

Royal Greenwich – a great place to grow up!



Childcare
Options
Royal Greenwich

We are now in our 5th week of lockdown – and the effects of loss, grief, isolation and worry are affecting many of us. We hope that the focus on mental health and Every Mind Matters in last week's e-bulletin continues to be a useful resource.

The team are having daily conversations by phone or Zoom – if you have any worries, questions or want to talk through how you are managing, please send an email and one of the team will call you back. Some of you have requested training via Zoom – if this is something that would be helpful, let us know which areas you are interested in.

We thank those of you who have been sharing good practice examples with us – please keep these rolling in as in these challenging times, we all need to smile at the awe and wonder of the magic work that practitioners continue to do with their children and families.

Best wishes to you and your families

Kallie – Team Leader
Kerry, Elaine, Evan & Rebecca – Advisors
Danielle & Janet - Funding



Parents FIS@royalgreenwich.gov.uk
Providers Childcare-support@royalgreenwich.gov.uk

Open Providers & Food Deliveries

If any open groupcare providers are experiencing issues with food provision deliveries for snacks and lunch times for children in their care, please contact Early Years & Childcare for advice and a letter of support which may be helpful when working with your food suppliers.



Early years entitlement funding Summer 2020
8p increase
3 and 4 year old universal and extended £4.91 to £4.99
2 year old Together for Twos £6.00 to £6.08



30 hour codes and funding in Summer 2020
Early years entitlements funding for 2, 3 and 4 year olds continue to be paid to providers for the whole of the Summer 2020 term whether you are open or closed.

All PVI's groupcare providers and Childminders received an initial 50% advance payment prior to the Easter holidays followed by another 50% shortly after based on Spring 2020 claims – this was escalated to support providers with cash flow.

Adjustment with additional claims – any pupils who were not on your Spring claim

- Add new starters due to take up entitlement in the Summer term
- Add children in your setting who became age eligible in the Summer term for Together for Twos or 3 and 4 year old funding
- Add temporary critical worker or vulnerable children who have moved from another closed provider
- As usual, remove children who were due to leave your setting at the end of the Spring term by the start of the Summer term in any event, or would have or have left before headcount date **Thursday 21 May** permanently to go to another provider or school (and will not be returning after Covid 19 restrictions lifted)

New or temporary starters: remember to add their start dates and ensure you have parental declaration form for them

Childminders final Summer term claims have now been processed and most should receive the adjusted balance within the next 7 - 10 days, except where there are outstanding queries.

PVI's Groupcare (and 2 year olds in maintained nursery schools/schools). As of today, Friday 1 May, all groupcare providers should receive their pre-populated headcount form for the Summer term. Please make adjustments as above so that any additional pupils can be added (or removed as necessary).

Funding rate increase – the difference will be paid to all providers either with main adjusted claim or separately where claims have already been processed

If there any queries, please get in touch with eyc-funding@royalgreenwich.gov.uk

Childcare
Choices

www.childcarechoices.gov.uk

HMRC Helpline

0300 123 4097

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

All parents must renew codes as usual – ie every 3 months to be valid. Critical workers – any issues affecting existing and new 30 hours codes for critical workers will be considered on an individual basis in discussion with the local authority. Please do not decline or withdraw any of these places without contacting childcare-support@royalgreenwich.gov.uk

Please submit all required information to verify 30 hour codes and the local authority will verify and check eligibility on your behalf during this period.

Testing for early years staff

Guidance

Coronavirus (COVID-19): getting tested

Guidance on coronavirus testing, including who is eligible for a test, how to get tested and the different types of test available.

Published 15 April 2020

Last updated 29 April 2020 — [see all updates](#)

From: [Department of Health and Social Care](#)

Secretary of State for Health and Social Care has announced that critical workers in England - including staff working in early years settings - will be able to access testing if they are experiencing symptoms such as a high temperature or a new and continuous cough.

Tests can be booked online here

<https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested#arrange-a-test>



Campaign toolkit including digital and print assets, information packs and FAQs for employers and employees is available from the [Public Health England Coronavirus Campaign Resource Centre](#) – see link below

<https://coronavirusresources.phe.gov.uk/testing-for-essential-workers/>

Published 23 April



Department
for Education

Twice weekly DFE data collection from early years and
childcare providers via local authority snap survey

Wednesdays by 5pm

Fridays by 5pm

A big thank you to those who are regularly completing the survey for the Department for Education. It is shaping policy and the critical response to Covid 19 and the impact on the sector.

The snap survey is simple and quick to complete – it takes less than 5 minutes. Top tip is to have your Ofsted URN and weekly register at hand. Please be sure to add your setting name - if you are childminder, please add your Ofsted registered name rather than your business name eg Ann Smith rather than Annie's Childminding so we can identify you.

You can follow the pattern of National Attendance figures released weekly by the DFE here

<https://www.gov.uk/government/publications/coronavirus-covid-19-attendance-in-education-and-early-years-settings>

Coronavirus (COVID-19) attendance in educational and early years settings in England – summary of returns to 17 April 2020

Headline facts and figures

- The attendance rate amongst pupils in educational establishments was around 1% during the week commencing 13 April 2020, which would have usually been part of the Easter holidays for most schools. Attendance was initially above 3% in the week commencing 23 March 2020.
- The number of teachers in attendance has also fallen since then, suggesting that establishments are adapting to lower numbers of pupils and the latest advice on social distancing.
- It was estimated on 16 April that 65,000 children were attending early years childcare – about 4% of the number of children who usually attend childcare in term time.

24 April 2020

Headline facts and figures

- The attendance rate amongst pupils in educational settings reached almost 2% mid last week, double the rate during what would have been the Easter break.
- Around 78% of settings were open on Friday 24 April, an increase from 61% the week before.
- The number of children attending in educational settings who are classed as vulnerable increased to 49,000 on Friday 24 April, around double the number from the Friday before.
- It was estimated that on 23 April, 74,000 children were attending early years childcare – about 5% of the number of children who usually attend childcare in term time.

Statutory guidance

Early years foundation stage: coronavirus disapplications

Updated 24 April 2020

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2/early-years-foundation-stage-coronavirus-disapplications>

This guidance outlines the temporary changes that came into force on 24 April 2020 and will last throughout the COVID-19 outbreak or until government stipulates otherwise. The end date is shown in regulations as 25 September 2020, but these will be reviewed on a monthly basis and disapplications and modifications may be lifted earlier, for instance if government advice on self-isolation and social distancing is amended.

Once the temporary changes are lifted, some providers that remained open during the COVID-19 outbreak may need time to get back to full staffing levels and therefore DFE have allowed for a transitional period of up to 2 months where the disapplications around staffing qualifications in ratios will still continue.

Please advise Early Years & Childcare about any challenges and changes put in place around staffing - ratios, qualifications, Paediatric 1st Aid or Designated Safeguarding Lead

The Change during Covid 19	What it means in practice
Use reasonable endeavours to meet the existing learning and development requirements	Children are cared for within settings. As far as possible, children should also benefit from a broad range of educational opportunities.
Progress check at age 2 will not need to be undertaken	Remain alert to any emerging concerns about any child in their care and endeavour to provide or seek additional support if needed
Early Years Assessment Stage Profile (EYSFP) will not need to be undertaken in the academic year 2019/20	EYFSP is usually undertaken in the final term of the year in which a child turns 5 and involves teachers assessing each child's level of development against each of the seventeen ELGs. The results are usually shared with parent/carers, Year 1 teachers and the Local Authority and form national statistics. There will be no statutory

	<p>requirement for schools to undertake the EYFSP in 2019/20</p>
<p>Use reasonable endeavours to ensure that at least half of staff (excluding the manager) hold at least a full and relevant Level 2 qualification to meet staff: child ratio requirements, but this will not be a legal requirement.</p>	<p>Providers still need to ensure that there is always a member of staff in a setting which is open and providing care, who holds at least a full and relevant Level 3 qualification.</p> <p>We expect providers to try and meet existing requirements for staff at level 2 as far as is possible.</p>
<p>Children below 24 months - at least one person who has a full paediatric first aid (PFA) certificate to be on the premises at all times when children are present</p> <p>Children are aged 2-5 within a group care setting (not childminders) - must use their 'best endeavours' to ensure one person with a full PFA certificate is on-site when children are present.</p> <p>If after using best endeavours they are still unable to secure a member of staff with full PFA to be on site then they must</p> <ul style="list-style-type: none"> • carry out a written risk assessment • ensure that someone with a current First Aid at Work or emergency PFA certification is on site at all times children are on premises. <p>'Best endeavours' means to identify and take all the steps possible within your power, which could, if successful, ensure there is a paediatric first aider on site when a setting is open, as per the usual EYFS requirement on PFA.</p>	<p>Children below the age of 24 months in their care, the requirements around PFA remain the same as in the current EYFS framework, with the exception that during the COVID-19 outbreak new entrants do not need to have a PFA certificate to be counted in ratios.</p> <p>Recognition of the greater risk factors for babies and young children in this age bracket, including choking risks and different cardiopulmonary resuscitation (CPR) procedures for those aged 0-1 as set out by the NHS.</p> <p>Children aged 2-5 in their care they must use 'best endeavours' to have one person with full PFA, as set out in the EYFS, onsite.</p> <p>Best endeavours include</p> <ul style="list-style-type: none"> • identified and taken <u>all the steps</u> possible to appoint a suitable person • <u>liaising with their local authority</u> to find a suitable person • could include identifying and looking to appoint a person with a PFA certificate and Disclosure and Barring Service (DBS) check from a local provider who has closed; or • a registered local childminder with a PFA certificate and DBS check who is approved to work on non-domestic premises <p>If it is still not possible for someone with a full PFA certificate to be on site at all times children are present, providers must undertake the following actions in order to remain open:</p> <ul style="list-style-type: none"> • Carry out a written risk assessment to consider and mitigate the likely occurrence of a serious incident. • Ensure at least one person with a current First Aid at Work or emergency PFA certification is on site at all

times children are on premises and must accompany children on outings.

All other aspects of the safeguarding and welfare section of EYFS framework still apply,

- including requirements relating to child protection arrangements
- consider whether any refresh or review is needed of your child protection arrangements, policy and procedures, in light of the COVID-19 outbreak – for example attendance and staying in of vulnerable children

Settings must have Designated Safeguarding Lead

- acceptable for the safeguarding lead to not be based on-site if this is not practical, for example they may be working from home, or be based at another setting
- as long as they are still available to provide support, advice and guidance to staff

See for more information about Safeguarding in EYFS and documents below

Keeping children safe in education

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/835733/Keeping_children_safe_in_education_2019.pdf

Regulated activity in relation to children: scope

Factual note by HM Government

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/550197/Regulated_activity_in_relation_to_children.pdf

7. Staff qualifications and ratios during COVID-19

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2/early-years-foundation-stage-coronavirus-disapplications#staff-qualifications-and-ratios-during-covid-19>

EYFS currently	EYFS changes during Covid 19
<p>All Group para 3.23</p> <ul style="list-style-type: none"> The manager must hold at least a full and relevant level 3 qualification and at least half of all other staff must hold at least a full and relevant level 2 qualification The manager should have at least two years' experience of working in an early years setting, or have at least two years' other suitable experience The provider must ensure there is a named deputy who, in their judgement, is capable and qualified to take charge in the manager's absence 	<p>Providers should use their "reasonable endeavours" to ensure that at least half of all other staff (excluding the manager) hold at least a full and relevant level 2 qualification. However, meeting this will not be a legal requirement</p>
<p>All Settings para 3.25</p> <p>At least one person who has a current paediatric first aid (PFA) certificate must be on the premises and available at all times when children are present and must accompany children on outings.</p> <p>All newly qualified entrants to the early years workforce who have completed a level 2 and/or level 3 qualification must also have either a full PFA or an emergency PFA certificate within three months of starting work in order to be included in the required staff: child ratios at level 2 or level 3 in an early years setting.</p>	<p>The requirement for all newly qualified entrants to the early years workforce to have a full PFA or emergency PFA certificate within three months of starting work in order to be included in the required staff: child ratios at level 2 or level 3 will be disapplied.</p> <p>There will remain a requirement for at least one person who has a current PFA certificate to be on the premises and available at all times when children aged below 24 months are present.</p> <p>Where a provider has only children aged 2-5 in their care they must use 'best endeavours' to have one person with PFA onsite.</p>
<p>All providers (other than childminders) caring for children under two para 3.31</p> <ul style="list-style-type: none"> There must be at least one member of staff for every three children At least one member of staff must hold a full and relevant level 3 qualification and must be suitably experienced in working with children under two At least half of all other staff must hold a full and relevant level 2 qualification At least half of all staff must have received training that specifically addresses the care of babies Where there is an under two-year-olds' room, the member of staff in charge of that room must, in the judgement of the provider, have suitable experience of working with under twos 	<p>Providers should use their "reasonable endeavours" to ensure that at least half of other staff, excluding the member of staff who holds a level 3 qualification, hold at least a full and relevant level 2 qualification, but meeting this will not be a legal requirement</p>

All providers (other than childminders) caring for children aged two para 3.32

- There must be at least one member of staff for every four children
- At least one member of staff must hold a full and relevant level 3 qualification
- At least half of all other staff must hold a full and relevant level 2 qualification

Providers should use their “reasonable endeavours” to ensure that at least half of other staff, excluding the member of staff who holds a level 3 qualification, hold at least a full and relevant level 2 qualification, but meeting this will not be a legal requirement.

Vodcast with DFE about temporary changes to EYFS

Presentation slides are attached - click on link below to view vodcast

<https://foundationyears.org.uk/2020/04/vodcast-on-early-years-foundation-stage-disapplications/>





<https://www.gov.uk/government/publications/use-of-free-early-education-entitlements-funding-during-the-coronavirus-outbreak/use-of-free-early-education-entitlements-funding-during-coronavirus-covid-19>

This guidance includes information on:

- the government's position on continued DSG funding during the coronavirus outbreak
- the flexible funding arrangements available to local authorities to secure sufficient free childcare places
- how the coronavirus job retention scheme (CJRS) interacts with the new flexible funding arrangements
- an update on powers under the Coronavirus Act 2020 to require early years settings to open or reopen

Local authorities are best placed to monitor and manage their local childcare market and have responsibility for ensuring sufficient childcare places. Local authorities should initially aim to secure the required childcare places by using places that are already funded through early years DSG.

- moving children between providers where one provider has closed, and another has empty DSG-funded places. That will be possible in many cases without additional cost to the local authority.
- using larger providers with a suitable quantity of available places to deliver the childcare needed in a local area. Guidance on [using clusters and hubs to maintain educational provision](#), including information for early years settings.
- assess the capability of childminders to support critical workers, to increase the number and flexibility of childcare places available for critical worker parents who may work atypical hours
- ensuring sufficient places during the coronavirus (COVID-19) outbreak may incur additional costs, where the providers that need to remain open cannot do so in a financially sustainable way. Early years DSG block contingency budgets should be considered first in order to meet any such costs.
- only in exceptional circumstances, when these options have been exhausted, may local authorities consider using their flexibility to redistribute funding for the free early education entitlements in a clearly focussed and targeted way from providers who have closed to those who are open and caring for eligible children, where necessary during the coronavirus (COVID-19) outbreak.

[Actions for early years and childcare providers during the coronavirus outbreak](#)

[Coronavirus \(COVID-19\): financial support for education, early years and children's social care](#)

Together for Twos

Temporary extension of eligibility criteria for the 2-year-old entitlement

During Covid 19, Together for Twos now includes children assessed as being vulnerable and meeting the definition in Section 17 Children Act (1989) and who have No Recourse to Public Funds (NRPF)

This is to support their safety and wellbeing whilst restrictions are in place.

Eligible children are British-born child(ren) who are entitled to be in the country yet are not receiving support by virtue of their parents' immigration status, which triggers the NRPF

1. Work with your local Children's Centre to identify eligible children
2. Children's Centre will complete Together for Twos placement form as usual and check the appropriate tick box
3. Children's Centre will email placement form to the parent and provider so that a place can be offered
4. Provider to claim additional /late starter pupil funding from eyc-funding@royalgreenwich.gov.uk

For more information and confirm eligibility – email fis@royalgreenwich.gov.uk

Coronavirus Job Retention Scheme

<https://www.gov.uk/government/publications/use-of-free-early-education-entitlements-funding-during-the-coronavirus-outbreak/use-of-free-early-education-entitlements-funding-during-coronavirus-covid-19>

An early years provider can access the Coronavirus Job Retention Scheme to cover up to the proportion of its salary bill which could be considered to have been paid for from that provider's private income. This would typically be income received from 'parent-paid' hours and excludes all income from the government's free early education entitlements (or 'early years DSG income') for all age groups. In line with the conditions of the scheme, providers should initially use the month of February 2020 to represent their usual income in calculating the proportion of its salary bill eligible to be covered by the scheme. The reason for using February is to provide the closest 'usual' month before any coronavirus (COVID-19)-related closures or absences.

Where local authority payments are termly, it will be appropriate for providers to calculate on the basis of the income which could reasonably be attributed to February from their full termly payment – local authorities will need to inform providers of an indicative termly budget share for this purpose if they have not already done so.

Where income and outgoings were artificially affected by half-term, providers should apply average income/costs across the 3 non-half-term weeks to the whole month. There is no requirement or

expectation that local authorities are responsible for checking applications for Coronavirus Job Retention Scheme made by providers.

It is important to note that the percentage of costs that can be ‘claimed’ from the Coronavirus Job Retention Scheme must be made up of identifiable members of staff, who can be furloughed and claimed by name and Pay As You Earn (PAYE) number in the online claims portal. Therefore, an employer can furlough staff whose total pay adds up to the ‘claimable’ proportion of its salary bill which could be considered to have been paid for from that provider’s private income.

ACTION NOW – CONTACT LOCAL AUTHORITY

If you need to know how much public funding you received in Spring Term 2020 to calculate your proportion of public funding compared to private income eg “parent paid” fees for the month of February,

Childcare-support@royalgreenwich.gov.uk

Please state clearly your Ofsted name in title of your email. You will find attached a very simple Excel – please free to use if helpful but do double check your figures.

PUBLIC FUNDING		PRIVATE INCOME	STAFF SALARIES
Early Years Entitlement Spring 2020 Term: 6 January to 3 April Half term: 17 to 21 February	Additional funding to take into account	Paid for hours	Check whose salaries are covered by public funding or not Manager / Deputy Manager SENCo / Designated Safeguarding Lead Practitioners Support staff – eg business / premises manager / cook
<ul style="list-style-type: none"> • 2 year old • 3 & 4 year old Universal • 3 & 4 year Universal & Extended • Deprivation supplement • Early Years Pupil Premium 	<ul style="list-style-type: none"> • SEN Inclusion funding all ages • Disability Access Fund 	Chargeable services, hours and consumables	

MOVING STAFF THROUGH FURLOUGH – minimum of 3 weeks at a time for each individual staff member

- the application meets the 5 conditions set out in the guidance on [financial support for education, early years and children’s social care](#)
- an application for support may immediately be made to the [Coronavirus Job Retention Scheme](#)



<https://www.gov.uk/government/publications/using-clusters-and-hubs-to-maintain-educational-provision/cluster-and-hub-provision-coronavirus-covid-19>

This guidance is for those considering introducing a **cluster or hub model**, and for those where such a model is already operating. – for critical worker and vulnerable children

- For those considering introducing a cluster or hub model, this guidance will help inform decision making.
- For settings already operating such a model, this guidance will provide a framework to reflect on decisions taken and to refine risk management of any organisational model.

Factors to consider

- Public health should be a priority for all at this time and you should be alert to the fact that clusters and hubs may increase the public health risk. Moving staff, children and young people around may increase the risk of spreading the coronavirus (COVID-19) and significantly increasing the number of people in a setting will impact the practicality of social distancing.
- Take into account of the needs of vulnerable children and any effect on access to provision. Any model which might make it less likely that vulnerable children attend schools or settings, or impacts their welfare, should be considered particularly carefully.
- Provision through individual schools and settings, where possible, means fewer people in a single setting, less social contact and therefore a reduced risk of spreading the virus. It will also mean children being supported by familiar staff in familiar settings at this unsettled time.

Where schools and settings have no alternative but to close

Small-scale clusters - agreement to combine resources and 'pair up' with a neighbouring school or setting should be explored in the first instance.

Larger and more geographically dispersed hubs – where the only practical alternative or are being considered as a contingency should provision become widely unavailable.

Schools and other settings should not close to all pupils until arrangements for continued provision has been made. Early years settings that have no option but to close should liaise with their local authority to ensure other arrangements are made for their children.

If closed, communicate this clearly to parents and carers through the setting's website and by email. This communication should include the details of new arrangements that have been put in place and the contact details for the relevant local authority. Parents can contact Families Information Service to seek advice on education and childcare changes and closures

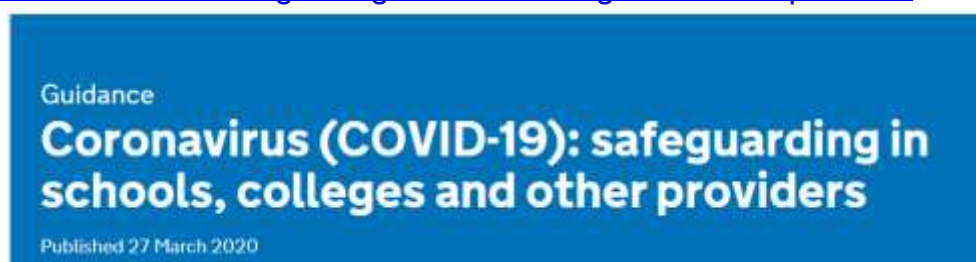
FIS@royalgreenwich.gov.uk

Open providers in hub or cluster to consider

- Public health should remain a priority – to follow [guidance on social distancing in schools and other settings](#)
- Ensure children and staff who have previously been based at separate settings adhere to social distancing and limit contact. For example, by taking separate break and lunch times. We are aware that implementing social distancing may be more difficult in some settings, including early years. Staff should implement measures as far as possible, whilst ensuring children are kept safe and well cared for.
- Leaders to continue to consider the wellbeing, workload and individual circumstances of staff when considering moving to a cluster or hub model.
- Teachers and staff should continue to be paid by their employer as normal, regardless of where they are working.

Keeping Children Safe Safeguarding in Clusters/Hubs

<https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers/coronavirus-covid-19-safeguarding-in-schools-colleges-and-other-providers>



Guidance on safeguarding in schools and other settings includes advice on staffing and the use of volunteers which clusters and hubs should continue to be followed.

- the principles in Keeping Children Safe in Education and
- the requirements of the Early Years Foundation Stage for younger children

This means that clusters and hubs should provide **a safe environment, keep children safe and ensure staff and volunteers have been appropriately checked and risk assessments carried out as required.**

Children and young people may be best served by familiar staff in familiar settings, particularly in the current challenging circumstances and particularly for younger and/or vulnerable children.

Certain behavioural needs or special educational needs and disabilities (SEND) may mean moving pupils to a new setting is challenging. For example, children with autism may find a change of environment or routine difficult. Educational settings and local authorities will carry out risk assessments on children with Education, Care and Health plans to determine whether individual children will be safer at home or in a school or other setting.

Bereavement Support in response to COVID19



Call our Helpline
0800 02 888 40

Child Bereavement UK (CBUK) support families when managing loss and bereavement.

They have produced a range of resources to help educational settings when having conversations with parents and children around bereavement. Additionally, they have created a useful document to support schools and settings when explaining loss and bereavement in relation to the coronavirus pandemic:

Coronavirus: Supporting Pupils

<https://www.childbereavementuk.org/coronavirus-supporting-pupils>

Supporting Early Years

<https://www.childbereavementuk.org/early-years-supporting-bereaved-children>

Schools and Educational Settings Guide to Managing Bereavement:



<https://www.childbereavementuk.org/Handlers/Download.ashx?IDMF=4b13d694-2038-4918-90b3-13c06100aafb>

CBUK Educational Resources:

<https://www.childbereavementuk.org/education-sector>

CBUK and LGFL have combined resources are offering **free online training tool** for school and educational settings

<http://sabp.lgfl.org.uk/>


If any providers have useful experience or resources in supporting young children through grief and loss, please share your practice with us so that we may offer to others within the sector.

Email childcare-support@royalgreenwich.gov.uk

Advice for parents during coronavirus

Whilst coronavirus is infectious to children it is rarely serious. If your child is unwell it is likely to be a non-coronavirus illness, rather than coronavirus itself.

Whilst it is extremely important to follow Government advice to stay at home during this period, it can be confusing to know what to do when your child is unwell or injured. Remember that NHS 111, GPs and hospitals are still providing the same safe care that they have always done. Here is some advice to help:

 <p>RED</p>	<p>If your child has any of the following:</p> <ul style="list-style-type: none">• Becomes pale, mottled and feels abnormally cold to the touch• Has pauses in their breathing (apnoeas), has an irregular breathing pattern or starts grunting• Severe difficulty in breathing becoming agitated or unresponsive• Is going blue round the lips• Has a fit/seizure• Becomes extremely distressed (crying inconsolably despite distraction), confused, very lethargic (difficult to wake) or unresponsive• Develops a rash that does not disappear with pressure (the 'Glass test')• Has testicular pain, especially in teenage boys	<p>You need urgent help:</p> <p>Go to the nearest A&E department or phone 999</p>
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Across the UK there are emerging concerns that parents are not taking children to A&E when they need because of fears around Covid-19. Attached is poster that sets out who parents should contact about their child depending on the level of concern.

It might be helpful to upload this to your website

The following links provide support about **family wellbeing and child support**

Young Minds - Talking to your child about Coronavirus and 10 tips from their Parents Helpline to support family well being: <https://youngminds.org.uk/blog/talking-to-your-child-about-coronavirus/>

Covibook – an interactive resource designed to support and reassure children aged 7 and under, designed to help children explain and draw the emotions that they might be experiencing (different languages)
<https://www.mindheart.co/descargables>

Carers UK - Guidance for carers: <https://www.carersuk.org/help-and-advice/health/looking-after-your-health/coronavirus-covid-19>

Child and adolescent mental health services (CAMHS)

CAMHS have compiled a Family Resource Pack of support for positive Mental Health and Wellbeing during this period. The documents are attached - please share as you think appropriate with your families

[COVID-19 Resource pack](#)

Signposting to a range of information, support and tools to promote positive emotional wellbeing, during the COVID-19 outbreak.

[Positive Parenting Guidance](#)

Here are tips from the positive parenting field that may help parents and children get along better during this difficult time when everyone is closer together for longer.

*****IMPORTANT INFORMATION*****

Infant feeding pathway for children under the age of 4 years

If you are working with any families who need infant formula or baby food, you are asked to signpost to the Community Hub.

All requests for infant formula and baby food are supported by the Oxleas Infant Feeding team, who are specialist health visitors, and ensure that the family receive the correct support. This will ensure that families are able to make bottles safely, and babies are provided with the correct food for their age. The Community Hub can also provide residents with family food, benefit support, and signpost into other areas.

We understand that the community are keen to help others during this difficult time – so we ask that the route to support mothers with infant formula followed is strictly via the Community Hub.

The foodbank statement is attached below for further information about why it is important. There are also safeguarding implications where formula milk may be being used as a 'currency' and as such exposing vulnerable mothers to risk of exploitation.

Please also be aware that during these times, infant formula companies are trying to donate formula to the emergency response. In line with the World Health Organisation International Code of Marketing Breastmilk Substitutes, this is illegal.

FOOD BANK STATEMENT

Foodbanks not distributing formula milk is the correct stance based upon UNICEF and Trussel Trust guidance. It is a difficult position. Whilst it may seem like a practical solution to distribute donations of formula milk it can be a risky practice that may inadvertently cause harm. The predominant reason is around safety for the child as opposed to feeding choice.

Health professionals such as health visitors and midwives are trained to support families to feed their babies as safely as possible depending on individual need and circumstance. Food bank staff cannot be expected to take on this responsibility, particularly for families who are already vulnerable and where the baby may be especially at risk. While people donating infant formula are doing so with the best of intentions, there are numerous different products on the market and there is no guarantee that any donations will be suitable for the babies in need. Such donations also are unable to ensure the consistency of supply that is vital for babies' survival and health. Without information and support from health professionals on hand, babies could be given a milk that is not appropriate to them, for example if the baby is under six months old, a follow-on milk would not be appropriate for them and could cause harm

Our health visiting service along with the children's centres are UNICEF Baby Friendly Initiative accredited this means that within Greenwich, we promote and protect breastfeeding, support safe responsive bottle feeding and encourage loving relationships between mother and child. As a borough we, of course, want to encourage women to breastfeed but whatever method women choose it must be safe for the child.

The attached statement from UNICEF outlines the reasons why milk cannot be distributed and ways in which Foodbank staff can support mothers.

<https://www.unicef.org.uk/babyfriendly/wp-content/uploads/sites/2/2019/05/Provision-of-formula-milk-at-food-banks-Unicef-UK-Baby-Friendly-Initiative.pdf>

[UNICEF UK INFOSHEET](#)

2 UNICEF UK infosheet on provision of formula milk at food banks May 2019 appropriate and is made up safely, and where a long term support plan for the

www.unicef.org.uk

Healthy Start is something that all families should be encouraged to sign up to, we can provide leaflets and information for all of your welcome centres. For those who are eligible, families receive food vouchers (£3.10 per week) to spend on fresh milk, formula milk and fresh fruit and vegetables. All of the market stalls in Woolwich accept the food vouchers and there are ten fruit and vegetable stalls within our children's centres. Healthy Start is not an immediate response to food poverty but it is there to support families.

<https://livewellgreenwich.org.uk/>

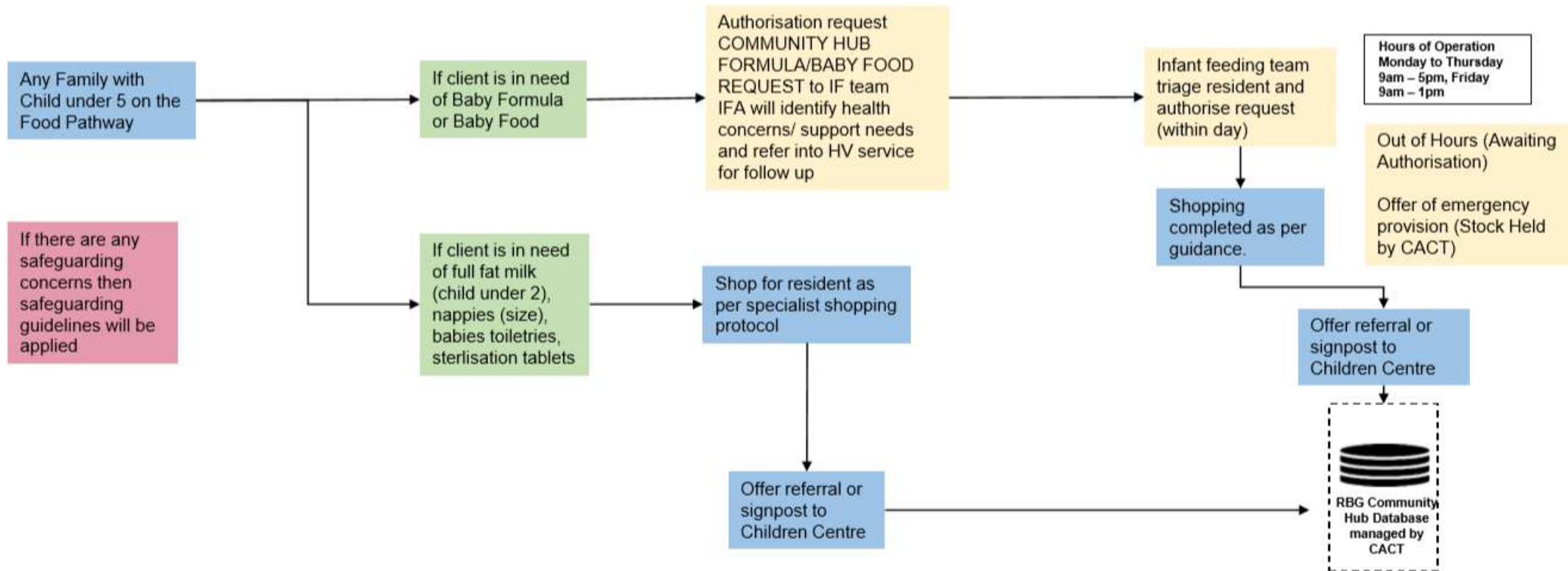


Interim - email to oxl-tr.infantfeedingteam@nhs.net with CACT FORMULA/BABY FOOD REQUEST in subject heading and a staff contact name and number

ROYAL GREENWICH INFANT FEEDING PATHWAY

RBG Food response pathway for Infants and children 0-4 years. Please note that this pathway attempts to protect babies and infants during an emergency situation. It is written in partnership between RBG and Oxleas Health Visiting based upon UNICEF guidance. Recording the age of children is critical to process.

Interim - email to oxl-tr.infantfeedingteam@nhs.net with CACT FORMULA/BABY FOOD REQUEST in subject heading and a staff contact name and number included



ROYAL GREENWICH INFANT FEEDING PATHWAY

Considerations:

1. All requests for formula milk will need to be referred to the Infant feeding team - Please say to family that an Infant Feeding specialist will be in touch
2. Food bank criteria includes those: with unmanageable debt and working with debt management agency; with nil recourse to public funds; with lost income as a result of domestic abuse; with lost income as a result of physical or mental health issues; who are homeless and working with an agency to seek accommodation; with chemical dependency issues working with an appropriate support agency.
3. Emergency support scheme criteria includes those living in Greenwich who do not have enough resources to meet essential short term needs in an emergency or after a disaster and have no other means of preventing serious risk to their health and safety or the health and safety of a member of their family.
4. CACT emergency offer will focus on people who have been discharged from hospital, urgent priority cases and shielded list (although this support will be centralised going forward). CACT will also hold a limited supply of food boxes at The Valley to support this offer.
5. Any shopping must be done in line within shopping protocols

Free formula milk is *ONLY* distributed to families identified in extreme financial hardship, who are unable to exclusively breastfeed.

Infant feeding shopping protocols: This is UNICEF guidance

1. RBG will buy stage 1/ first infant formula only. This may not be any particular brand of first stage milk
2. Parents should be advised that stage 1 / first infant formula should be used for infants in the first year of life:
3. If parents are unable to get their usual brand of first infant formula, they can use any first infant formula as all preparations have a similar nutritional composition to comply with legislation.
4. Parents should be advised not to use stage 2 follow on formula for any baby under 6 months – only use first infant formula.
5. If parents are using follow on formula for a baby older than 6 months and cannot access this, then they can use first infant formula.
6. If parents are using other milks such as anti-reflux milk, comfort milk, etc. and can't access these, they can use first infant formula.
7. Advise parents to always make up infant formula as per manufacturer's guidance and not be tempted to add more water to the feed to make it last longer, as diluting the milk could endanger the baby's health.
8. Babies over 12 months should not be consuming infant formula. Full fat cows milk should be provided.
9. Baby food will only be provided for babies up to 12 months and NO baby snacks will be provided. The family food box contains fruit, vegetables and food which will be enough for these children.
10. The type of milk/ baby food requested should be included on the Infant Feeding team referral

Emergency supply of infant formula:

1. RBG and Oxleas will advise on the purchase of infant formula. This will be stored at CACT and used for emergency situations. The milk will be monitored. It must be stored securely and given out only in emergency situations following a referral to Health visiting
2. CACT have a supply of sterilising tablets in case this is also a request

All requests for infant formula will be monitored on a weekly basis

If any safeguarding concerns arise then RBG and CACT safeguarding protocols will be adhered to.

Are you self-isolating? Do you need help?
Do you know somebody else who needs help?



The Royal Borough of Greenwich Community Hub is here for you.

If you are self-isolating and have not got a family member, friend or neighbour who can help, get in touch with the Community Hub:

Tel: 0800 470 4831 (seven days a week, 8.30am to 6pm)

Visit: royalgreenwich.gov.uk/communityhub

Our volunteers and community partners are helping with things like:

Shopping/food supplies



Topping up gas/electricity meters



Medicines and prescription collection/delivery



Collecting pensions



Phoning for a chat if someone's on their own



Putting out bins



Dog walking



Connecting people with local groups, services and advice, such as how to stay active



For lots more information about the response to coronavirus in the Royal Borough of Greenwich, visit: royalgreenwich.gov.uk/coronavirus

Keeping Children Safe: Coronavirus (COVID-19), lockdown and domestic abuse

We know, for some children and families, home might not be a safe place and staying there will be extremely worrying. Some may already be experiencing domestic abuse or worried an adult's behaviour is changing and escalating. If you and your family, or anyone you know, are in immediate danger call [999](#). If you're unable to talk press 55 after dialling on a mobile phone. **It is okay to leave your home during lockdown if you're experiencing abuse.** The police can also remove the person harming you from your home.

Call the [National Domestic Abuse Helpline](#) for free and confidential advice, 24 hours a day on 0808 2000 247.

What is domestic abuse?

Domestic abuse is any type of controlling, bullying, threatening or violent behaviour between people in a relationship. It can seriously harm children and young people and witnessing domestic abuse is child abuse. It's important to remember domestic abuse:

- can happen inside and outside the home
- can happen over the phone, on the internet and on social networking sites
- can happen in any relationship and can continue even after the relationship has ended
- both men and women can be abused or abusers.

Impacts of domestic abuse on young children

Children can experience both short and long term cognitive, behavioural and emotional effects as a result of witnessing domestic abuse. Each child will respond differently to trauma and some may be resilient and not exhibit any negative effects. Children's responses to the trauma of witnessing domestic abuse may vary according to a multitude of factors including, but not limited to, age, race, sex and stage of development. It is equally important to remember that these responses may also be caused by something other than witnessing domestic abuse.

Preschool children may exhibit the following:

- doing things they used to do when they were younger, such as bed-wetting, thumb-sucking, increased crying.
- develop difficulty falling or staying asleep;
- showing signs of terror, such as stuttering or hiding;
- showing signs of severe separation anxiety.

Children who witness or are victims of emotional, physical, or sexual abuse are at higher risk for health problems as adults. These can include mental health conditions, such as depression and anxiety. They may also include diabetes, obesity, heart disease, poor self-esteem, and other problems.

What you can do:

- Regularly check in with parents and families who are not attending your setting at the moment – visually where possible via video calls
- Make a note of families who are not responding to attempts at contact and track efforts at contact
- Be aware that domestic abuse can happen in **any** family – and perpetrators can be living outside of the home.
- The current situation will have impacts on all families – including those you wouldn't have had previous concerns about. Be vigilant to any changes.
- Make sure staff are aware of what they need to do should they have a concern
- Have information to hand that will support families who find themselves under pressure – Her Centre, Women's Aid, Community Hub, FoodBank, MIND
- Contact MASH Consultation Line for advice

Guidance

Domestic abuse: how to get help

Find out how to get help if you or someone you know is a victim of domestic abuse.

<https://www.gov.uk/guidance/domestic-abuse-how-to-get-help>
<https://www.womensaid.org.uk/>
<https://learning.nspcc.org.uk/>
<https://www.greenwichsafeguardingchildren.org.uk/>

#UnsungHeroes

Childcare Leaders, Practitioners, Teachers, and Childminders are all critical to Covid 19 response

Tell us about you and what you are doing!

Let's draw awareness to your great practice in helping children to feel safe and secure and to learn and flourish in difficult times

We will share your case study with Royal Greenwich Comms team to post on social media, the DFE to highlight your work, and with PACEY to promote – in fact everyone we can think of so your critical role is recognised and celebrated.

Tell us about

- ☆ which families in particular you are supporting (*without naming them please*) eg children of a nurse or cleaner working at the QE hospital, care worker working with vulnerable older people, teacher at a school, a family where there has been a history of domestic violence, a child with SEND or perhaps you are closed but are staying in regular contact with all or some of your children
- ☆ what you are doing to help – eg flexible hours, digital offer and video calls, home learning ideas, reduced fees, operating a food bank or participating in Mutual Aid
- ☆ how the family, child and your practitioners feel and say about what you are doing

Send us a photo, video or link to your social media/website to add to your case study. If you would like to tell us about it over telephone so we can help write it with you, let us know.

Email childcare-support@royalgreenwich.gov.uk

#UnsungHeroes

Danielle from Hummingbird Day Nursery told us about...

We have been sharing on our Facebook page

- Links to Joe Wicks PE lessons - which I am doing with my two girls at home
- Activities ideas
- Links to virtual zoos from around the world
- Virtual BBC-Bitesize game about starting primary school

PS Early Years: link for everyone – we loved this so much we're going to post 'starting primary school' feature in the e-bulletin close to the end of this term

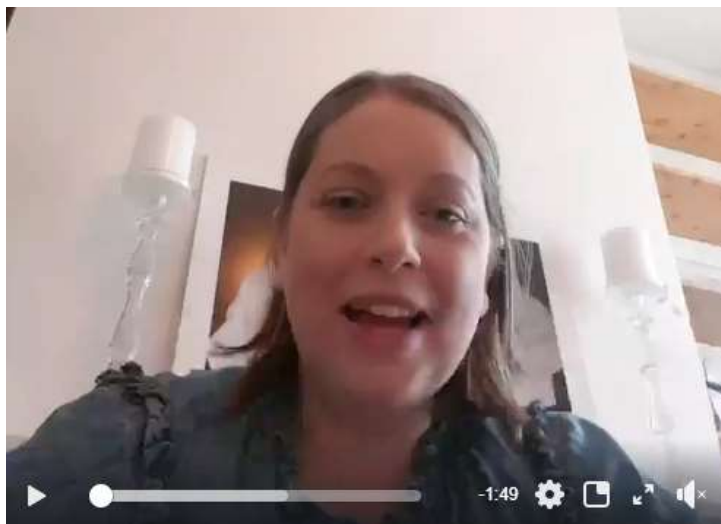
<https://www.bbc.co.uk/teach/teach/starting-primary-school/zvbthbk>



- Food recipes
- Bedtime stories read by staff

I have sang and recorded a video of our clean up song to remind the children and help parents at tidy up time and our song we sing when washing hands - (not sure if my singing is any good !)

I hope my singing is ok ?



Ps Early Years listened and we loved your singing – your children must have been so happy to see you and join in with you!

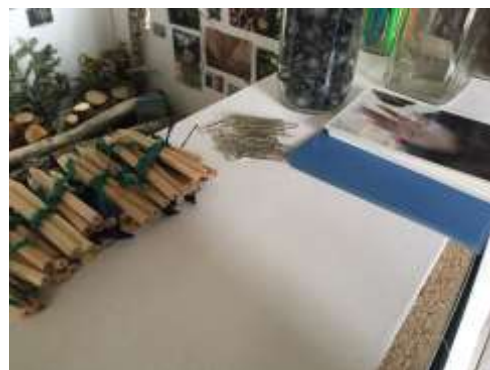
- Rainbow pictures that staff and the children have done at home to spread 'Hope'
- Wishing children Happy Birthday when it is their birthday
- We copied the links for the Hungry Little Minds and Tiny Happy People sites from the E-bulletin for parents and staff to look at

We are just trying to keep in contact with our families from the nursery the best we can.

#UnsungHeroes

Rachel from Thames Tiddlers Nursery told us about...

Atelier at Home - these are little atelier goody bags that we delivered to the pre-school children yesterday. The children were so excited to have their little bags dropped off by their teacher Samantha and myself as driver.



#UnsungHeroes

Atelier at Home parent leaflet from Thames Tiddlers Nursery

An idea for families, children and educators to create their own atelier space at home. A parent from the setting also created an atelier at home a few years ago for her daughter and it was a huge success.

Let's keep the children's curious and creative natures alight during these worrying times. Parents let's get creative, use any jars/ pots you have, paints, paper, paintbrushes, pencils, pens, glue, tape, card, beads, scissors and the list can continue. This is one I have started at home to hopefully inspire some of your own unique spaces. Please share images of your set ups and ideas. Stay safe and stay inspired.



Dictionary meaning:

A workshop or studio, especially of an artist or designer. Origin of atelier Expand. Old French. Late Latin. Latin.

'The studio needed to be invented first and then it needed to be lived in, in order to absorb some spirit so that, in turn, it could inspire others'. Barbara Burrington

'I see the creative processes with children in the atelier as a growing web of thoughts, ideas, theories, languages, documentation, observations, experiments and many more that interweave, grow and alter direction on a daily basis.'





Home Learning Environment

<https://hungrylittleminds.campaign.gov.uk/>

Guidance

Help children aged 2 to 4 to learn at home during coronavirus (COVID-19)

Advice for parents and carers of children who have not yet started school.

<https://www.gov.uk/guidance/help-children-aged-2-to-4-to-learn-at-home-during-coronavirus-covid-19>

No one expects parents to act as teachers or childcare providers. Or to be able to provide all the activities that a nursery might. While children gain a lot from nursery, things that parents do at home can help their development.

How to help young children learn at home

You can help your child to learn through the little things you do with them, for example:

- everyday conversations
- make-believe play
- games with numbers or letters
- reading together
- involving them in the things you are doing, such as household chores, and talking with them about it

You do not need to set separate time or plan complicated activities dedicated to learning. These activities can be incorporated into everyday life and play. You know your child best. Avoid forcing them into lengthy planned activities if they naturally respond better to a mix of shorter activities. This can stop them getting bored or frustrated and keep them active, interested and learning through things they enjoy.

Keeping a routine

Do not worry about trying to keep to the full routine that your child had in nursery or with their childcare provider. But children will feel more comfortable with a predictable routine, so try to make sure they:

- get up and go to bed at the same time each day
- have regular meal times
- turn off any electronic devices, including the TV, at least an hour before bedtime

Keeping active

Young children should be active for at least 3 hours a day in total.

It is also good to get some fresh air every day. If you do not have a garden and are taking children outside to exercise, make sure you follow the [rules on social distancing](#).

While inside, there are plenty of things you can do to keep children active, such as:

- playing hide-and-seek
- seeing who can do the most star jumps
- making an obstacle course
- playing music and having a dance-off

Socialising while social distancing

Spending time with other children is important for your child's development, but at the moment it is important they stay at home.

It will help them if everyone in the home talks with them through the day, responding to them and being led by the things they are interested in.

If you can, try a video call with other children. Younger children may not have a conversation as you would, but they can share activities or show each other things they have made or like.

Sit and do the call with them to help. Not all children will like it, so try again another time or have a call with family members while you are sitting down and eating a meal.

Try sitting with your child and looking at pictures of their friends or family. Talk about them and the things you have done together.

Television and using digital devices

There are lots of ways to [help your child to learn](#) such as reading together and make-believe play. You can also use what children have watched on television or the internet to help their learning. Talk with them about what they are watching or use their favourite TV characters in other games and activities.

Digital devices such as a laptop, desktop, tablet or smartphone can help some children learn. If your child does use them, try downloading some [apps that will help them learn](#).

Set age-appropriate parental controls on any devices young children are using and supervise their use of websites and apps. See [advice on keeping them safe online](#).

Try sharing things your child makes with your friends and family online and encourage others to do the same. Your child might enjoy seeing things they have made on the screen or seeing what other children have done. You can also visit [Hungry Little Minds](#) for ideas of activities to do together without using a device.

You can find more ideas at:

- [National Literacy Trust family zone](#)
- [BBC Tiny Happy People](#)
- [Libraries from Home](#)
- [Small Talk](#) – ideas and activities from the National Literacy Trust.
- [I CAN](#) – for more information about children's communication.
- [A Better Start](#) – for more information about building young brains.
- [NSPCC](#) provides free 'brain-building tips' for children.
- [Bilingualism Matters](#) provides information about children learning more than one language.
- [Royal College of Speech and Language Therapists](#) can provide support if you're worried about your child's speech and language development.



Simple, fun activities for kids, from newborn to five

Many little things light up hungry little minds. Kids take everything in, and even the smallest things you do with them can make a big difference.

They love it when you chat, play and read with them, even when they're too young to understand everything. Whatever the time and wherever you are, you can turn almost anything into a game. And every little thing you do together will help set them up nicely for the day they start school.

We understand that due to the coronavirus outbreak, you and your children are spending more time at home and you might be looking for a bit more inspiration for things to do. Start by trying some of these simple, fun activities.



[0-6 months](#)



[6-12 months](#)



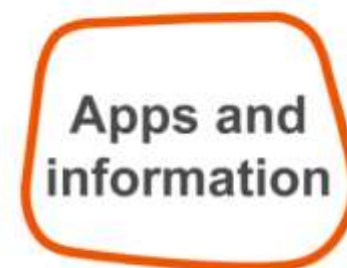
[12-14 months](#)



2-3
years old



3-5
years old



Apps and
information

Apps for 2 to 5 year olds

We know that phones or tablets are part of many families' everyday lives and kids use them, but it's not always easy to know which apps and games can benefit children's learning. That is why the DFE have given a quality mark to apps that an independent educational panel believes have good educational value.



CBeebies Storytime is filled with free interactive story books and bedtime stories for young children and is a great way to enjoy reading with your little one. The library is always growing, with amazing stories featuring all the CBeebies' favourites



CBeebies Playtime Island contains a wide range of fun and educational games to help children understand the world around them and support the development of core skills. Children can play along with all of CBeebies' most popular characters



Lingumi provides a course focused on spoken and communicative English. The app provides sets of learning games, speech recognition games and video-based games to help the child grow their grammar and get them speaking their first words/. Age 2 - 5



Kaligo is a digital handwriting exercise book designed to teach children how to write using a stylus and tablet, built on an AI machine learning platform. A self-paced approach enables children to progress at their own speed according to their own ability, whilst AI Machine learning provides real-time corrective feedback. Age: 3-5

[Early years apps pilot: home learning environment legal disclaimer.](#)

Choosing an app for your child – the FEED test

There are lots of apps that say they are 'educational', but you'll want to reassure yourself that's the case and that they are right for your child. The FEED check may help.

- ☆ **Fun** – Will your child enjoy the app? Will it keep their attention?
- ☆ **Educational** – Is there a clear educational aim? Do you know what your child will learn? Will it keep them learning and allow them to progress?
- ☆ **Engaging** – Will it help your child if they get stuck? Will it give them feedback and let them know when they've got challenges right?
- ☆ **Design** – Is it attractive and easy to use? Is it inclusive and does it avoid gender and racial stereotypes? Can an adult change the settings? Is it safe, with links to the internet and adverts protected behind a parental gate?

Find more information on how to support your child's learning through apps and get advice on screen time:

- [early years apps parent guidance](#)
- [guidance from the UK Chief Medical Officer on screen time based activities](#)

Department for Education have recently brought together an initial list of **online educational resources** to support children at home during the coronavirus outbreak. This list is not exhaustive and there are many other resources available.

English

- [Audible](#) – all children’s audiobooks are available for free while schools are closed
- [Authorfy](#) – access to masterclasses on texts from a range of authors, including videos from the authors and activities linked to novels, registration required
- [BookTrust](#) – a site with recommended booklists, categorised by age range and topic, including fiction and non-fiction, family activities are included in the ‘home time’ section
- [Classroom Secrets](#) – downloadable resource packs which cover a range of subjects, including reading and writing
- [Love Reading 4 Kids](#) – a site with recommended booklists, categorised by age range and topic, covering fiction and non-fiction
- [Purple Mash](#) – free during the school closure period, each week, a selection of daily activities is produced on different subjects, including comprehension and grammar, registration required
- [Storytime with Nick](#) – films of well-loved stories read by Nick Cannon, a trained actor, teacher and trainer
- [The Children’s Poetry Archive](#) – an archive of spoken poetry recordings, children can listen to poems read out loud

Maths

- [Mathematics Mastery](#) – downloadable guidance and resource packs for parents and pupils
- [Nrich](#) – a range of activities, some are interactive and some are to be completed offline – activities are categorised by age range
- [Numberblocks](#) – videos for numeracy development designed for children aged 0 to 6 – there are fun activities that can be applied to everyday life and play
- [Top Marks](#) – a range of interactive maths games categorised by age group
- [White Rose Maths \(home learning\)](#) – presentations and downloadable workbooks which are easy to use for parents, new material is being released each week

Physical activity

- [Boogie Beebies](#) – videos that get younger children up and dancing with CBeebies presenters
- [Disney 10 minute shakeups](#) – 10-minute activities based on Disney films that count towards a child’s 60 active minutes per day

Mental wellbeing

- [Anna Freud National Centre for Children and Families](#) – wellbeing advice for all those supporting children and young people
- [British Psychological Society \(BPS\)](#) – advice about talking to children about coronavirus
- [Children’s Commissioner](#) – a downloadable guide for children about coronavirus
- [MindEd](#) – an educational resource for all adults on children mental health, registration increases functionality but not necessary
- [The Child Bereavement Network](#) – advice on supporting grieving children during the coronavirus outbreak

Home Learning Environment



Let's get creative through Junk Modelling

You may remember a time when you were young whereby you had created something that you were so excited about. That awe and wonder you felt whilst making your special something – the thought of sharing it with a friend or family member.

Why not try and re create this for your children....



Junk modelling offers opportunities for developing children's creativity, as well as their fine and gross motor skills.

Through junk modelling children will be exercising their imagination, problem-solving, designing, communicating, self-expression, sharing, resilience, what works and what does not work, happiness and building knowledge.

By giving children time and space to explore and create, should build their confidence to let their imaginations run wild.

More art ideas

<https://www.tate.org.uk/kids>

BENEFITS of Junk Modelling:

- use their imagination while developing their design skills and creativity
- develop their self-confidence as they are enabled to explore materials and how to use them
- develop their problem-solving skills and resilience as they build their junk models through trial and error
- get hands-on and learn about different materials, such as the flexibility or toughness of plastic, fabric, cardboard and wood
- become inventors - for example, deciding whether a material is strong or bendy enough and fit for purpose
- develop their gross and fine motor skills, which helps them to manipulate tools better and supports the development of early writing skills
- communicate and work as a team as they ask a friend to hold a yoghurt pot in position while the glue dries or ask for advice.



Things to look out for

‘Where’s Spot?’ by Eric Hill



- And interactive story whereby we lift the flaps within the book
- Links between junk modelling and the story – Why not make your own flip the flap book

Talking points:

- Discuss the feeling of anticipation of where Spot could be
- Discuss how you can make a flip the flap book ourselves
- What will it be about? What materials will you need to create the book?

This familiar tale tells the story of Spot playing hide and seek

If you have not got this story book, why not watch the book being read on you tube (*always supervise your children when going online*)

https://www.youtube.com/watch?v=3_ECMCpojtI





<https://www.thinkuknow.co.uk/parents/articles/keeping-your-under-five-safe-online>



What can I do to support my under 5?

There are lots of things you can do to support your under 5. This is not a complete list, but a range of strategies you can use to improve your child's online experience:

- 1. Explore together:** Explore your child's favourite apps and websites with them. This can be a fantastic way to find out what your child enjoys doing online, as well as having fun and learning together.
- 2. Talk to your child about their online experiences:** Start and continue regular conversations with your under 5 about what they enjoy doing online, introducing online safety messages. These conversations can be a great way to reinforce the message that if your child sees anything online which makes them feel worried, they can tell you or another adult they trust.
- 3. Supervise your under 5 while they're online:** Keep the devices your child uses in communal areas of the house such as in the living room or kitchen where an adult can supervise. Children under 5 **should not** access the internet unsupervised in private spaces, such as alone in their bedroom or bathroom.
- 4. Parental controls:** Make use of the parental controls available on your home broadband and any internet enabled device in your home. You can find out more about how to use parental controls by visiting your broadband provider's website, or by viewing advice/step-by-step guides available on the [internet matters site](#). If you need any help setting up parental controls, you can also call up the NSPCC/O2 Helpline or visit an O2 store.
- 5. SafeSearch:** The use of 'SafeSearch' is recommended for use with young children. Most web search engines will have a 'SafeSearch' function, which allows you to limit the material your child can see when they're online. Look out for the 'Settings' button on your web browser homepage, which is often shaped like a small cog. It is important to understand that no 'SafeSearch' function is 100% effective, and this cannot be used alone to protect your child from being exposed to age inappropriate material.
- 6. Set boundaries:** As a family you can agree a set of rules, such as locations in the house where devices can be used, times of day your child can use devices, or which age appropriate apps or websites they can access. On devices you do not wish your under 5 to access, use passwords and keep these out of reach of your child.
- 7. Lead by example:** Modelling the digital habits you expect from your child (for example, no tablets during meal-times) can be an effective way of supporting young children to develop their own positive digital behaviours from an early age.

Digital Offers by **Children's Centres** and **Greenwich Libraries**

To get in touch with your local children's centre by phone – you can find their contact details here

https://www.royalgreenwich.gov.uk/directory/15/childrens_centres

<https://www.facebook.com/pg/Greenwich-Libraries-375637446612900/videos/>

The image shows a screenshot of the Greenwich Libraries Facebook page. At the top, there is a search bar with the text "Greenwich Libraries" and a magnifying glass icon. Below the search bar, there are navigation options: "Liked", "Following", "Share", and "Learn More". The main content area displays a grid of six video thumbnails. Each thumbnail includes a video player with a play button and a duration timer. The videos are:

- Top Left:** A woman wearing bunny ears, titled "It's an Easter Baby Rhyme Time with Miriam! Join in with songs new and...". Duration: 29:33. 209 Views.
- Top Middle:** A woman reading a book, titled "Bed Time Read: the Caw Who climbed a Tree by Gemma Merino". Duration: 3:42. 130 Views.
- Top Right:** A table with colorful Easter crafts, titled "Easter virtual #GreenwichParade! The Royal Borough of Greenwich...". Duration: 5:47. 29 Views.
- Bottom Left:** Hands making a paper plate sheep, titled "Easter Messy Morning: paper plate sheep". Duration: 6:34.
- Bottom Middle:** A table with various Easter crafts, titled "WellbeingWednesday tutorial: Knit an Easter...". Duration: 10:02.
- Bottom Right:** A woman reading a book, titled "Bed time read The Cook and the King...". Duration: 5:29.

On the left side of the page, there is a sidebar with the "BETTER the feel good place" logo and a menu with options: Home, Posts, Reviews, Videos (highlighted), Photos, Events, About, and Community. At the bottom of the sidebar is a "Create a Page" button.

EAST GREENWICH CHILDREN'S CENTRES

www.facebook.com/abbeywoodthamesmeadchildrenscentres

Telephone 020 8311 5491 / Email waterways@gll.org

Check Facebook page for up to date events

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Storybook Princess	Rhyme Time with Elaine	Mindful RTG	Sensory Play with Danielle	Baby Massage	Cuddles
Bouncing Babies	Cuddles	Song Time with Deni	Boys will be...	The Learning Canteen	House Party
	Cardio work out live on Zoom with Rosanna		Pilates live on Zoom with Rosanna	Storytime with Jacqui	

SOUTH GREENWICH CHILDREN'S CENTRES

Facebook: @southgreenwichchildrenscentres Email: SGCCSM@gll.org Tel: 020 8859 1110

www.facebook.com/southgreenwichchildrenscentres

Week Beginning 4 May

Monday	10am Wave in the new week, Ted! 10.15am Beverley's Broadcast	11am Bouncing Babies with Zuleika	2pm Good Looking, Good Listening	3pm Children's Gallery	4pm Story time with GLL Libraries
Tuesday	10am Ted starts the day with a song	11am Craft Ideas with Katie	2pm Good Looking, Good Listening	3pm Children's Gallery	4pm Story time with GLL Libraries
Wednesday	10am Ted starts the day with a song	11am Messy Play	2pm Good Looking, Good Listening	3pm Children's Gallery	4pm Story time with GLL Libraries
Thursday	10am Ted starts the day with a song	11am Baby Massage with Bijita	2pm Good Looking, Good Listening	3pm Children's Gallery	4pm Story time with GLL Libraries
Friday	10am Scooby Story Time with Ted	11am Baby Yoga with Katie	2pm Good Looking, Good Listening	3pm Children's Gallery	4pm Story time with GLL Libraries
Saturday	10am Bringing the Outside Inside with Lucy	11am Cooking with Maggie	2pm Move It with Ted	3pm Children's Gallery	4pm Relaxation Techniques with Sarah
Sunday	10am-noon Pick of the Week - highlights of the past week every 15 mins -				

GREENWICH WEST CHILDREN'S CENTRE DIGITAL OFFER

Website: <https://www.quaggydevelopmenttrust.org/>

Online calendar: <https://www.quaggydevelopmenttrust.org/live-calendar/>

Facebook: <https://www.facebook.com/quaggycc>

Twitter: @quaggycc www.twitter.com/quaggycc

Instagram: quaggycc1

Follow Halo the Hippo <https://www.facebook.com/halothehippo>

Family support

We continue to offer family support, but we will only be able to offer phone calls whilst we are in lockdown, we will try and guide you to the right agencies who can help with finances, housing, activities to do with your children at home and more.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
10am Halo the Hippo Family Learning Activity	10am Halo the Hippo Family Learning Activity	10am Halo the Hippo Family Learning Activity	10am Halo the Hippo Family Learning Activity	10am Halo the Hippo Family Learning Activity	10am Halo the Hippo Family Learning Activity	10am Halo the Hippo Family Learning Activity
	3pm Music and Movement with Sharon			Sensory Play Session		
3.30pm Story Time with Quaggy staff	3.30pm Story Time with Quaggy staff	3.30pm Story Time with Quaggy staff	3.30pm Story Time with Quaggy staff	3.30pm Story Time with Quaggy staff		