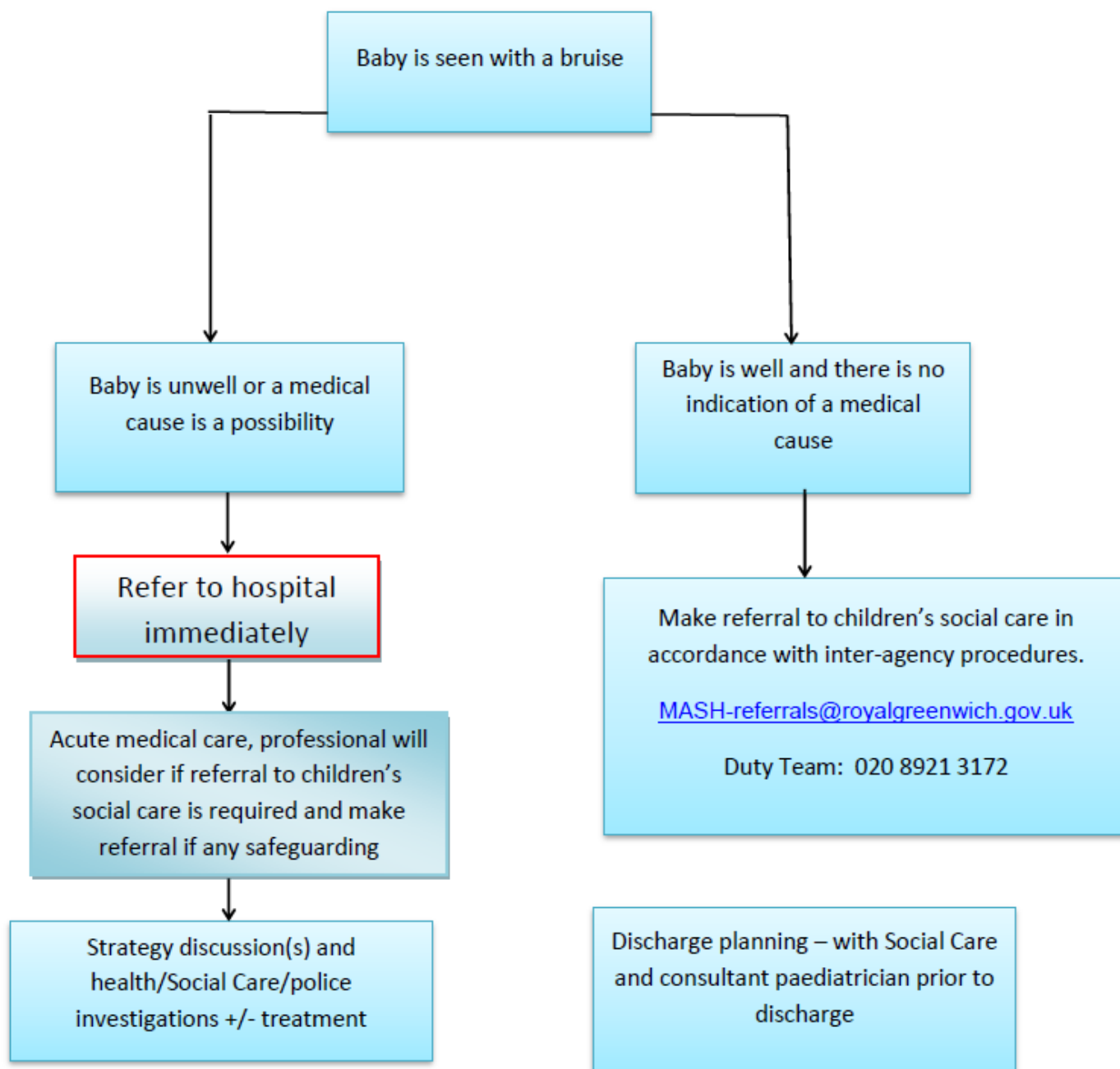
1. Bruises that are away from bony prominences;
2. Bruises to the face, back, abdomen, arms, upper thighs, buttocks, ears and hands;
3. Multiple or clustered bruising;
4. Imprinting and petechiae; and
5. Symmetrical bruising.

What to do if bruising is seen on a non-mobile baby. (See flow chart)

1. If a bruise is seen on a baby of less than 6 months of age, or older if still not independently mobile, the professional observing the bruise should always enquire as to the cause of the injury;
2. A bruise whatever its size must never be interpreted in isolation and must be assessed in the context of medical and social history, developmental stage and explanation given;
3. A full clinical examination and relevant investigations must be undertaken; and
4. It is not possible to age a bruise based on a naked eye assessment.

The younger the baby the greater is the risk that bruising is non-accidental.

Record the characteristics, position and explanation given for the bruise. Do not alert parents/carers if it places child at greater risk.



Bruising in children who are Not Independently Mobile, particularly those < 6 months of age is a red flag and requires urgent medical assessment.

If there is any doubt about there being a medical cause then refer to children's social care.

Please note that all agencies must ensure they keep a detailed record of how the bruising has occurred.

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 - 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 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 'Direct Services to Schools' website. The navigation bar includes 'Home', 'About us', 'Services', 'Courses', 'Rooms', 'NQT Vacancies', 'Apprentices', and 'Contact'. The main heading is 'Courses'. Below this, there is a grid of course categories, each with a play button icon. A blue arrow points from the text 'Private, Voluntary and Independent (PVI) and Childminders' to the corresponding button in the grid.

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

*For Paediatric 1st Aid Training, please ensure you apply at least 3 months before the expiry date of your certificate New venue PFA : Block 1, 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
Learning & Development	Childminder's Conference	13/06/2020	09:00	16:00
	Managing Challenging Behaviour	07/03/2020	09:00	12:15
	Child Development Course Day 1 – Module 1	20/06/2020	09:00	12:30
	Child Development Course Day 1 – Module 2	20/06/2020	13:30	16:30
	Child Development Course Day 2 – Module 3	04/07/2020	09:00	12:30
	Child Development Course Day 2 – Module 4	04/07/2020	13:30	16:30
	Observations, Planning & Assessment	09/05/2020	09:15	15:15
Ofsted Ready	Healthy Early Years London – Speech Communication and Language	05/03/2020	18:30	20:30
	Potential Childminder Briefing	07/05/2020	18:30	20:30
	Getting it Right	16/05/2020	09:00	12:30
	Welcome Induction	16/05/2020	13:30	16:30
Safeguarding & Welfare	Safer Recruitment, Induction & Supervision	11/07/2020	09:00	12:30
	Introduction to Safeguarding <i>WAIT LIST ONLY</i>	25/04/2020	09:00	12:30
	Intermediate Safeguarding <i>WAIT LIST ONLY</i>	25/04/2020	13:15	16:30
	Designated Safeguarding Person	16/05/2020	09:00	16:00
	Managing Allegations	11/07/2020	13:30	16:30
	Paediatric 1 st Aid	25/04 & 02/05/2020	08:45	15:30
	Paediatric 1 st Aid	06/05 & 13/05/2020	08:45	15:30
	Paediatric 1 st Aid	20/06 & 27/06/2020	08:45	15:30
	Paediatric 1 st Aid	24/06 & 01/07/2020	08:45	15:30

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
- 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

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

Finance/ 30 hour codes for providers : Eyc-funding@royalgreenwich.gov.uk

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

Childcare Referrals: Targeted-childcare@royalgreenwich.gov.uk

SEND Inclusion Fund: early-years-inclusion-fund@royalgreenwich.gov.uk

Families Information Service – Family Services Directory and 2 year old checks :
fis@royalgreenwich.gov.uk