

## Royal Greenwich – a great place to grow up!



Childcare  
Options  
Royal Greenwich

This week has again been a busy with multiple updates coming from government asking all of us to be ready to re-open to all early years children from 1 June 2020. This presents us all with different challenges. Many of us are anxious about the level of risk, parental confidence to take up a place and how to meet any financial gaps. Your concerns are being shared with the Department for Education.

We have noticed that the guidance documents have been more readily made available and we are expecting toolkit very soon to help us all in keeping children safe and helping them learn. None of us have all of the answers yet and this 'not knowing' is a source of worry. Protecting mental health and wellbeing is important – staff, children and yourself.

Some of the constructive things you can do now which might give you more reassurance of managing the situation is to evaluate your own personal and family circumstances in relation to the impact of opening, check in with parents and what's happening for them and the children, carry out a formal risk assessment (draft template attached) and review the protective measures. We recognise the responsibility you hold in thinking about and working through what is right for your setting – your family, your children and parents, and your staff.

One of the things we would like to share with you is that during the peak period of the pandemic, just over 120 group care settings and childminders stayed open for an average of 400 critical worker and vulnerable children. About 40 schools were open for about 500. These providers kept children and staff safe during one of the most challenging periods we have been through and to them, we extend our appreciation and thanks.

This also means that there is available to us many examples of safe practice from which we can learn. If you are open, we will be getting in touch with you (or drop us a line) to find out what you have done differently or what advice and learning you can share with other providers going forward.

The team are here as a listening ear for all of you – whether you want a chat, share your worries or get some feedback about practical solutions you are considering.

We hope that pulling all the links in one place in the e-bulletin is helpful for you (*control and click directly where you see links or copy and paste link in your browser*). Let us know if you think we can add anything that would be beneficial.

We are know that this is not an easy time for you and we will do our best to support you, children and families. Best wishes to you all

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



Main telephone lines are not available but if you provide a phone number we will call you right back and speak to you in person – we are open 9am – 5pm Mon - Fri.

Parents [FIS@royalgreenwich.gov.uk](mailto:FIS@royalgreenwich.gov.uk)

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

## OUR PLAN TO REBUILD:



### The UK Government's COVID-19 recovery strategy

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/884171/FINAL\\_6.6637\\_CO\\_HMG\\_C19\\_Recovery\\_FINAL\\_110520\\_v2\\_WEB\\_1\\_.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/884171/FINAL_6.6637_CO_HMG_C19_Recovery_FINAL_110520_v2_WEB_1_.pdf)

**Prime Minister's Speech** <https://www.gov.uk/government/speeches/pm-address-to-the-nation-on-coronavirus-10-may-2020>

The most relevant sections have been quoted and summarised here. It is important that you read and understand all of the source documents by clicking on links and reading fully.

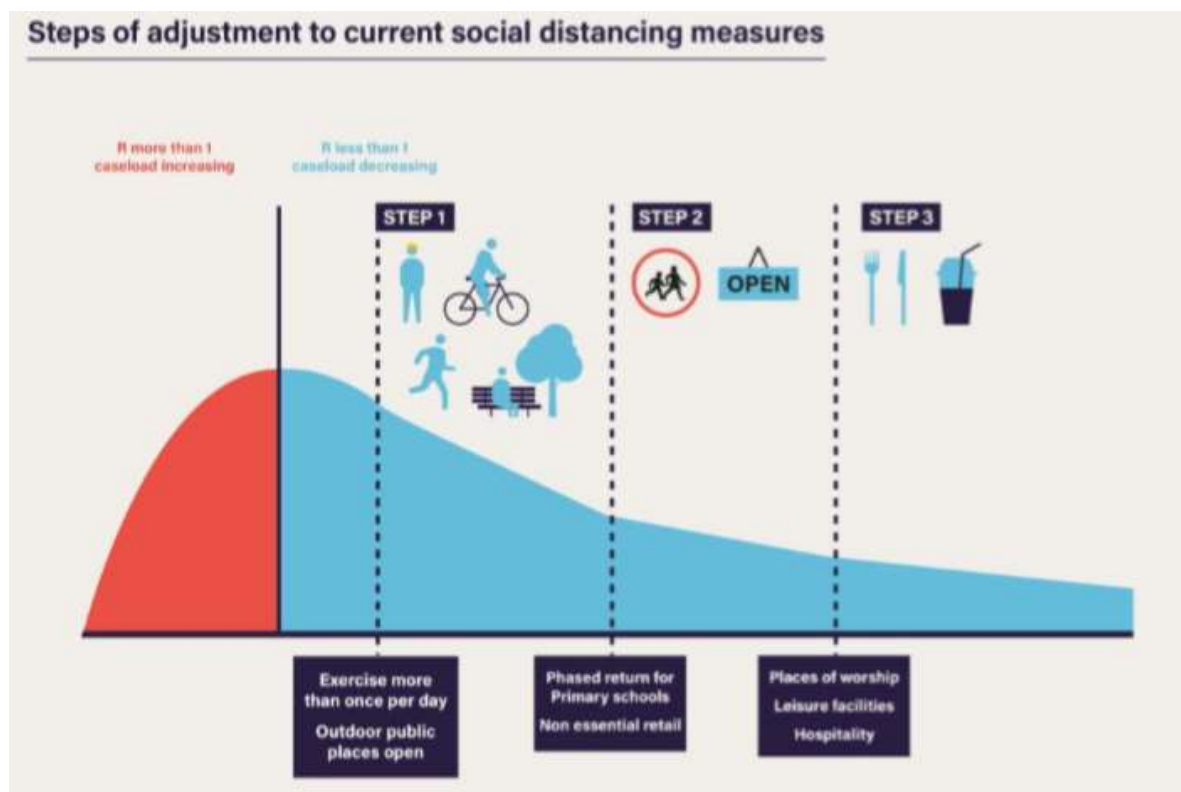
"This document sets out a plan to rebuild the UK for a world with COVID-19. It is not a quick return to 'normality.'

- The overriding priority remains to save lives.
- It means optimising the social distancing measures we've asked the nation to follow, so that as the threat changes, the measures change as well - doing as much as possible to suppress the epidemic spread, while minimising the economic and social effects.
- That will require a widespread system of testing, of tracing and monitoring the spread of the disease, of shielding the most vulnerable, of protecting those in care homes, of securing our borders against its reintroduction, and of re-designing workplaces and public spaces to make them "COVID-19 Secure."

<p>Phase one</p>	<ul style="list-style-type: none"> <li>• 7 March - with symptoms were asked to self-isolate for 7 days</li> <li>• 16 March - shielding for the most vulnerable and cease non-essential contact and travel</li> <li>• 18 March - closure of schools and childcare providers</li> <li>• 20 March - entertainment, hospitality and indoor leisure venues closed</li> <li>• 23 March - Stay at Home guidance</li> </ul> <p><b>First phase has suppressed the spread of the virus</b>  <b>R - the reproduction number</b> (see p 7) SAGE assessed that R at the beginning of the epidemic was between 2.7 and 3.0; each person with the disease gave it to nearly three other people, on average. SAGE's latest assessment is that, R has reduced to between 0.5 and 0.9, meaning that the number of infected people is falling.</p>
<p>Phase Two</p>	<p>16 April the Government presented five tests for easing measures  The Government is only in a position to lift cautiously elements of the existing measures. (see p 11 – 15)</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>return life to as close to normal as possible, for as many people as possible, as fast and fairly as possible...</p> <p>... in a way that avoids a new epidemic, minimises lives lost and maximises health, economic and social outcomes.</p> </div>
<p>Phase two: smarter controls</p>	<p>5 Overarching principles – 2 most relevant for sector  (1) <b>Informed by the science.</b> The Government will continue to be guided by the best scientific and medical advice to ensure that it does the right thing at the right time.  (5) <b>Transparency.</b> The Government will continue to be open by making available the relevant scientific and technical advice. The Government will be honest about where it is uncertain and acting at risk, and it will be transparent about the judgements it is making and the basis for them.</p>

Phase One - people will need to **minimise the spread of the disease** through

- continuing good hygiene practices:
- hand washing,
- social distancing and
- regular disinfecting of surfaces touched by others
- number of **social contacts people make each day must continue to be limited**
- exposure of vulnerable groups must continue to be reduced from normal levels
- symptomatic and diagnosed individuals will still need to self isolate/ household quarantine still applies



Over the coming weeks and months, the Government will monitor closely the effect of each adjustment, using the effect on the epidemic to gauge the appropriate next step.

Phase Two

- **"COVID-19 Secure" guidelines** - new safety guidelines (see *Protective Measures in education and Childcare Settings*)
- **Protecting the most clinically vulnerable people** - where received a letter telling them that as a result of having certain medical conditions, they are considered to be **clinically extremely vulnerable** –continue with shielding
- **Differentiated approach to risk** - recognise that not everybody's or every group's risk is the same; the level of threat posed by the virus varies across the population - the Government expects to steadily make the risk-assessment more nuanced, giving confidence to some previously advised to shield that they may be able to take more risk; and identifying those who may wish to be more cautious.
- **Self isolation** - showing symptoms, however mild, must continue to self-isolate at home, as now, and that the household quarantine rules continue to apply. With availability and speed of **swab testing** increases, it will be able to confirm suspected cases more quickly and

	<p>reduce the period of self-isolation for those who do not have COVID-19 and their household members</p> <ul style="list-style-type: none"> <li>• <b>Reactive measures</b> - if the data suggests the virus is spreading again, the Government will have to tighten restrictions, possibly at short notice. The scientific advice is clear that there is scope to go backwards; as restrictions are relaxed, if people do not stay alert and diligently apply those still in place, transmissions could increase, R would quickly tip above one, and restrictions would need to be re-imposed.</li> </ul>
<p>Phase Two Step One</p>	<p><b>Applies from Wednesday 13 May</b> in England</p> <p><b>Work</b></p> <ul style="list-style-type: none"> <li>• Workers should continue to work from home rather than their normal physical workplace, wherever possible - minimise no of social contacts and keep transmissions as low as possible.</li> <li>• All workers who cannot work from home should travel to work if their workplace is open. The only exceptions to this are those workplaces such as hospitality and nonessential retail which should remain closed</li> <li>• As soon as practicable, workplaces should follow the new “COVID-19 Secure” guidelines</li> </ul> <p><b>Schools and Childcare Providers</b></p> <ul style="list-style-type: none"> <li>• The rate of infection remains too high to allow the reopening of schools for all pupils yet. However, it is important that vulnerable children (including children in need, those with an Education, Health and Care plan and those assessed as otherwise vulnerable by educational providers or local authorities) and the children of critical workers are able to attend school/<i>educational settings</i>, as is currently permitted.</li> <li>• But there is a large societal benefit from vulnerable children, or the children of critical workers, attending school: local authorities and schools/<i>educational settings</i> should therefore urge more children who would benefit from attending in person to do so</li> <li>• <b>The Government is also amending its guidance to clarify that paid childcare, for example nannies and childminders, can take place subject to being able to meet the public health principles at Annex A, because these are roles where working from home is not possible. This should enable more working parents to return to work.</b></li> </ul> <p><i>This section is confusing and has since been clarified by the DFE</i></p> <p><b><u>If you are already open</u></b> and currently caring for vulnerable children and / or children of critical workers, you are able to stay open and continue caring for these children. However, you should not take on any more new children (unless they are vulnerable or those of critical workers).</p> <p><b><u>If you are closed</u></b>, you <i>could</i> now open for a child or children from ONE other household, providing it is in line with current guidelines to minimise the risk of spreading infection - no need for them to be children of critical workers or vulnerable.</p> <p>It is entirely your decision as to whether you want to open now or take time to prepare to open to all children from 1 June. Remember, the decision on whether childcare settings and schools can reopen is expected to be taken on 28 May and is dependent on the rate of COVID-19 infections continuing to decline at the current rate.</p>
<p>Phase Two Step Two</p>	<p><b>From 1 June 2020</b> (<i>conditional on 5 tests being met</i>) Consistent with the five tests. Organisations should prepare accordingly.</p> <p>A phased return for early years settings and schools. Schools should prepare to begin to open for more children from 1 June. The Government expects children to be able to return to early years settings, and for Reception, Year 1 and Year 6 to be back in school in smaller sizes, from this point. The Department of Education will engage closely with schools and early years providers to develop further detail and guidance on how schools should facilitate this (<i>see Actions for Education and Childcare Settings</i>)</p>

Press release

## Details on phased wider opening of schools, colleges and nurseries



Schools, colleges and nurseries to begin to prepare to open to more young people from 1 June at the earliest, with protective measures in place

<https://www.gov.uk/government/news/details-on-phased-wider-opening-of-schools-colleges-and-nurseries>

“Plans for schools, colleges and early years settings across England to potentially open to more children and young people have been set out today (11 May).

As the Prime Minister announced yesterday, by 1 June at the earliest primary schools in England may be able to welcome back children in key transition years – nursery, Reception, Year 1 and Year 6.

Secondary schools, sixth forms and colleges will also work towards the possibility of providing some face-to-face contact with young people in Year 10 and Year 12 to help them prepare for exams next year.

However, as the PM has said, progress will be monitored every day. If the virus stays on the downward slope, and the R remains below 1, then – and only then – will it become safe to go further, move to the second step and reopen schools.

Early years settings may also be able to open for all children. The aim is for other primary years to return later in June, but this will be kept under review, and there are currently no plans to reopen secondary schools for other year groups before the summer holidays.”

Priority groups, including vulnerable children and children of critical workers who have been eligible to attend throughout school closures, will continue to be able to attend schools, colleges and early years settings as they are currently.

The transmission rate has decreased, and the aim is that by 1 June at the earliest it will be safe for a greater number of children and young people to return to education and childcare. As a result, the Government is asking schools and childcare providers to plan on this basis, ahead of confirmation of the scientific advice.

This will only happen when the five key tests set by Government justify the changes at the time, including the rate of infection decreasing and the enabling programmes set out in the Roadmap operating effectively.

[Guidance to the sector](#), published 11 May sets out a range of protective measures to ensure education settings remain safe places, including:

- reducing the size of classes and keeping children in small groups without mixing with others
- staggered break and lunch times, as well as drop offs and pick ups
- increasing the frequency of cleaning, reducing the used of shared items and utilising outdoor space

**Education Secretary Gavin Williamson said:** I know how hard schools, colleges, early years settings and parents are working to make sure children and young people can continue to learn at home, and I cannot thank them enough for that.

But nothing can replace being in the classroom, which is why I want to get children back to school as soon as it is safe to do so. The latest scientific advice indicates it will be safe for more children to return to school from 1 June, but we will continue to limit the overall numbers in school and introduce protective measures to prevent transmission.

This marks the first step towards having all young people back where they belong – in nurseries, schools and colleges – but we will continue to be led by the scientific evidence and will only take further steps when the time is right.

Whilst there will be no penalty for families who do not send their children to school, families will be strongly encouraged to take up these places - unless the child or a family member is shielding or the child is particularly vulnerable due to an underlying condition.

The Scientific Advisory Group for Emergencies advising the Government has a high degree of confidence that the severity of the disease in children is lower than in adults and a moderately high degree of confidence that children aged up to 11 are less susceptible to it.

All staff are already eligible for testing, and staff in shielding and high-risk groups should remain at home.

From 1 June, all children and young people eligible to return to their settings will have access to testing, if they display symptoms, as will any symptomatic member(s) of their household.

This will enable children and staff to get back to school if they test negative, and if they test positive a test and trace approach can be taken. Where a setting has a positive case, Public Health England will advise on the appropriate course of action, and the relevant group of people with whom the individual has mixed closely, should be sent home and advised to self-isolate for 14 days.”

You will find attached page numbered copies of key documents to help you prepare for wider opening from 1 June 2020 with web links below (click or copy and paste into browser)

Please note we are expecting Department for Education to issue a toolkit similar to the schools one that they have just released here <https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-primary-schools>

A survey of your parents is recommended followed by a formal risk assessment to inform your decision making and plans

- ✓ identification of children likely to return
- ✓ identification of staff willing and able to return
- ✓ contact your food and cleaning suppliers – *we can provide you with a letter to help you receive priority food access*
- ✓ audit and planning use of your space layout and easy to clean equipment
- ✓ securing a real understanding of the differences between clinically extremely vulnerable people and clinically vulnerable people (*see below*)

Guidance

# Actions for education and childcare settings to prepare for wider opening from 1 June 2020

Updated 12 May 2020

<https://www.gov.uk/government/publications/actions-for-educational-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020/actions-for-education-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020>

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5. [Implementation: Managing risk and rate of transmission](#)
6. [Key issues](#)

- Those already open to priority groups - encouraging all eligible children to attend in particular vulnerable children (*where it is appropriate for them to do so*). It is no longer necessary for parents of eligible children to keep them at home if they can. Vulnerable children of all year groups continue to be expected and encouraged to attend educational provision.
- Children will need to stay within their new group wherever possible.
- Settings to [implement a range of protective measures](#) including increased cleaning, reducing 'pinch points' (such as dropping/picking up), and utilising outdoor space.
- Staff and pupils in all settings will be eligible for testing if they become ill with coronavirus symptoms, as will members of their households.
- Demand for childcare is likely to be lower than usual at first, and existing space requirements and staff to child ratios for these age groups should allow for small group working.
- Where the physical layout of a setting does not allow small groups of children to be kept at a [safe distance](#) apart, we expect practitioners to exercise judgement in ensuring the highest standards of safety are maintained.
- In some cases, it may be necessary for providers to introduce a temporary cap or prioritise places
  1. Critical worker and vulnerable children
  2. 3 and 4 year olds
  3. Younger groups – eg 2 year olds and then babies

Guidance

# Coronavirus (COVID-19): implementing protective measures in education and childcare settings

Updated 12 May 2020

<https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings>

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7. [Class or group sizes](#)
8. [How to implement protective measures in an education setting before wider opening on 1 June](#)
9. [When open](#)
10. [Additional questions](#)

To get you started, and only if it helps you in your planning and review, you will find attached a draft Risk Assessment in Word and Excel format (choose the most helpful) drawn up by the Early Years team

“We know that early years children cannot be expected to remain 2 metres apart from each other and staff. In deciding to bring more children back to early years, we are taking this into account.” A hierarchy of controls that, when implemented, creates an inherently safer system, where the risk of transmission of infection is substantially reduced.

These include:

- avoiding contact with individuals who are unwell by ensuring that those who have coronavirus symptoms, or who have someone in their household who does, do not attend childcare settings
- cleaning hands more often than usual - wash hands thoroughly for 20 seconds with running water and soap and dry them thoroughly or use alcohol hand rub or sanitiser ensuring that all parts of the hands are covered
- ensuring good respiratory hygiene by promoting the ‘catch it, bin it, kill it’ approach
- cleaning frequently touched surfaces often using standard products, such as detergents and bleach
- minimising contact and mixing by altering, as much as possible, the environment (such as room layout) and timetables (such as staggered break times/access to particular areas)

It is still important to reduce contact between people as much as possible, and we can achieve that and reduce transmission risk by ensuring children, and staff where possible, only mix in a **small, consistent group** and that small group stays away from other people and groups.



Guidance

# Opening schools and educational settings to more pupils from 1 June: guidance for parents and carers

Updated 11 May 2020

<https://www.gov.uk/government/publications/closure-of-educational-settings-information-for-parents-and-carers/reopening-schools-and-other-educational-settings-from-1-june>

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We want to get all children back into education as soon as the scientific advice allows because it is the best place for them to learn, and because we know it is good for children's mental wellbeing to have social interactions with other children, carers and teachers. We will only do this provided that the 5 key tests set by government justify the changes at the time, including that the rate of infection is decreasing. As a result, we are asking childcare providers to plan on this basis, ahead of confirmation that these tests are met.

Up to date Coronavirus messages and public health advice for everyone

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



STAY ALERT ▶ CONTROL THE VIRUS ▶ SAVE LIVES

**Stay alert**

We can all help control the virus if we all stay alert. This means you must:

- stay at home as much as possible
- work from home if you can
- limit contact with other people
- keep your distance if you go out (2 metres apart where possible)
- wash your hands regularly

Self-isolate if you or anyone in your household has symptoms.



<https://www.nhs.uk/conditions/coronavirus-covid-19/>

## Coronavirus (COVID-19)

Get the latest NHS information and advice about coronavirus (COVID-19), a new illness that affects your lungs and airways.

[Check if you have coronavirus symptoms](#)

Find out about the main

[What to do if you or someone you live with has symptoms of coronavirus](#)

[People at higher risk from coronavirus](#)

Advice for people at higher risk from



<https://www.who.int/emergencies/diseases/novel-coronavirus-2019/advice-for-public>

When and how to use masks

Myth-busters

Getting workplace ready

Advocacy

## Clinically Vulnerable and Clinically Extremely Vulnerable

There are several references to clinically vulnerable and extremely vulnerable children and adults – please check gov.uk for most up to and accurate information. This is our best attempt at deciphering the guidance.

**Covid 19 Recovery Strategy/ Annex B Protecting the clinically vulnerable** see pps 22, 36 and 51

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/884171/FINAL\\_6.6637\\_CO\\_HMG\\_C19\\_Recovery\\_FINAL\\_110520\\_v2\\_WEB\\_1\\_.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/884171/FINAL_6.6637_CO_HMG_C19_Recovery_FINAL_110520_v2_WEB_1_.pdf)

It remains the case that some people are more **clinically vulnerable** to COVID-19 than others. These include those aged over 70, those with specific chronic pre-existing conditions and pregnant women. These clinically vulnerable people should continue to take particular care to **minimise contact with others** outside their households, **but do not need to be shielded**.

Those in the **clinically extremely vulnerable** group are strongly advised to **stay at home at all times** and avoid any face-to-face contact; this is called **'shielding'**. It means not leaving the house or attending gatherings at all, with very limited exceptions.

Group	Explanation	Current & Continuing Guidance	Government Support
<b>Clinically Extremely Vulnerable People</b> (All in this cohort will have received communication from the NHS)	People defined on medical grounds as clinically extremely vulnerable, meaning they are at the greatest risk of severe illness. This group includes solid organ transplant recipients; people receiving chemotherapy; renal dialysis patients; and others.	Follow shielding guidance by staying at home at all times and avoiding all non essential face-to-face contact. This guidance is in place until end June.	Support available from the National Shielding Programme, which includes food supplies (through food boxes and priority supermarket deliveries), pharmacy deliveries and care. Support is available via the NHS Volunteer Responders app.
<b>Clinically Vulnerable People</b>	People considered to be at higher risk of severe illness from COVID-19. Clinically vulnerable people include the following: people aged 70 or older, people with liver disease; people with diabetes; pregnant women; and others.	Stay at <u>home</u> as much as possible. If you do go out, take particular care to minimise contact with others outside your household.	Range of support available while measures in place, including by local authorities and through voluntary and community groups. Support is available via the NHS Volunteer Responders app.

Please ask parents and staff to consult their medical professionals with regard to their health conditions and carry out robust risk assessment.

**Protective Measures Guidance (11 May)**

<https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings>

<p align="center"><b>Clinically vulnerable From 1 June 2020</b></p>	<p align="center"><b>Extremely Clinically Vulnerable Up until 30 June 2020 when new advice to be made available by government</b></p>
<ul style="list-style-type: none"> <li>Shielded and <b>clinically vulnerable children</b> – parents should <u>follow medical advice</u></li> <li>Children <b>living with</b> shielded or clinically vulnerable adults including those who are pregnant <u>can attend</u> setting</li> <li>Shielded and <b>clinically vulnerable adults</b> advised to <u>take extra care</u> in observing social distancing and should work by providing remote education from home where possible.</li> </ul> <p>If cannot work from home, they should be offered the safest available on-site roles, staying 2 metres away from others wherever possible, although the individual may choose to take on a role that does not allow for this distance if they prefer to do so. If they have to spend time within 2 metres of other people, settings must carefully assess and discuss with them whether this involves an acceptable level of risk.</p>	<ul style="list-style-type: none"> <li>Shielded and <b>extremely clinically vulnerable children</b> to be supported <u>at home</u> as much as possible</li> <li><b>Living with</b> shielded and extremely vulnerable adult advised to attend only if stringent social distancing can be adhered to and children understand and can follow those instructions – <u>may not be possible for very young children</u> and should be supported to learn at home</li> <li>Shielded and <b>extremely clinically vulnerable adults</b> <i>not to attend work</i></li> </ul>

Guidance

**COVID-19: guidance on shielding and protecting people defined on medical grounds as extremely vulnerable**

Information for shielding and protecting people defined on medical grounds as extremely vulnerable from COVID-19.

<https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19>

**Easy to read guidance**

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/875126/Easy\\_read\\_guidance\\_on\\_shielding\\_March\\_2020.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/875126/Easy_read_guidance_on_shielding_March_2020.pdf)

These people are described as being extremely clinically vulnerable and include those who:

1. have had a solid organ transplant – kidney, liver, pancreas, heart, or lung
2. are having treatments for some cancers
3. have severe long-term lung disease including cystic fibrosis and severe asthma
4. have rare diseases and inborn errors of metabolism that increase their risk of infection
5. are on medication that compromises their immune system and so are much more likely to get infections and become seriously unwell from them
6. are pregnant with significant heart disease

Guidance

## Guidance on shielding and protecting people who are clinically extremely vulnerable from COVID-19

Updated 5 May 2020

*Clinically extremely vulnerable is further clarified below*

<https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19#who-is-clinically-extremely-vulnerable>

Clinically extremely vulnerable people may include the following people. Disease severity, history or treatment levels will also affect who is in the group.

1. Solid organ transplant recipients.
2. People with specific cancers:
  - people with cancer who are undergoing active chemotherapy
  - people with lung cancer who are undergoing radical radiotherapy
  - people with cancers of the blood or bone marrow such as leukaemia, lymphoma or myeloma who are at any stage of treatment
  - people having immunotherapy or other continuing antibody treatments for cancer
  - people having other targeted cancer treatments which can affect the immune system, such as protein kinase inhibitors or PARP inhibitors
  - people who have had bone marrow or stem cell transplants in the last 6 months, or who are still taking immunosuppression drugs
3. People with severe respiratory conditions including all cystic fibrosis, severe asthma and severe chronic obstructive pulmonary (COPD).
4. People with rare diseases that significantly increase the risk of infections (such as SCID, homozygous sickle cell).
5. People on immunosuppression therapies sufficient to significantly increase risk of infection.
6. Women who are pregnant with significant heart disease, congenital or acquired.

## [QUICK WEBLINK SHORTCUTS](#)

Guidance

# Staying alert and safe (social distancing)

Published 11 May 2020

<https://www.gov.uk/government/publications/staying-alert-and-safe-social-distancing/staying-alert-and-safe-social-distancing>

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Guidance

# Staying safe outside your home

Published 11 May 2020

<https://www.gov.uk/government/publications/staying-safe-outside-your-home/staying-safe-outside-your-home>

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### 30 hour codes Summer 2020

#### Critical Worker & Vulnerable Families

Remind **Priority Families** to renew and/or apply 30 hours as soon as they can and no later than the end of the Summer term so places in autumn are not adversely affected.

**All Autumn 30 hour codes must have start date no later than 31 August 2020**

**Temporary changes to the 30 hours free entitlement to ensure critical worker parents and those with vulnerable children** are not disadvantaged during the coronavirus (COVID-19) outbreak and can continue to access the childcare provision to which they are entitled.

<https://www.gov.uk/government/news/eligibility-for-government-childcare-offers-protected>

In order to support this the DFE are intending to make three temporary changes to the entitlement criteria:

- Parents who will not meet the minimum income threshold (16 hours per week at National Minimum/Living Wage) due to lower earnings as a direct result of coronavirus (COVID-19) will be treated as meeting that test during the outbreak. This will apply only to parents who need to apply for, or reconfirm, their 30 hours place during the summer term. This will be a temporary change due to the coronavirus (COVID-19) outbreak which will be reviewed as the situation develops.
- Subject to parliamentary approval of temporarily amending the regulations relating to 30 hours childcare, if critical workers exceed the maximum income threshold (£100k per year) due to increased hours as a direct result of the coronavirus (COVID-19) outbreak, they will remain eligible for 30 hours for the current tax year.
- Local authorities also have the ability to relax the validity dates on 30 hours codes where parents were ordinarily eligible and expecting to take up a 30 hours childcare place between 1 April 2020 and 31 August 2020, but have missed the reconfirmation/application deadline of 31 March 2020. This will enable children to take up their places in the summer term.

At the moment, only the children of critical workers, and children who are vulnerable, are able to access childcare. A list of children prioritised for education provision can be found [here](#).

<https://www.gov.uk/government/publications/coronavirus-covid-19-maintaining-educational-provision/guidance-for-schools-colleges-and-local-authorities-on-maintaining-educational-provision>

**If you have priority parents who have missed the 31 March deadline or have not reconfirmed by their due date**, please contact [childcare-support@royalgreenwich.gov.uk](mailto:childcare-support@royalgreenwich.gov.uk) directly to confirm arrangements. Providers will need to confirm that the child taking up the place did in fact turn three before 1<sup>st</sup> April 2020 to ensure they are eligible for a 30 hours place in the summer term.

## Summer 2020 Headcount

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*

If you have a starter after you have submitted your main claim and adjustment – you can still apply for funding from their start date by submitting an additional claim. You must also let us know if the child leaves your setting during the term.

If there any queries, please get in touch with [eyc-funding@royalgreenwich.gov.uk](mailto:eyc-funding@royalgreenwich.gov.uk)



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

HMRC Helpline

**0300 123 4097**

All parents are urged to continue to apply for, and reconfirm, their 30 hours entitlement, This will ensure a smooth transition back into childcare when settings fully reopen.

### **All reconfirmations and new applications**

Summer Term : no later than 31 March 2020

Autumn Term : no later than 31 August 2020

Priority families for Summer term only - do not decline or withdraw any of these places without contacting [childcare-support@royalgreenwich.gov.uk](mailto: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.



HM Government



Furloughed workers across UK will continue to receive 80% of their current salary, up to £2,500

New flexibility - from the start of August, furloughed workers will be able to return to work part-time with employers being asked to pay a percentage towards the salaries of their furloughed staff.

The employer payments will substitute the contribution the government is currently making, ensuring that staff continue to receive 80% of their salary, up to £2,500 a month.

<https://www.gov.uk/government/news/chancellor-extends-furlough-scheme-until-october>

<https://www.gov.uk/government/publications/coronavirus-job-retention-scheme-step-by-step-guide-for-employers>

Guidance

## Help and support if your business is affected by coronavirus (COVID-19)

Watch videos and register for the free webinars to learn more about the support available to help you deal with the economic impacts of coronavirus.

<https://www.gov.uk/guidance/help-and-support-if-your-business-is-affected-by-coronavirus-covid-19>

## Guidance


# Check if you can claim a grant through the Self-Employment Income Support Scheme

If you're self-employed or a member of a partnership and have been adversely affected by coronavirus (COVID-19) find out if you can use this scheme to claim a grant.

The scheme will allow you to claim a taxable grant of 80% of your average monthly trading profits, paid out in a single instalment covering 3 months, and capped at £7,500 altogether. This is a temporary scheme, but it may be extended.

<https://www.gov.uk/guidance/claim-a-grant-through-the-coronavirus-covid-19-self-employment-income-support-scheme>

Please note this scheme has not yet been extended like the employee scheme. However, do note that this initially was announced later in the first instance and note the comment above that it may be extended. We will alert you as soon as we have more information.

 Department for Education	Twice weekly DFE data collection from early years and childcare providers via local authority snap survey <b>Wednesdays by 5pm</b> <b>Fridays by 5pm</b>
You can follow the pattern of National Attendance figures released weekly by the DFE here <a href="https://www.gov.uk/government/publications/coronavirus-covid-19-attendance-in-education-and-early-years-settings">https://www.gov.uk/government/publications/coronavirus-covid-19-attendance-in-education-and-early-years-settings</a>	

## Mental Health Webinar

Thursday 21 May

1:30pm-2:30 pm

It's essential that employers consider how they can support the mental health and wellbeing of their staff. acas are offering this webinar which is designed to provide line managers with information to help support their own and their team's mental wellbeing during this current climate.

Register for the upcoming acas webinar: Managing mental health in the current climate

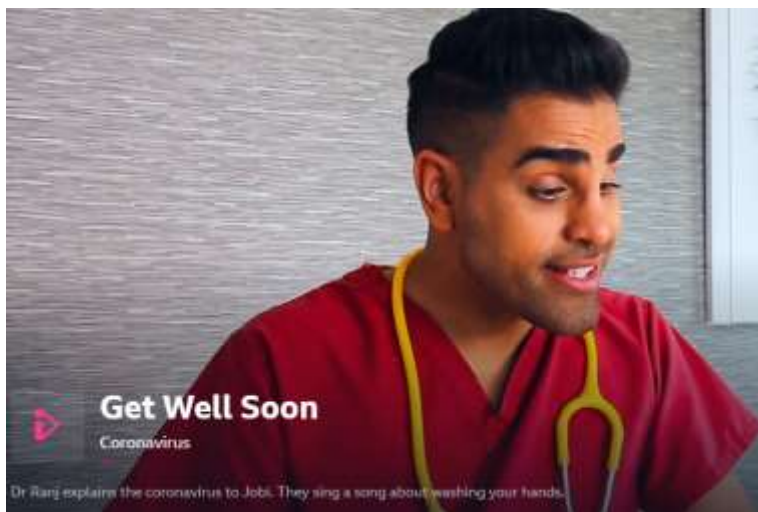
register for your place below <https://register.gotowebinar.com/register/7399977544294332430>

## Managing Anxiety – Every Mind Matters reminder

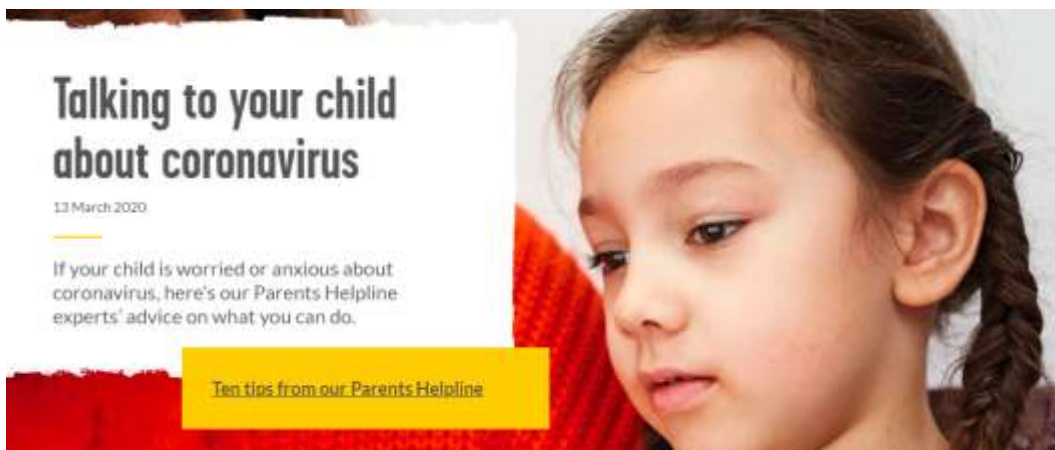
<https://www.nhs.uk/oneyou/every-mind-matters/coronavirus-covid-19-anxiety-tips/>

Here's useful video with Dr Ranj to help explain coronavirus to children with handwashing song and link to Young Minds blog may be helpful to all adults working with children

<https://www.bbc.co.uk/iplayer/episode/p08bmd70/get-well-soon-coronavirus>



<https://youngminds.org.uk/blog/talking-to-your-child-about-coronavirus/>



## Keeping Children Safe

## Transitions and emotional security

### It's a "Brave New World" ... or "It's nursery, Jim, but not as we know it"...

The proposed re-opening of early years' settings from 1 June means that most children, staff and childminders will be adapting to a unique, and very unsettling, period of transition over the coming weeks.

As practitioners, transitions for children aren't new to you. However, never has the challenge been greater than now. Planning and returning after what will be 9 weeks of staying at home for the majority of children is going to bring up many new, and previously unseen, challenges. Even where critical worker and vulnerable children have already been attending – they may be at a different setting than their usual, with different staff and different children. So much change for such little ones.

Children will look to you to help re-establish their sense of security and stability. The environment and routines will almost certainly be changed and there will be new rules about how they play and interact with you and each other. There is lots of advice in the protective measures guidance about the more physical steps you can take to reduce risk and advice in the opening schools and educational settings guidance for parents about building confidence.

But we know you will be considering children's emotional needs as well as the physical safety.

Let children everyone is learning this new environment together – it's a journey we are all on. We want children to know that being anxious and worried is ok and that our job is to listen and reassure them. It will be important to ensure that adult conversations about concerns are discreet as children will be tuned into everything we do and say

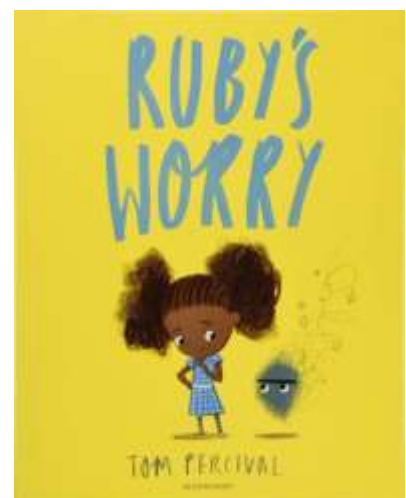
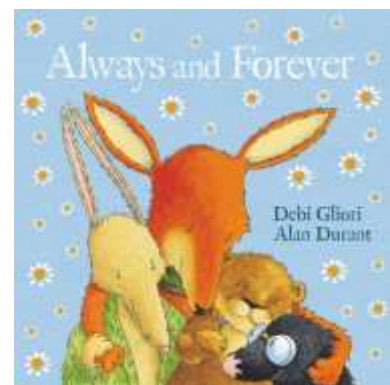
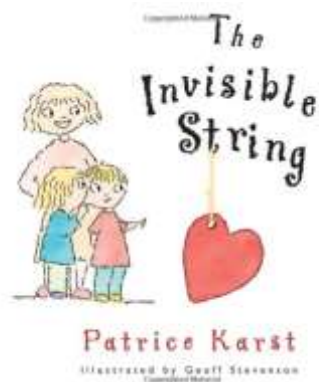
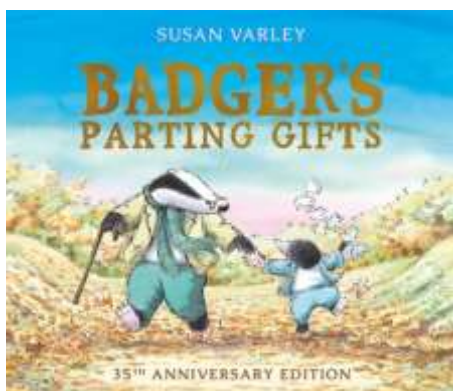
Some of the behaviours you may see as children return to your setting:	What you can do to support the children in your setting:
High levels anxiety – this may be a general feeling of anxiety or may be focussed on a particular issue such as health, cleanliness, people feeling unwell	<p>Let parents/carers know what changes you have implemented so that they can share with their children</p> <p>You could call all the families returning and speak directly to the children assuring them you are waiting for them and looking forward to seeing them</p> <p>Maybe create a video of what the new set up looks like so children can visualise it for themselves – make sure their favourite toys can be seen!</p> <p>Think and talk about the positive things that have also happened during the lockdown.</p>
Return to younger behaviours such as thumb sucking, crying, toileting issues and interrupted sleep	Listen to their concerns and help them understand their new environment
Separation anxiety	Take it at the child's pace – be led by their understanding
Loss of confidence and insecurity	Involve them in as many decisions as you can

You will be aware that some children may have experienced a bereavement since you last saw them. For others they may have had prolonged separations from parents/carers due to access arrangements being suspended, having a NHS frontline parent who has chosen to live apart from the family for their safety. All of these children will need extra sensitive care and nurturing.

For information about how to support children with bereavement and for their specialist training, see <https://www.childbereavementuk.org/>

The Early Years & Childcare Team will also be cascading a free bereavement webinar for those who missed it or had limited funds. Look out for dates coming next week.

### Loss and Grief Picture Books



## #UnsungHeroes

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

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

Tell us about

- ☆ the challenges you are facing and how you are responding if you stayed open
- ☆ where you remained open, your advice about keeping children and staff safe to support others
- ☆ which families in particular you are supporting 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, supporting staff wellbeing
- ☆ 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.

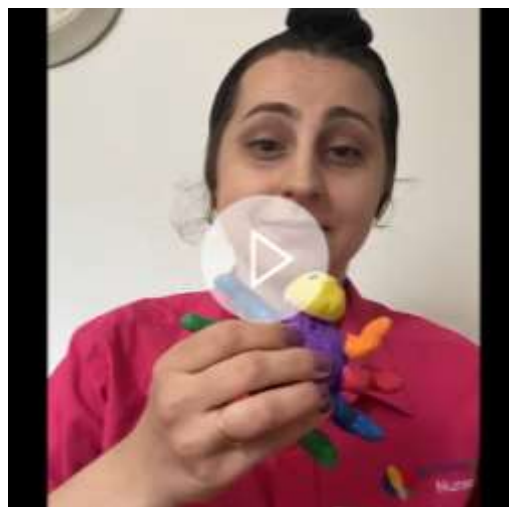
Email [childcare-support@royalgreenwich.gov.uk](mailto:childcare-support@royalgreenwich.gov.uk)

## #UnsungHeroes

**Mo from Balloon Day Nursery** told us about... videos that a member of her team made for her key children. Parents have been encouraged to send in pictures and videos to staff and they are responding.

Please see the video attached to the ebulletin which has been edited but to help children feel included and welcomed, at the beginning, Magda says hello individually to all of her children by name.

*We really enjoyed the energy and warmth of the practitioner's approach.*



## #UnsungHeroes

**Laura from Under One Roof Nursery** told us about...

We have raised £2000 for our vulnerable families who live in the Woolwich area and we think we could something really good with it so we are working with the Council to donate the money.

My son cycled 100KM on his 13th birthday last week. The aim was to cover 200KM as a football team - they got to 430KM and £2000. It was really special. You can find them on JustGiving as **jackand footballteam200k** if you wanted to make a donation.

*What amazing young men to support their community at such a difficult time! PS That's a pre social distancing photo of the football team!*



## #UnsungHeroes

**Liane from Bonitots** told us about...

### Interactive Virtual Nursery Sessions and Stick Man Hunt

To support our families we are currently running interactive virtual nursery sessions - totally optional but we usually have 15-20 families dropping in over the course of the session. They are so much fun and we've had great feedback from parents.

I've attached some pictures of the art work that parents sent to me after the last session. This week we introduced our new topic - Egypt. I've pasted the timetables (see below) from two sessions this week below to give a flavour of what we've been doing. There's something for a range of age groups and we make it as interactive as possible. In the past we have done art workshops including Picasso and Kalinsky, tea parties, phonics hunts around the house ("find something beginning with "p"), cookery, yoga and much more! Next week we'll be exploring Egyptian music, hieroglyphics, and baking Kahk cookies amongst other things.

Also, I've set up a Stick Man trail in Shrewsbury Park for our families and the community when out walking with children. Below is the text from the trail and I've attached the accompanying pictures. The families upload a picture to our private Facebook page when they find him. There is also an accessible version with different pictures and a different poem.



### Tuesday 11.15-12: EGYPT

An introduction to our Egypt theme. We will start by learning a bit about Africa in general, and play some guessing games for African animals. We will then start to explore Ancient Egypt.

#### Build a pyramid:

Using as many different resources as possible children can build a range of pyramids (they may choose to do something totally different - that's fine!). Please use this opportunity to discuss with them which building techniques work well and why. You will need as many construction resources as possible – blocks, lego, duplo – whatever you have!

Wednesday 11-11.45: Exploring Egypt - We'll read the Ancient Egyptian creation story in Spanish, play a "what's behind the binoculars" African animals game, and then do some Egyptian-themed sunset art. You will need:

- Black paper OR white paper with something to colour it black e.g. paint, charcoal, colouring pens or pencils (this is for designing the silhouettes to go on our sunset art background)
- A sheet of white paper
- Paint, chalk, colouring pencils or felt tips in yellow, orange and red to paint a sunset background
- Scissors and glue



## Stick Man Trail Text

Getting exercise with our little ones can get a bit same-y at the moment! So I have created a fun distraction to bring a bit of extra excitement for the children (and adults!)

Hidden in Shrewsbury Park, in a part of the woods that is rarely explored (dubbed the "Magic Forest" in our family), is a 5 foot Stick Man statue. Your mission, should you choose to accept it, is to find him and upload a picture of him when you do. You can also leave a painted stick or stone at the site if you'd like to. Older children may wish to write a line from the story on a stick (we used acrylic paint pens but chalks, or normal pen on top of white paint, will work) and leave it there. Children of any age may wish to make their own Stick Man / Stick Lady Love / Stick Children Three and leave them at the site. Obviously, observe social distancing and be sensible about what children touch as other children will have been in the area!

The pictures attached are a visual representation of the majority of the route, and the poem also describes the majority of the route. BUT there will be some hunting required at the end!

Try to follow the picture clues and poem first, to make the hunt fun, and ONLY if you struggle, the What 3 Words you need are:

Wage.pasta.pinks

Happy hunting!

By an ancient tree let your search commence.  
From the car park, seek a bench, turn your back to the fence  
And there stands the tree, broken yet strong,  
Take the path, 'neath the branch by the bluebell throng.  
Your path will weave between two trees -  
One gnarled, one with roots exposed to the breeze,  
Finally you'll pass through the alley of ivy  
And you'll find Stick Man, gazing blithely  
At his magical woods, so secret and green -  
Then share a picture of that charming scene!



Stick Man Trail



## Foster Care Fortnight | 1 May – 24 May 2020



Foster Care Fortnight™ the UK's biggest foster care awareness raising campaign, delivered by leading fostering charity, The Fostering Network, started this week. The annual celebration raises both the profile of fostering and highlights the amazing work that all foster carers do.

The Foster Care Fortnight also serves as an opportune time reach out to potential people who could become foster carers. This year, in light of the Covid-19 pandemic, the recruitment campaign will be more digitally focused on the Council website, Facebook and Google.

You can play an important part in this campaign by supporting us in:

- recommending Royal Greenwich Fostering to your family, friends, colleagues or others to be a foster carer
- sharing with us any compliments about our Royal Greenwich carers that you use your setting
- referring the names of foster carers with independent fostering agencies who provide good care to our children and would like to transfer to Greenwich

Our recruitment has currently moved in a virtual direction with enquiries, assessments and training continuing to be offered. We also offer an excellent package of support, training and financial benefits, including our pioneering innovative Mockingbird Family Model of support for our children and foster carers.

Please direct any expressions of interest to our email address [Fostering.Duty@royalgreenwich.gov.uk](mailto:Fostering.Duty@royalgreenwich.gov.uk) or call our Freephone 0800 052 1499.

For more information see <https://www.royalgreenwich.gov.uk/fostering>



## Are you caring for someone else's child?

- If so, this could be a private fostering arrangement.
- You could be entitled to advice and support from the council.

ROYAL borough of  
GREENWICH

## A private fostering arrangement is...

- Caring for a child under the age of 16 (18 if disabled).
- Who is not a close relative.
- For more than 28 days.

ROYAL borough of  
GREENWICH



## Fostering in Royal Greenwich

Contact:

The MASH Team Royal Borough of Greenwich

1<sup>st</sup> Floor, The Woolwich Centre

35 Wellington Street

London, SE18 6HQ

020 8921 3172

[fostering.duty@royalgreenwich.gov.uk](mailto:fostering.duty@royalgreenwich.gov.uk)

[www.royalgreenwich.gov.uk/fostering](http://www.royalgreenwich.gov.uk/fostering)

ROYAL borough of  
GREENWICH

## Home Learning Environment

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



Hungry Little Minds campaign have launched new social media assets. These are designed to help you support parents to engage in activities that support their child's early learning and help set them up for school and beyond, which is more important now than ever.

New social media images can be downloaded [here](#).



A document with some draft tweets you could use and adapt on your social media channels can be found [here](#).

A series of videos can be downloaded by clicking on links: [animals](#), [drummer](#), [pegs](#).



You are free to use these resources in your communications and on your social media pages!

## Home Learning Environment

### The Wonder of Playdough

Play dough is a fun material to support children's learning. It can be used in all kinds of learning activities.



#### Play Dough Ingredients

- 1 cups of plain flour
  - ½ cup salt
  - ½ cup of water
  - Food colouring or washable paint (optional)
1. Measure out 1 cup of plain flour and pour into the bowl.
  2. Measure out ½ cup of salt and pour into the bowl.
  3. Measure out ½ cup of water and pour into the bowl.
  4. Stir the mixture together. It will become sticky. Continue stirring until the mixture has all come together.
  5. Once the mixture has come together, use your hands to knead the dough.
  6. If your play dough is too sticky you can add in extra flour.
  7. Knead the dough into a smooth lump
  8. You can add food colouring if you wish.
  9. Divide dough into small pieces and perhaps add a drop of essential oils such as lavender or wild orange - maybe even some herbs such as rosemary).
  10. Knead the colour into the dough
  11. Store in an airtight container or bag to reuse it
  12. Find equipment and utensils from around the home to support your child in exploring playdough

Below is the YouTube link of how to make the dough:

<https://youtu.be/oAIAm6BF0fs>



Playdough links to the Early Years Foundation Stage (EYFS), The 7 areas of learning can be incorporated.

**Physical Development** – Manipulating, squashing, squeezing, patting and rolling the dough helps build strength in hand muscles, ready for helping develop further skills such as scissor and pencil control.

**Communication & Language** – Children's language development can be built by encouraging and introducing new descriptive words and language of texture.

**Personal, Social and Emotional Development** – Playdough is an open-ended resource and there is no right or wrong way when playing with this resource. It can develop self-esteem as many children are proud of what they have made.

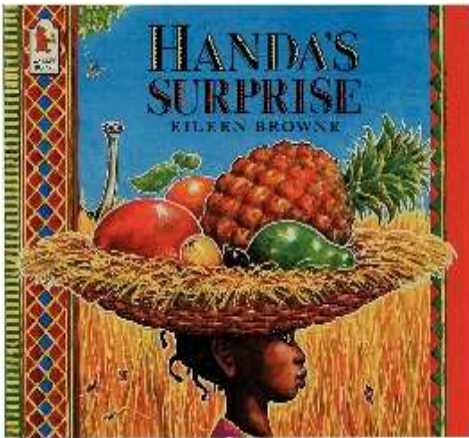
**Mathematics** - Playdough is great for introducing maths concepts, children can make 2D and 3D shapes; they will begin to compare lengths and thickness of their playdough.

**Literacy** – You can explore mark making through playdough using different utensils to make different letters.

**Understanding of the World** – You can be adventurous with playdough to stimulate senses of sight, sound, smell and touch. You can add fragrance, textures or even something to make it make a sound.

**Expressive Art and Design** - Adding open ended resources can help develop children's imagination and creativity as they begin to think about what they can make.

**A story book to link to your playdough activity**



In the story of '**Handa's Surprise**', Handa has a basket of delicious fruits she carried on her head. As she walks to her friend's village, the fruits are nibbled from above.

There are many delicious fruits or cheeky animals in this story which you can make using playdough.

If you have not already got this story book, below is the link you can read online.

<https://www.youtube.com/watch?v=7bcdzh3lAs4>

**Please remember to always supervise your children when going online together**

**'I like to' playdough action song**

*(Using the tune 'I like to move it, move it!')*

I like to roll it roll it,  
I like to roll it roll it,  
I like to roll it roll it,

I like to, splat it!  
I like to splat it splat it,  
I like to splat it splat it,  
I like to splat it splat it,

I like to, pinch it!  
I like to pinch it pinch it,  
I like to pinch it pinch it,  
I like to pinch it pinch it,

I like to, squeeze it!  
Give it a squeeze, give it a squeeze,  
Come on everybody give it a squeeze,  
We like to give it a squeeze,

Funky fingers getting strong!  
Give it a squeeze, give it a squeeze,  
Come on everybody give it a squeeze,  
We like to give it a squeeze,  
Funky fingers getting strong!

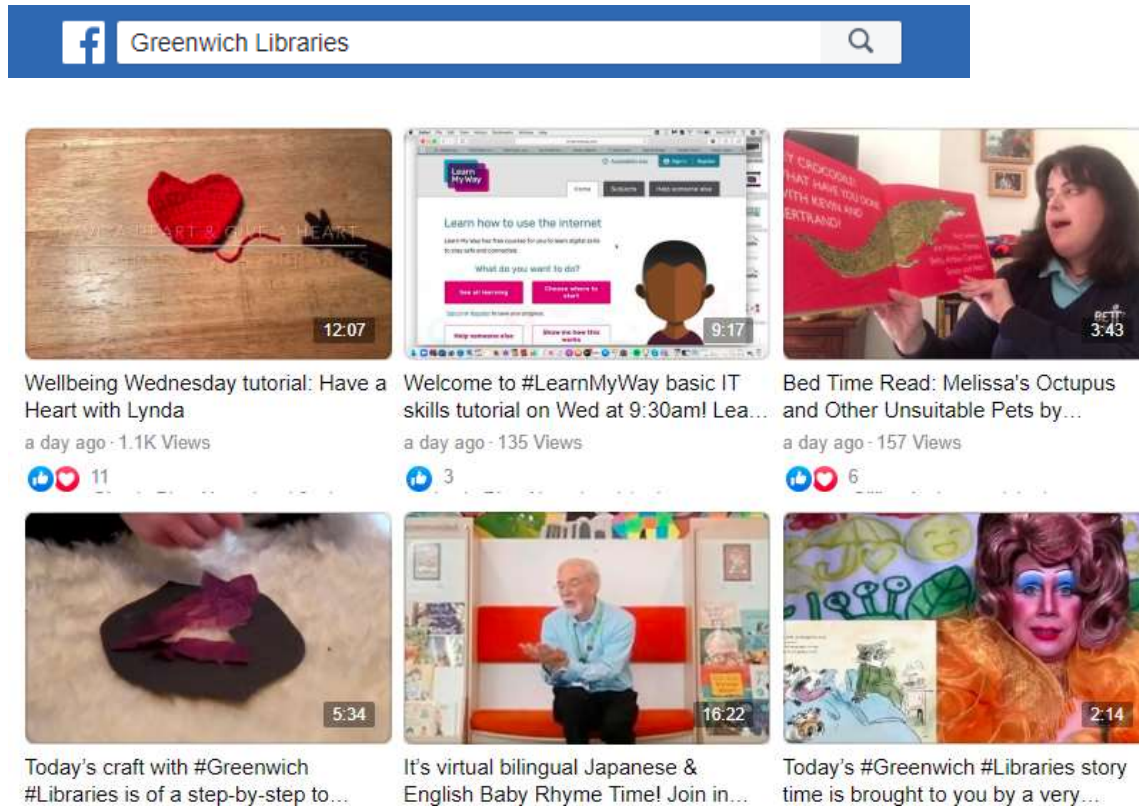
**Below is the YouTube link to the song:**

<https://www.youtube.com/watch?v=BOLR3pQt8zg>

## 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.royalgreenwich.gov.uk/directory/15/childrens_centres)

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



The screenshot shows the Facebook profile for Greenwich Libraries. At the top is a search bar with the text 'Greenwich Libraries' and a magnifying glass icon. Below the search bar are six video posts arranged in a 2x3 grid. Each post includes a video thumbnail, a title, and engagement statistics (likes, views, and time ago).

- Post 1:** Wellbeing Wednesday tutorial: Have a Heart with Lynda. 11 likes, 1.1K Views, a day ago. 12:07 duration.
- Post 2:** Welcome to #LearnMyWay basic IT skills tutorial on Wed at 9:30am! Lea... 3 likes, 135 Views, a day ago. 9:17 duration.
- Post 3:** Bed Time Read: Melissa's Octopus and Other Unsuitable Pets by... 6 likes, 157 Views, a day ago. 3:43 duration.
- Post 4:** Today's craft with #Greenwich #Libraries is of a step-by-step to... 5:34 duration.
- Post 5:** It's virtual bilingual Japanese & English Baby Rhyme Time! Join in... 16:22 duration.
- Post 6:** Today's #Greenwich #Libraries story time is brought to you by a very... 2:14 duration.



The graphic is a promotional poster for a Facebook Live event. It features a central white text box on a purple and blue bokeh background. The text reads: 'Story Time with Mama G', 'FACEBOOK LIVE!', 'Join Mama G on Facebook Live where she'll be bringing you 30 minutes of stories, songs and activities about being who you are and loving who you want! Fun for the whole family, all from the comfort of your sofa!', 'Like @MAMAGSTORIES on Facebook and join her every Wednesday and Sunday at 6pm!', 'Brought to you with the help of Under 1 Roof A Kila's Urban Oasis and Andersen Press'. At the bottom, there is a red button that says 'TO MAMA G'S FACEBOOK!'. The background also includes images of a smiling woman's face and a colorful signpost.

<https://www.facebook.com/MamaGStories/>



## EAST GREENWICH CHILDREN'S CENTRES

[www.facebook.com/abbeywoodthamesmeadchildrenscentres](http://www.facebook.com/abbeywoodthamesmeadchildrenscentres)

Telephone 020 8311 5491 / Email [waterways@gll.org](mailto:waterways@gll.org)

### Online Timetable Week Beginning 18 May

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Glass Slipper	Rhyme Time with Elaine and Zoe	Mindful RTG	Sensory Play with Danielle	Time with Michelle	Cuddles
		<b>I am – Tune into RTM.fm for our new CC monthly radio show.</b>			
Bouncing Babies		Forest School	Boys will be...	TLC	Basket Ball Skills
	Cardio with Rosanna	Cuddles	Pilates with Rosanna	Reading from the Start	
A spot of French	Gro Brain	Singalong with Deni		Bucket time with Lisa S	Story Time with Jacqui

### Online Timetable Week Beginning 25 May

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<b>Glass Slipper</b>	Rhyme Time with Elaine and Zoe	Mindful RTG	Sensory Play with Danielle	Time with Michelle	Cuddles
<b>Bouncing Babies</b>		Forest School	Boys will be...	TLC	Basket Ball Skills
	Cardio with Rosanna	Cuddles	Pilates with Rosanna	Reading from the Start	
<b>A Spot of Spanish</b>	Gro Brain	Singalong with Deni		Bucket time with Lisa S	Story Time with Jacqui

## SOUTH GREENWICH CHILDREN'S CENTRES

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

[www.facebook.com/southgreenwichchildrenscentres](https://www.facebook.com/southgreenwichchildrenscentres)

### Digital timetable week beginning 11 May

<b>Monday</b>	10am Wave in the new week, Ted! 10.15am Beverley's Broadcast	11am Bouncing Babies with Zuleika	12noon Top Tips with our Therapists	2pm Good Looking Good Listening	3pm Children's Gallery	4pm Story time with GLL Libraries
<b>Tuesday</b>	10am Ted starts the day with a song	11am Craft Ideas with Katie	12noon Top Tips with our Therapists	2pm Good Looking Good Listening	3pm Children's Gallery	4pm Story time with GLL Libraries
<b>Wednesday</b>	10am Ted starts the day with a song	11am Messy Play	12noon Top Tips with our Therapists	2pm Good Looking Good Listening	3pm Children's Gallery	4pm Story time with GLL Libraries
<b>Thursday</b>	10am Ted starts the day with a song	11am Baby Massage with Bijita	12noon Top Tips with our Therapists	2pm Good Looking Good Listening	3pm Children's Gallery	4pm Story time with GLL Libraries
<b>Friday</b>	10am Scooby Story Time with Ted	11am Baby Yoga with Katie	12noon Top Tips with our Therapists	2pm Good Looking Good Listening	3pm Children's Gallery	4pm Story time with GLL Libraries
<b>Saturday</b>	10am Bringing the Outside Inside with Lucy	11am Cooking with Maggie	12noon Top Tips with our Therapists	2pm Move It with Ted	3pm Children's Gallery	4pm Relaxation Techniques with Sarah
<b>Sunday</b>	10am-noon Pick of the Week - highlights of the past week every 15 mins -					

Digital timetable week beginning 18 May

<b>Monday</b>	<b>10am</b> <b>Wave in the new week, Ted!</b> <b>10.15am</b> <b>Beverley's Broadcast</b>	<b>11am</b> <b>Bouncing Babies with Zuleika</b>	<b>12noon</b> <b>Top Tips with our Therapists</b>	<b>2pm</b> <b>Good Looking</b> <b>Good Listening</b>	<b>4pm</b> <b>Story time with GLL Libraries</b>
<b>Tuesday</b>	10am Ted starts the day with a song	11am Craft Ideas with Katie	12noon Top Tips with our Therapists	2pm Good Looking Good Listening	4pm Story time with GLL Libraries
<b>Wednesday</b>	10am Ted starts the day with a song	11am Messy Play	12noon Top Tips with our Therapists	2pm Good Looking Good Listening	4pm Story time with GLL Libraries
<b>Thursday</b>	10am Ted starts the day with a song	11am Baby Massage with Bijita	12noon Top Tips with our Therapists	2pm Good Looking Good Listening	4pm Story time with GLL Libraries
<b>Friday</b>	10am Scooby Story Time with Ted	11am Baby Yoga with Katie	12noon Top Tips with our Therapists	2pm Good Looking Good Listening	4pm Story time with GLL Libraries
<b>Saturday</b>	10am Bringing the Outside Inside with Lucy	11am Cooking with Maggie	12noon Top Tips with our Therapists	2pm Move It with Ted	4pm Relaxation Techniques with Sarah
<b>Sunday</b>	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](http://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		

## CENTRAL GREENWICH CHILDREN'S CENTRE DIGITAL OFFER



<http://www.homestartgreenwich.org.uk/>

We are pleased to launch our new and improved website, please take a look, register to be kept up to date and view our online resource library. We look forward to engaging with you all on our digital platforms. The website will be updated weekly with new resources, tools, case studies and features.

Please join our mailing list and make sure to tell us what you think [www.homestartgreenwich.org.uk](http://www.homestartgreenwich.org.uk/) . Don't forget to connect with us on Facebook, Instagram and Twitter. Plus our new YouTube channel Homestart Greenwich for storytelling, beginner's ballet and more.

Join the fun in our online community.

[Join us on Facebook](#)   [Follow us on instagram](#)   [Follow us on Twitter](#)