

Royal Greenwich – a great place to grow up!



Childcare
Options
Royal Greenwich

The Prime Minister's announcement yesterday, 28 May 2020, confirmed that the government take the view that the five tests they set have been met and are now expecting early years providers (along with the other relevant age groups) to re-open from 1 June 2020.

Many of you have already undertaken a huge amount of work to get ready with parent surveys and risk assessments. The feelings are mixed with some anxious about the risks, implementation of the protective measures, and staff wellbeing but many of you are also looking forward to seeing the children. Most of you are taking an informed phased approach based on parent needs and staff availability.

We have pulled together key documents for you which we sent out with the Planning Guide earlier this week. This guide referred to many other documents so we hoped it was useful to get them in one place and have recommended you print them off and keep them in accessible folder. We will do our best to keep these as updated as possible so keep a look out.

We have planned some key briefings to be delivered via Zoom in the coming weeks. The free trainings are free will be in a rolling programme so you and your teams can access them at a time that works best for you during this busy period. We will deliver them next week and every week for the next 3 weeks (depending on demand). We know that some of you were not able to join the Bereavement for Early Years so Rebecca and Elaine will be offering this next week. Kerry and Evan will update you on Domestic Violence and Abuse as this has been a key concern nationally over the last 10 weeks. We will also deliver Protective Measures briefing – so please submit your questions and if we don't know the answer we will be sure to discuss it with our Public Health colleagues.

As usual, the team are here for you all as a listening ear – whether you want a chat, share your worries, get connected with another provider to share safe practice or get some feedback about practical solutions you are considering. Thank you for your supportive and positive feedback which has been very much appreciated by us. As usual we are impressed that you take the time to let us know how valuable you find our support even as you are work hard.

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

Providers Childcare-support@royalgreenwich.gov.uk

Childcare providers - reopening to all children from 1 June, readiness survey

IMPORTANT ACTION Click n' Complete

<https://wh.snapsurveys.com/s.asp?k=159048389897>

Royal Greenwich Public Health and Children's Services

Introduction by Florence, Director of Children's Services in Schools Bulletin which may be helpful to early years providers

"We have been updated by Public Health that there have been no reported outbreaks or cases through school settings in May across the capital. The number of new confirmed cases of infection in Greenwich as a Borough per day is now extremely low and mainly amongst older people - most days it is 0, 1 or 2 cases, indicating how low the levels of infection are in our population currently. As of the 10th May 2020 the median estimate for R in London is 0.4. The significance of the very low numbers of new cases especially in London is that it means we are all far less likely to come into contact with someone who has the infection than would have been the case 6 weeks ago. Of course this needs continuous monitoring to ensure sustainability. Working closely with Public Health will ensure we have up to date information on a daily basis.

The lockdown has dramatically reduced transmission and therefore the number of people with the infection. And the social distancing rules that we will be operating as lockdown is eased (in shops, workplaces, schools, parks etc.) are designed to ensure that the virus continues to be prevented from spreading from person to person.

The contact tracing programme, which is due to kick-in on 1st June, is another strand of the work to keep the infection rate low, as it identifies any close contacts of someone who has been diagnosed with Coronavirus and asks them to isolate for 14 days, thereby reducing the likelihood of them passing on the virus if they have become infected. The definition of a contact is someone who you have been within 2 meters of for 15 minutes or more, so the bar is quite high, and social distancing should mean that this is only likely to our own household contacts.

So we continue to monitor and review."

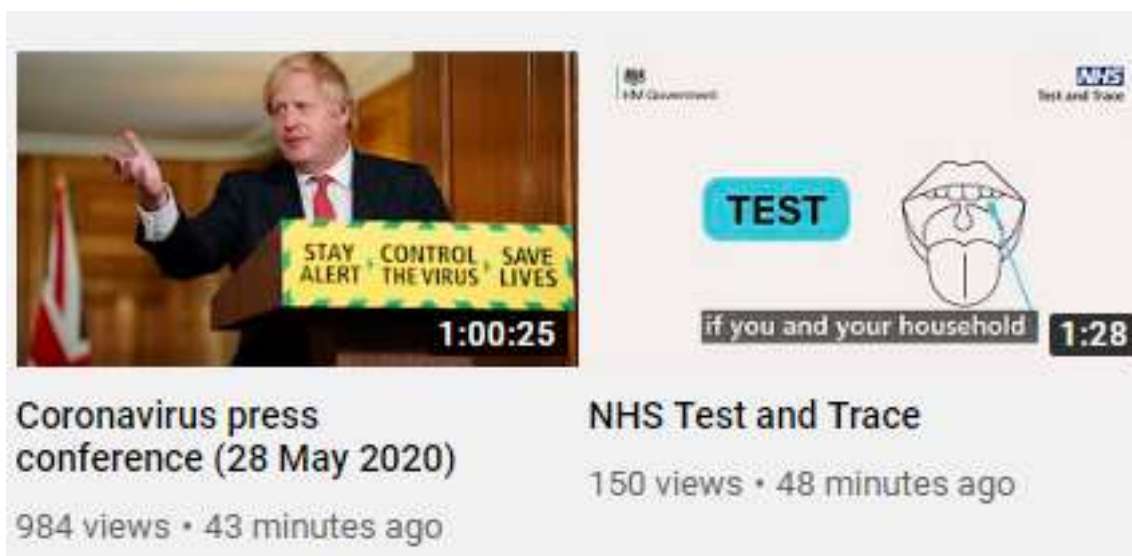
The Department for Education message for early years and childcare providers sent on 28 May 2020 at 17:40 following the Prime Minister's announcement

"The welfare of children and staff has been at the heart of all decision making and Ministers want to thank all those involved, including local authorities, in preparing for this milestone"

Wider Re-Opening from 1 June 2020

Yesterday, 28 May 2020, the Prime Minister announced that the Government's five tests for easing the lockdown in England have been met, enabling all children to be welcomed back to early years settings and a phased return of some children to school, from Monday 1 June.

Government video of briefing here https://www.youtube.com/user/Number10gov/videos	Test & Trace video is here https://youtu.be/r0wHn1a3mwE
BBC coverage here https://www.youtube.com/watch?v=SyCLE2FrHjM	



Collection

Slides, datasets and transcripts to accompany coronavirus press conferences

Slides, datasets and transcripts from press conferences at 10 Downing Street in response to coronavirus.

The transcript of the speech together with slides demonstrating 5 tests can be found here

<https://www.gov.uk/government/collections/slides-and-datasets-to-accompany-coronavirus-press-conferences#transcripts>

Government's Five Tests slides

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/888353/2020-05-28_COVID-19_Press_Conference_Slides.pdf

5 tests for adjusting the lockdown

- 1** Protect the NHS's ability to cope. We must be confident that we are able to provide **sufficient critical care and specialist treatment** right across the UK.
- 2** See a **sustained and consistent fall in the daily death rates** from COVID-19 so we are confident that we have moved beyond the peak.
- 3** Reliable data from SAGE showing that **the rate of infection is decreasing to manageable levels** across the board.
- 4** Be confident that **the range of operational challenges, including testing capacity and PPE, are in hand**, with supply able to meet future demand.
- 5** Be confident that **any adjustments to the current measures will not risk a second peak of infections** that overwhelms the NHS.

STAY ALERT CONTROL THE VIRUS SAVE LIVES

The following materials available to support settings as they prepare to open for all children:

DfE Early Years planning guide

<https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-early-years-and-childcare-settings-from-1-june>

To support providers in planning to open more widely, the government has published a guide for early years and childcare settings that sets out protective measures that providers will wish to consider putting in place to limit the transmission of coronavirus in their setting.

Foundation Years vodcast on preparing for wider opening of early years settings

<https://foundationyears.org.uk/2020/05/preparing-for-wider-opening-of-early-years-settings/>

Department for Education released a video podcast to answer questions and share the latest information that providers can use when planning to reopen.

<https://foundationyears.org.uk/wp-content/uploads/2020/05/Preparing-for-wider-opening-vodcast-slides.pdf>

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

- Sets out re-opening plans from 1 June across the education and childcare sector.
- Includes who can attend and principles that apply during first phase of re-opening.
 - Provides an outline of what the latest science tells us.
 - Outlines key issues that need to be considered when managing the risk and rate of transmission including group sizes, staff availability and attendance.

Coronavirus: implementing protective measures in education and childcare settings

- Overview of effective infection protection and control including 'hierarchy of controls'.
- Outline of the use of PPE in education settings i.e. only needed in a small number of specific cases.
- Position on shielding for different groups, including clinically vulnerable children and young people.
- Position on class or group sizes for different types of education settings as well as a steer on prioritisation of groups.
- Information on how to implement protective measures prior to wider opening from 1 June – including planning and communicating plans as well as steps to take once open.
- Additional Q&As including on testing, contact tracing and temperature checking.

Safe working in education, childcare and children's social care

- More detailed information on 'hierarchy of controls' that should be employed to reduce the risk of transmission or infection e.g. respiratory hygiene.
- Information on testing.
- More detailed information on PPE including what type of PPE is required for different circumstances e.g. in residential settings, foster care, transporting children etc.
- Section on what care should be taken in early years settings and whether PPE is required for tasks involving changing nappies or general care for babies.
- Lines on how to care for young children or children with SEN who do not understand the concept of social distancing.
- Information on disposing of PPE and face coverings.

Actions for early years and childcare providers during the coronavirus outbreak

- First published on 24 March 2020.
- For all early years providers in England registered with Ofsted and childminders registered with childminder agencies for children of all ages including nurseries and wraparound childcare, before and after school clubs and holiday clubs.
- Does not cover nannies or au pairs.
- Includes information on re-opening for early years settings, funding including CJRS and temporary changes to 30 hours free early education entitlements, Ofsted, data collection, early years foundation stage and a section on childminders.

Early years foundation stage: coronavirus disapplications

- Statutory guidance note detailing the elements of the early years statutory framework which have been temporarily disappplied and modified during the coronavirus outbreak.
- The changes allow providers greater flexibility to respond to changes in workforce availability and potential fluctuations in demand whilst still providing high quality care.
 - Temporary changes came into force on 24 April 2020.
 - Modifications include using 'reasonable endeavours' to meet existing L&D requirements, no EYFS profile assessment in 2020. greater flexibility on staff qualifications, and important 'best endeavours' requirements on paediatric first aid certification.

Early years planning guide

- Outline of practical steps and considerations to take into account for settings to prepare for wider opening from 1 June.
- Sets out the protective measures and approaches early years settings should look to implement.
- Covers preparing premises, reviewing staff availability, measures to reduce risk of transmission, communicating with staff, parents and carers on plans, planning 'small, consistent groups' to reduce contact between groups children and staff, signposting safeguarding and SEND requirements as well as EYFS considerations.

QUICK SUMMARY

3 main documents to support with practicalities of reopening

- Early Years Planning Guide
- Coronavirus (COVID-19): implementing protective measures in education and childcare settings
- Actions for early years and childcare providers during the coronavirus outbreak

Key points

- As of 13 May, childminders can provide care to the children of one household, as long as they are not already caring for vulnerable children or children of critical workers.
- From 1 June, childminders can look after children of all ages, in line with their current Ofsted registration and within usual limits on the number of children they can care for
- Create small, consistent group sizes or 'bubbles' of 8 children (and no more than 16 where there are staff challenges (you must be within EYFS ratios) and minimise contact between groups of children and staff
- Use space requirements and staff to child ratios in EYFS for these age groups
- Hierarchy of protective measures and procedures include
 - Regular cleaning of frequently touched surfaces with normal disinfectant
 - Frequent hand cleaning
 - Encouraging good respiratory hygiene practices,

'Clinically vulnerable'

- Staff and children should not attend their setting under any circumstances if they have symptoms of coronavirus or are self-isolating due to symptoms in their household
- Children and staff who have been classed as clinically extremely vulnerable due to pre-existing medical conditions have been advised to shield. They should not attend settings.
- If a child or staff member lives in a household with someone who is extremely clinically vulnerable, as set out in the guidance on shielding, it is advised they only attend an education or childcare setting if stringent social distancing can be adhered to and, in the case of children, if they are able to understand and follow those instructions.
- It is acknowledged that children in early years settings will be too young to adhere to strict social distancing and will not be physically distanced from other children and staff within their 'group or bubble'.
- A child or a member of staff who lives with someone who is clinically vulnerable (but not clinically extremely vulnerable), including those who are pregnant, can attend their education or childcare setting

The DFE recognise that every setting is different and will need to consider how to apply protective measures and approaches in a way that works for them. Providers are encouraged to use their professional judgement and we recognise they may choose to follow some alternative approaches to ensure safety, depending on their particular circumstances.

Providers should do so in conjunction with the information and advice you receive from us as your local authority, unions and other sector bodies to help you decide how best to implement this guidance in your setting.




















Handy Guidance Tracker

What you need in your toolbox

Your top 3

1. Planning Guide – Early Years
2. Implementing protective measures in education and childcare settings
3. Actions during the coronavirus outbreak



-  0_2020.05.12 DFE Actions - wider opening from 1 June 2020
-  1_2020.05.24 DFE Planning Guide - Early Years and Childcare
-  2_2020.05.12 DFE Implementing Protective Measures
-  3_2020.05.15 DFE Actions during Coronavirus Outbreak
-  4_2020.04.24 DFE EYFS Temporary Disapplications
-  5_2020.05.20 DFE Safeguarding
-  6_2020.05.18 DFE Managing Premises
-  7_2020.05.15 PHE Cleaning in non healthcare settings
-  8_2020.05.18 PHE Shielding Clinically Extremely Vulnerable
-  9_2020.05.18 PHE Shielding Clinically Extremely Vulnerable Young People Version
-  10_2020.05.22 Cabinet Office Staying Alert
-  11_2020.05.15 DFE Vulnerable Children
-  12_2020.05.11 DFE Opening for Parents and Carers
-  13_2020.05.14 DFE Safe working - PPE
-  14_PHE Quick_guide_to_donning_doffing_standard_PPE_health_and_social_care_poster__
-  15_PHE_11606_Putting_on_PPE_062_revised_8_April
-  16_PHE_11606_Taking_off_PPE_064_revised_8_April
-  17_2020.05.29 Excel Covid 19 Protective Measures Risk Assessment
-  18_2020.05.29 Covid 19 Protective Measures Risk Assessment PVLs - CMs



Guidance

Planning guide for early years and childcare settings

Published 24 May 2020

Contents

[1.Prepare the premises](#)

[2.Prepare to implement practical measures to reduce risk](#)

[3.Reviewing your staff for availability to work in the setting \(if applicable\)](#)

[4.Agree a protocol for responding to a suspected case of coronavirus and ensure setting is prepared](#)

[5.Communicate with staff](#)

[6.Communicate with parents and carers](#)

[7.Identify the likely numbers of children returning to the setting](#)

[8.Plan your setting's groups to reduce contact between children and staff](#)

[9.Identify safeguarding, special educational needs and disability \(SEND\), child wellbeing and welfare requirements](#)

[10.Planning what children should learn and how to adapt the EYFS](#)

[Annex A: Model letter to parents and carers](#)

[Annex B: Resources to help children to learn about coronavirus and how to keep themselves and others safe](#)

[Supporting children in your setting](#)

[Our hand washing song \(PDF, 958KB\)](#)

[Dr Dog explains coronavirus](#)

[Talking to Children about COVID-19 \(novel coronavirus\)](#)

[2 metres apart activity \(PDF, 2MB\)](#)

COVID 19 PROTECTIVE MEASURES – RISK ASSESSMENTS

Thank you for those of you who have sent in their risk assessments – please continue to do so – please label with your setting name.

The Covid 19 Protective Measures Risk Assessment (RA) template has been updated in line with Planning Guide. If you have already completed, do not re do and send to us – simply add extra comments in your existing RA


Childcare-support@royalgreenwich.gov.uk

Other factors to consider

- Staff travel to / from work : avoid and minimise reliance on public transport so there may need to be some adjustment with start and finish times for some staff to avoid peak times
- Visitors, services or contractors on site e.g. cleaning, catering
- Review fire risk assessment and evacuation procedures – including exits and meeting points
- Children and staff wellbeing – separation anxiety, trauma, bereavement, domestic violence and abuse, child abuse and neglect
- Individual staff risk assessment where clinically vulnerable / clinically extremely vulnerable and need to be shielded and also consider BAME staff concerns

FREE Lunchtime Briefings to prepare for re-opening

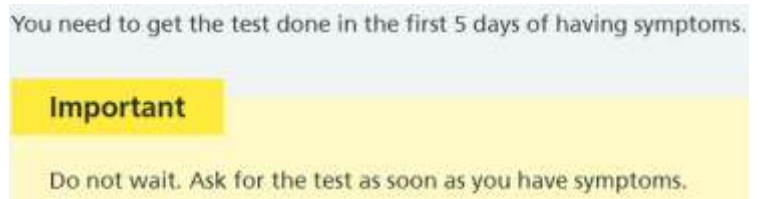
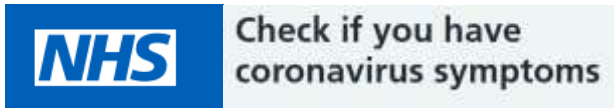
Rolling weekly programme via Zoom (internet permitting!)

 Book via usual training link

[http://servicestoschools.royalgreenwich.gov.uk/courses/private,-voluntary-and-independent-\(pvi\)-and-childminders](http://servicestoschools.royalgreenwich.gov.uk/courses/private,-voluntary-and-independent-(pvi)-and-childminders)

Week beginning 1 June 2020

- Domestic Violence & Abuse – Tues 2 June 1pm - 2pm
- Bereavement Training – Weds 3 June 1pm – 2:15pm
- Covid 19 - Protective Measures – Thurs 4 June 1pm – 2:15pm



<https://www.nhs.uk/conditions/coronavirus-covid-19/check-if-you-have-coronavirus-symptoms/>

Online Service <https://111.nhs.uk/covid-19/>

Use the 111 online coronavirus service if you have any of:

- high temperature
- new, continuous cough
- loss or change to your sense of smell or taste

111 will tell you what to do and help you get a test if you need one.

 **Use the 111 online coronavirus service**

Call 111 if you cannot get help online. Do not go to places like a GP surgery, hospital or pharmacy.

Coronavirus in children

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

What to do if a child has symptoms of coronavirus

The main symptoms of coronavirus are:

- a high temperature
- a new, continuous cough – this means coughing a lot, for more than an hour, or 3 or more coughing episodes in 24 hours
- a loss or change to sense of smell or taste – this means they cannot smell or taste anything, or things smell or taste different to normal

To apply for test for children

In England, you can ask for a test for a child who lives with you, whatever their age.

Use the [111 online coronavirus service](https://111.nhs.uk/covid-19/) if a child is 5 or over.

Call 111 if they're under 5.

To apply for test for parents/carers

<https://www.nhs.uk/ask-for-a-coronavirus-test>

Staff and household qualify as Essential Workers

If a member of staff has symptoms, or somebody in their household has symptoms, then they can apply for a coronavirus test as an essential worker.

This test can tell you if you have coronavirus at the time the swab sample is taken. The test to tell if you've ever had coronavirus ('antibody test') is not available yet.

To apply for test for staff and household

<https://self-referral.test-for-coronavirus.service.gov.uk/test-type>



What to do if your child seems very unwell

Call 111 or your GP surgery if your child:

- is under 3 months old and has a temperature of 38C or higher, or you think they have a fever
- is 3 to 6 months old and has a temperature of 39C or higher, or you think they have a fever
- has other signs of illness, such as a rash, as well as a high temperature (fever)
- has a high temperature that's lasted for 5 days or more
- does not want to eat, or is not their usual self and you're worried
- has a high temperature that does not come down with paracetamol
- is dehydrated – for example, nappies are not very wet, sunken eyes, and no tears when they're crying

Call 999 if your child:

- has a stiff neck
- has a rash that does not fade when you press a glass against it (use the "glass test" from Meningitis Now)
- is bothered by light
- has a seizure or fit for the first time (they cannot stop shaking)
- has unusually cold hands and feet
- has pale, blotchy, blue or grey skin
- has a weak, high-pitched cry that's not like their usual cry
- is drowsy and hard to wake
- is extremely agitated (does not stop crying) or is confused
- finds it hard to breathe and sucks their stomach in under their ribs
- has a soft spot on their head that curves outwards
- is not responding like they usually do, or not interested in feeding or usual activities

Guidance

NHS test and trace: how it works

An overview of the NHS test and trace service, including what happens if you test positive for coronavirus (COVID-19) or have had close contact with someone who has tested positive.

<https://www.gov.uk/guidance/nhs-test-and-trace-how-it-works>

On 27 May, the government expanded testing availability for children aged under 5, to help support the phased opening of schools and childcare settings in England from 1 June.

<https://www.gov.uk/government/news/government-launches-nhs-test-and-trace-service>

Contents

1. [How test and trace helps fight the virus](#)
2. [How NHS test and trace service works](#)
3. [People who develop symptoms of coronavirus](#)
4. [The NHS coronavirus app](#)
5. [People who have had close contact with someone who has coronavirus](#)
6. [Support for people who are self-isolating](#)

NHS Test and Trace: if you've been in contact with a person who has coronavirus

<https://www.nhs.uk/conditions/coronavirus-covid-19/testing-for-coronavirus/nhs-test-and-trace-if-youve-been-in-contact-with-a-person-who-has-coronavirus/>

What to do when you get your test result

If you **test negative** (you do not have coronavirus):

- keep self-isolating for 14 days from when you were last in contact with the person who has coronavirus – as you could get symptoms after being tested
- anyone you live with can stop self-isolating if they do not have symptoms

If you **test positive** (you have coronavirus):

- self-isolate for at least 7 days from when your symptoms started – even if it means you're self-isolating for longer than 14 days
- anyone you live with must self-isolate for 14 days from when your symptoms started

Read more about [when to self isolate and what to do](#).

If you do not get symptoms of coronavirus

If you do not have any symptoms of coronavirus:

- you can stop self-isolating after 14 days
- you do not need to have a test

How NHS Test and Trace will contact you - You'll be contacted by email, text or phone.

- Text messages will come from the NHS. Calls will come from **0300 0135000**
- You'll be asked to sign in to the NHS Test and Trace contact tracing website at <https://contact-tracing.phe.gov.uk>.



Bleach or chlorine-based cleaning products do not have to be used to clean settings.

Public areas where a symptomatic individual has passed through and spent minimal time, such as corridors, but which are not visibly contaminated with body fluids can be cleaned thoroughly as normal with a standard detergent or disinfectant.

All surfaces that the symptomatic person has come into contact with must be cleaned and disinfected, including:

- objects which are visibly contaminated with body fluids
- all potentially contaminated high-contact areas such as bathrooms, door handles, telephones, grab-rails in corridors and stairwells

Use disposable cloths or paper roll and disposable mop heads, to clean all hard surfaces, floors, chairs, door handles and sanitary fittings, following one of the options below:

- a standard detergent followed by disinfection (1000 ppm av.cl.). Follow manufacturer's instructions for dilution, application and contact times for all detergents and disinfectants OR
- if an alternative disinfectant is used within the organisation, this should be checked and ensure that it is effective against enveloped viruses

Avoid creating splashes and spray when cleaning.

Any cloths and mop heads used must be disposed of and should be put into waste bags as outlined below.

When items cannot be cleaned using detergents or laundered, for example, upholstered furniture and mattresses, steam cleaning should be used.

Any items that are heavily contaminated with body fluids and cannot be cleaned by washing should be disposed of.

Guidance

COVID-19: personal protective equipment use for non-aerosol generating procedures

Guidance on the use of personal protective equipment (PPE) for non-aerosol generating procedures (APGs).

<https://www.gov.uk/government/publications/covid-19-personal-protective-equipment-use-for-non-aerosol-generating-procedures>

Donning or putting on PPE

Before putting on the PPE, perform hand hygiene. Use alcohol handrub or gel or soap and water. Make sure you are hydrated and are not wearing any jewellery, bracelets, watches or stoned rings.

- 1 Put on your plastic apron, making sure it is tied securely at the back.


- 2 Put on your surgical face mask, if tied, make sure securely tied at crown and nape of neck. Once it covers the nose, make sure it is extended to cover your mouth and chin.


- 3 Put on your eye protection if there is a risk of splashing.


- 4 Put on non-sterile nitrile gloves.



- 5 You are now ready to enter the patient area.





Doffing or taking off PPE


Surgical masks are single session use, gloves and apron should be changed between patients.


- 1 Remove gloves, grasp the outside of the cuff of the glove and peel off, holding the glove in the gloved hand, insert the finger underneath and peel off second glove.



- 2 Perform hand hygiene using alcohol hand gel or rub, or soap and water.



- 3 Snap or unfasten apron ties the neck and allow to fall forward.


- 4 Once outside the patient room. Remove eye protection.


- 5 Perform hand hygiene using alcohol hand gel or rub, or soap and water.


- 6 Remove surgical mask.


- 7 Now wash your hands with soap and water.



Please refer to the PHE standard PPE video in the COVID-19 guidance collection:

www.gov.uk/government/publications/covid-19-personal-protective-equipment-use-for-non-aerosol-generating-procedures

Guidance

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

Updated 27 May 2020

<https://www.gov.uk/government/publications/coronavirus-covid-19-financial-support-for-education-early-years-and-childrens-social-care/coronavirus-covid-19-financial-support-for-education-early-years-and-childrens-social-care>

Early years providers that are employers, and that usually have a mix of public income (largely this will be funding for the free early education entitlements) and private income (largely this will be the fees that parents pay for childcare beyond the free entitlements). Includes those childminders employing childminding assistants.

A private provider should only furlough employees, and therefore seek support through the Coronavirus Job Retention Scheme, if they meet the following conditions:

- the employee works in an area of business where services are temporarily not required and where their salary is not covered by public funding
- the employee would otherwise be made redundant or laid off
- the employee is not involved in delivering provision that has already been funded (free entitlement funding)
- (where appropriate) the employee is not required to deliver provision for a child of a critical worker and/or vulnerable child
- the grant from the Coronavirus Job Retention Scheme would not duplicate other public grants received, and would not lead to financial reserves being created

The early years provider can access the **CJRS** to cover up to the proportion of its paybill which could be considered to have been paid for from that provider's **private income** eg 'parent-paid' hours, and excludes all income from early learning entitlements for all age groups. Providers should initially use the month of **February 2020** to represent usual income in calculating the proportion of its paybill eligible to be covered by the scheme. To illustrate:

If a provider's average monthly income is 40% from early learning entitlements and 60% from other income, the provider could claim CJRS support for up to 60% of their paybill. This would be done by furloughing staff whose usual salary / combined salaries come to no greater than 60% of the provider's total paybill. For example, if this provider subsequently receives additional income from a local authority as a result of providing additional hours of childcare, such that its new local authority income would represent 55% of its total income in February 2020, then its maximum use of the furlough scheme should, from that point, be reduced to 45% of its paybill.

The DfE is considering appropriate measures to monitor the use of these schemes in order to detect any duplication of funding, and will be considering potential options to recover misused public funding as required. Contact Early Years' Service to find out the amount of public funding paid in Spring and handy Excel sheet to do the maths.



Free learning for your child, free childcare for you.

30 hour codes Summer 2020

Remind **All 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

HALF TERM FUNDING – eligible 2 , 3 and 4 year old early years entitlements

If you stayed open and delivered places to critical worker or vulnerable children during half term, let us know so we can fund those hours up to 15 or 30 hours depending on their eligibility.

eyc-funding@royalgreenwich.gov.uk



www.childcarechoices.gov.uk

HMRC Helpline

0300 123 4097

All parents are urged to continue to apply for, and reconfirm, their 30 hours entitlement NOW if they missed 31 March 2020 date This may ensure a smoother transition back into childcare for June.

If codes have not been renewed, please do let us know as we have discretion in these exceptional times and we will consider individual circumstances.

All reconfirmations and new applications

Autumn Term : no later than 31 August 2020

Do not decline or withdraw any of funded places - please check with 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.



30 Hours Summer Term 2020 **Some temporary changes** **Parent/Carer Information**

Usually, eligible 30 hours codes should be dated no later than 31 March 2020 for the Summer term. However due to Covid 19, there are some temporary changes.

If your code expired during the closure of early years' settings, you must reapply and/or reconfirm your code as soon as possible.

If you intended to apply and didn't, you must apply now. Your child must have turned 3 before 1 April 2020 and you will need to meet eligibility criteria.

You may still be able to take up your place from wider re-opening from 1 June 2020 for the remainder of the Summer term.

1. You must log into your childcare account NOW and re-apply or reconfirm your code or go to www.childcarechoices.gov.uk
2. Take your 30 hour code and evidence of your reapplication to your usual early years setting
3. If your usual setting is closed, take to your 30 hour code to the provider of your choice or contact Families Information Service fis@royalgreenwich.gov.uk
4. If your financial circumstances have changed due to Covid 19 (since the Spring term when you last applied for or reconfirmed your code), you may still be eligible to take the place for the remainder of the Summer term
5. Your early years' setting will contact the local authority to check whether you are able to take up your place.
6. To continue with your place in Autumn 2020, you must apply for and/or reconfirm your 30 hour code **before the end of the Summer term** ie Friday 10 July and **no later than 31 August 2020**. Your setting will tell you when they need your code for the Autumn term.

Guidance

Coronavirus (COVID-19): safeguarding in schools, colleges and other providers

Updated 20 May 2020

This guidance is applicable to 31 May 2020 and will be reviewed before 1 June 2020.

<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>

Review and update your safeguarding policy and procedures. Ensure you have available a Designated Safeguarding Lead and SENCO when you re-open within your working staff team.

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#UnsungHeroes – Safe Practice

Childcare Leaders, Practitioners, Teachers, and Childminders are all critical to Covid 19 response and recovery. Tell us about

- ☆ the challenges you are facing and how you are responding where you have stayed open or are reopening soon
- ☆ where you remained open, your advice about keeping children and staff safe to support others

If you would like to tell us about it over telephone so we can help write it with you, let us know.

childcare-support@royalgreenwich.gov.uk

#UnsungHeroes – Safe Practice

Laura, from Under One Roof, told us about staying open and how they are preparing for 1 June...

Some of our staff and parents have felt a bit wobbly this week. They have been waiting for the NHS track and trace so that we can develop our policy around that and it will help them feel more reassured. Some of other parents can't wait to come back. We will be happy to see them all.

Our parents have been exceptional – they have supported us across the board. Our ethos is to respond to any parent questions, queries or worries with openness and transparency. The pandemic, has definitely deepened all of our relationships. We and the parents have shared our worries about finance which is something we never really had to do before – we felt we could talk about money in a safe and careful way. We have a strong and supportive staff team – really tightknit. We ask our staff to come and talk to us straightaway so we can figure out a solution. We also welcome the exceptional support and information from the local authority.

Although we stayed open throughout, it is going to be operationally quite different as most of our children are coming back from Monday. We are creating little mini self-contained nurseries as we are lucky to have lots of space. We are creating a hybrid team going forward. We are going to work to our strengths – mostly our youngest staff are coming back first – staff with school aged children will come back last.

We will have to create robust staff partnerships based on their experience of leadership, skills, how well they know the age group (transitions and 2 year olds) and the room, and how well they work together. The bubbles will each have 2 staff. They will be spending lots of time together in their bubbles, with increased responsibility and autonomy. Usually, senior or more experienced staff could step in at any point to help and although we are still around, the staff within the bubble will have to be more independent. The first few weeks will test out our new set up and of course, we will keep it under review. We are having a training day to prepare.

In deciding how to allocate staff, we looked at which staff can naturally slip back and those that usually cover for each other. We looked at qualifications, to make sure we have more Level 3 staff ideally, those who have Paediatric First Aid.

Everybody is really positive about the age groups even though some of the may have moved now. We are still using furlough and have decided to rotate some of 3 staff who stayed on through the peak pandemic so they can have some time – it's a bit like piecing jigsaw together. We are having to be very strategic. It will be challenging but we are confident with our team.

We are happy to chat to any provider to share our experience and provide some support.

#UnsungHeroes – Safe Practice

Last week, **Rachel from Thames Tiddlers** told us about hand sanitising stations and outdoor play and learning. Rachel is really happy to talk to providers about what they have done. Here are some photos from the nursery...





Covid 19 Community Language Resources



Doctors of the World, in collaboration with other civil society partners, are translating official government guidance on COVID-19 for patients. So far they have produced translations in over 60 languages.

<https://www.doctorsoftheworld.org.uk/coronavirus-information/>



In addition, the World Health Organisation (WHO) has issued some guidance in a number of languages

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

[English](#)
[French](#)

[Chinese](#)
[Arabic](#)

[Russian](#)
[Spanish](#)

Information on coronavirus for non-UK nationals can also be found on the [London Assembly website](#).

The BBC is providing live news coverage of COVID-19 in [English](#), [Hausa](#), [Hindi](#), [Persian](#), [Turkish](#), [Urdu](#) and [Vietnamese](#)

Keeping Children Safe

Domestic Violence and Abuse

📅 Book free DVA briefing Tues 2 June at 1pm – 2pm

[http://servicestoschools.royalgreenwich.gov.uk/courses/private,-voluntary-and-independent-\(pvi\)-and-childminders](http://servicestoschools.royalgreenwich.gov.uk/courses/private,-voluntary-and-independent-(pvi)-and-childminders)

There has been a reported increase in the number domestic abuse cases nationally since the Covid-19 lockdown began.

Domestic abuse is an abuse of power and control, which includes patterns of controlling and coercive behavior over a period of time towards another and for children, this includes the harm caused from seeing or hearing domestic abuse.

Covid-19 does not cause domestic abuse but the pandemic circumstances can escalate the threat of domestic abuse and close down routes to safety and escape.

During this lockdown many people are feeling isolated, unsettled and anxious and although we are all experiencing this together there is a definite impact on the most vulnerable at this time. Isolation can put children at greater risk of abuse with disadvantaged communities where levels of crime and violence are high, along with low-income families and mothers with long standing disabilities most at risk.

This is why it is so important for vulnerable children to maintain their attendance in settings and where a vulnerable child has remained at home, practitioners should be in regular contact with those children and checking in with families often.

Consider reviewing your safeguarding policy and training. It may be much more difficult to recognise the signs of abuse with the current circumstances being so different or you may only be communicating with children remotely. Make sure all staff know how to spot the signs of abuse and are reaching out for support and advice where concerns may arise. Refresh staff awareness and knowledge and make time to talk about observations, changes in behavior or concerns.

The social care institute for excellence has some really helpful information and resources to support practitioners with safeguarding children:

<https://www.scie.org.uk/care-providers/coronavirus-covid-19/safeguarding/domestic-violence-abuse>

Here is the latest Government guidance:

<https://www.gov.uk/government/publications/coronavirus-covid-19-and-domestic-abuse/coronavirus-covid-19-support-for-victims-of-domestic-abuse>

Guidance

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

Advice for parents and carers of early years 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>

In case a child is not able to start just yet or they are self isolating at home with family

Your child may ask you about what's happening. They might be upset that they cannot do things they usually would, like see family or play on the swings, or some children may ask you about coronavirus (COVID-19) itself. These are difficult things to talk to young children about and you may be worried about upsetting them. However, ignoring the subject could upset them more. Be open to talking to them about it.

Conversations will be different depending on the age of the child, but generally you should try to:

- ☆ get down to your child's level so they can see your face close to them
- ☆ let them know it's alright to be worried, do not dismiss their concerns or try to tell them how to feel about it
- ☆ avoid words they have not heard before as this might confuse them further
- ☆ listen to them carefully and answer the question they ask rather than giving them information they do not need
- ☆ be truthful, it's okay to say you do not know the answer
- ☆ help them give a name to what they are feeling

If you are talking about coronavirus (COVID-19) itself try to:

- ☆ reassure them that:
 - you are there to keep them safe
 - they are unlikely to get poorly and you will look after them if they do
 - you would be looked after if you got poorly
- ☆ give simple reasons for why you are doing things such as washing your hands and staying at home
- ☆ show them how they can help, for example by washing their hands, to make them feel more in control
- ☆ use examples and comparisons they understand, for instance comparing it to a cold or staying off nursery if you are poorly
- ☆ get your information from reliable sources such GOV.UK or the NHS

Talking about their feelings and concerns is healthy and will help your child's development. Here's a free book to download

<https://www.booktrust.org.uk/news-and-features/features/2020/april/staying-home-by-sally-nicholls/>

Guidance

Guidance for parents and carers on supporting children and young people's mental health and wellbeing during the coronavirus (COVID-19) pandemic

Updated 21 April 2020

<https://www.gov.uk/government/publications/covid-19-guidance-on-supporting-children-and-young-peoples-mental-health-and-wellbeing/guidance-for-parents-and-carers-on-supporting-children-and-young-peoples-mental-health-and-wellbeing-during-the-coronavirus-covid-19-outbreak>

Regardless of their age, this may be a difficult time for children. Some may react immediately, while others may show signs of difficulty later on. How a child reacts can vary according to their age, how they understand information and communicate, their previous experiences, and how they typically cope with stress. Adverse reactions may include thinking about their health or that of family and friends, fear, avoidance, problems sleeping, or physical symptoms such as stomach ache.

For infants to 2-year olds Infants may become more easily distressed. They may cry more than usual or want to be held and cuddled more.

For 3 to 6-year olds Preschool and nursery children may return to behaviours they have outgrown. For example, toileting accidents, bed-wetting, or being frightened about being separated from their parents or carers. They may also have tantrums or difficulty sleeping.

- ★ **Listen and acknowledge:** Signs may be emotional (for example, they may be upset, distressed, anxious, angry or agitated), behavioural (for example, they may become more clingy or more withdrawn, or they may wet the bed), or physical (for example, they may experience stomach aches).

Look out for any changes in their behaviour. Children may feel less anxious if they are able to express and communicate their feelings in a safe and supportive environment. Children who communicate differently to their peers may rely on you to interpret their feelings. Listen to them, acknowledge their concern and give them extra love and attention if they need it.

- ★ **Provide clear information about the situation:** Children want to feel assured that their parents and carers can keep them safe. One of the best ways to achieve this is by talking openly about what is happening and providing honest answers to any questions they have. Explain what is being done to keep them and their loved ones safe, including any actions they can take to help, such as washing their hands more often than usual. Use words and explanations that they can understand.



[Children's Guide to Coronavirus](#)



<https://www.twinkl.co.uk/resource/dr-dog-ebook-eyfs-t-p-843>



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



<https://www.brighthorizons.com/family-resources/talking-to-children-about-covid-19>

- ★ **Be aware of your own reactions as an adult:** Remember that children often take their emotional cues from the important adults in their lives, so how you respond to the situation is very important. It is important to manage your own emotions and remain calm, listen to and acknowledge children's concerns, speak kindly to them, and answer any questions they have honestly.



To look after adult mental wellbeing, visit [Every Mind Matters](https://www.nhs.uk/oneyou/every-mind-matters/).
<https://www.nhs.uk/oneyou/every-mind-matters/>

Experiencing grief or bereavement

Whenever it happens, experiencing the loss of a friend or loved one can be an extremely difficult and challenging time. Children may not be able to say goodbye in the way they would have wanted and it may be harder to connect with their usual support networks.

Grief affects children in different ways depending on their age, their level of understanding, and the changes the death means for their daily life. They often feel waves of powerful emotions such as sadness, guilt, shock and anger, which they may struggle to express. It is very common for their behaviour to change and for them to worry a lot about other people.

It can be challenging to support a child when you are grieving yourself. Listening carefully, answering questions honestly in an age appropriate way, continuing routines where possible, and providing lots of love and support will help. The NHS has [advice about grief and the support available](#), and the [Childhood Bereavement Network](#)

📅 Book FREE Bereavement Training – Weds 3 June 1pm – 2:15pm

[http://servicestoschools.royalgreenwich.gov.uk/courses/private,-voluntary-and-independent-\(pvi\)-and-childminders](http://servicestoschools.royalgreenwich.gov.uk/courses/private,-voluntary-and-independent-(pvi)-and-childminders)

Home Learning Environment



LETTERS AND SOUNDS

Funded by
Department
for Education

New lessons uploaded daily
at 10am, 10:30am and 11am

LETTERS AND SOUNDS

KEEP YOUR CHILD'S PHONICS LEARNING
ON TRACK WITH OUR DAILY LESSONS,
DESIGNED AND DELIVERED BY EXPERTS

12 weeks of summer-term lessons using
the Letters and Sounds programme

The banner is orange with white and blue text. It features a line drawing of a woman sitting on the floor reading to a child. There are circular logos for 'LETTERS AND SOUNDS' on the left and right sides.

FOR RECEPTION AGE CHILDREN IN SCHOOL

Online Phonics Lessons for Letters and Sounds

Written and presented by phonics experts and funded by the Department for Education, the online lessons are designed to cover new phonics teaching that children would have received over the summer term had they been in school. This resource is for use by teachers and parents who will find planning and teaching phonics challenging when schools are closed due to Covid-19.

10am every week day – Reception: Suitable for children who can blend and read words such as 'fish', 'chat' and 'rain'

https://www.youtube.com/channel/UCP_FbjYUP_UtldV2K_-niWw/featured?disable_polymer=1

Join wonderful storyteller **Sandra Agard** for a retelling of a classic Aesop fable featuring a talking dog. The British Library storytelling videos are designed for all to enjoy together

<https://www.bl.uk/childrens-books/videos/the-naughty-dog>

When you've finished watching, discover how to [create new animal characters](#) for your very own stories.

<https://www.bl.uk/childrens-books/activities/write-an-animal-tale>



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

Greenwich Libraries

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



Mama G Stories

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

Children's Centres

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

EAST GREENWICH CHILDREN'S CENTRES

www.facebook.com/abbeywoodthamesmeadchildrenscentres

Telephone 020 8311 5491 / Email waterways@gll.org

SOUTH GREENWICH CHILDREN'S CENTRES

www.facebook.com/southgreenwichchildrenscentres

Tel: 020 8859 1110 / Email: SGCCSM@gll.org

GREENWICH WEST CHILDREN'S CENTRES

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

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

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

CENTRAL GREENWICH CHILDREN'S CENTRES

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

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