

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

Dear Providers

This week has seen a flurry of activity with the DFE issuing updated guidance for the early years, schools and childcare sector for summer provision and to support planning for preparation in September when school attendance becomes mandatory for all children. All links are included below.

We know that with updated guidance, you may have more questions and concerns. As usual, we are available by email, phone or virtual chat via Zoom. We are available every day for drop in virtual chat from 10:45 onwards. Drop us a quick email to book your slot. Otherwise we will reply by email or phone call where requested.

Please do continue to share your good practice around being inclusive and how you support antiracist attitudes and actions in your setting. Your practice will help and support others.

We wish you all a good weekend from us,

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)

### Keeping Children Safe - Safeguarding Babies at Risk Audit

Greenwich Safeguarding Children Partnership (GSCP) Audit Working Group would like to identify improvement in frontline practice, in line with the learning and recommendations from the previous safeguarding babies at risk audit; and the Abusive Head Trauma Serious Case Reviews.

We would appreciate your support in doing this, by completing the following questionnaire – the Manager, Designated Safeguarding Person and deputy DSP (including Childminders who are the DSP), and where possible asking as many of your staff, to complete it too.

Completion should take no more than five minutes of your time, this is also anonymous, we only ask you tell us which service you work in – ie Early Years & Childcare sector, this enables us to identify participation and where there are learning needs so more training can be made available

<https://www.surveymonkey.co.uk/r/3MZZ9VS>.

You may need to copy and paste the link into Chrome.

**Please complete by: Friday 10<sup>th</sup> July 2020**

Thank you very much for your support with this.

**ZOOM drop in duty hours: Monday to Thursday 10:45 – 11:45** (also available at your convenience)

**Live Zoom call face to face** – to book your slot, email [childcare-support@royalgreenwich.gov.uk](mailto:childcare-support@royalgreenwich.gov.uk) the day before or first thing. If you prefer a Zoom chat at another time which is more suitable, let us know and we will set it up. Please download free Zoom app on device of your choice <https://zoom.us/download>

Monday	Tuesday	Wednesday	Thursday
10:45 – 11:45	10:45 – 11:45	10:45 – 11:45	10:45 – 11:45
Evan	Rebecca	Elaine	Kerry

**FREE Trainings & Briefings.** Please download free Zoom app on device of your choice <https://zoom.us/download>

📁 Book via usual Direct Services to Schools training link below. For info email [eyc.training@royalgreenwich.gov.uk](mailto:eyc.training@royalgreenwich.gov.uk)

[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)

Log in to Zoom at least 5min before scheduled time with microphone on mute

Date	Time	FREE Training
Tues 7 July	19:00 -20:00	Domestic Violence & Abuse
Weds 8 July	15:30 – 17:00	Protective Measures - Out of School
Thurs 9 July	15:30 – 17:00	Secure Attachments and Supported Transitions
Sat 11 July	11.30 – 12:30	Bereavement - coping with loss
Tues 21 July	19:00 – 20:30	Healthy Eating on a budget – part of HEY London First Steps menu planning and Bronze award pathway

**Why so much focus on trainings before the end of term?**

**Guidance - Actions for Early Years & Childcare providers during coronavirus**

<https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/coronavirus-covid-19-early-years-and-childcare-closures>

**See Section 6 Mental health and wellbeing**

Staying at home for a prolonged period and the change of routine may have caused difficulties for some children, such as changes in behaviour or mood. Settings should consider the mental health, pastoral or wider wellbeing support children may need, including with bereavement, and how to support them to transition into the setting after a long period of absence.

Settings may want to refer to the following advice as a starting point [guidance for parents and carers on supporting children and young people’s mental health and wellbeing during the coronavirus outbreak](#).

Staff may require appropriate instruction and training on identifying and supporting vulnerable children and parents that return to the setting, for example by sign-posting them to appropriate local services such as mental health, domestic abuse or substance abuse services.

Guidance

# Actions for early years and childcare providers during the coronavirus (COVID-19) outbreak

Updated 2 July 2020

<https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/coronavirus-covid-19-early-years-and-childcare-closures>

**Coming into effect from the end of term on 20 July** - these will apply going forward until further changes. This will help you begin to plan for September.

Quick hyperlinks to contents	Guidance Updates
<p><a href="#">Main changes to previous guidance</a></p> <p><a href="#">1. Who this guidance is for</a>  <a href="#">2. Responsibilities</a>  <a href="#">3. Infection prevention and control</a>  <a href="#">4. Attendance</a>  <a href="#">5. Considerations for settings</a>  <a href="#">6. Safeguarding and welfare</a>  <a href="#">7. Early years foundation stage</a>  <a href="#">8. Ofsted</a>  <a href="#">9. Childminders</a>  <a href="#">10. Funding</a></p>	<ul style="list-style-type: none"> <li>removing the requirement to keep children in small consistent groups within settings but still minimising mixing where possible (sections 2.1 and 3.3)</li> <li>new content on <b>risk assessment</b> (3.1),</li> <li>new content <b>supporting staff with increased risk factors</b> (3.2)</li> <li>new content <b>system of controls</b> (3.3)</li> <li>updated content on <b>attendance at settings for those shielding</b>, with changes to the advice effective from 1 August,</li> <li>removal of content on vulnerable children since settings are open for all children (section 4)</li> <li>updated content on <b>wraparound care</b> (5.3)</li> <li>an update on Early Years Foundation Stage reforms (7.6) and Reception Baseline Assessment (7.7)</li> </ul>

Until 20 July	From 20 July
<ul style="list-style-type: none"> <li>no more than 16 children in a single group in an early years setting.</li> <li>several groups of 16 children if EYFS ratios and EYFS space requirements allow.</li> <li>keeping groups to 8 children, while adhering to EYFS ratios, is preferable, so groups are as small as possible.</li> </ul>	<ul style="list-style-type: none"> <li>no longer be required to arrange children and staff in small, consistent groups.</li> <li>minimise mixing within settings eg where they use different rooms for different age groups, keeping those groups apart as much as possible.</li> <li>removing the groups approach - based on the fact that the overall risk to children is low and that early years settings are typically much smaller than schools</li> </ul>

## Health and Safety

Settings have a legal obligation to protect their employees, and others, from harm and should continue to assess health and safety risks and consider how to meet equalities duties in the usual way. Following the steps in this guidance will mitigate the risks of coronavirus (COVID-19) to children and staff and help settings to meet their legal duties to protect employees and others from harm.

### 1. System of controls

- builds on the hierarchy of protective measures
- to be implemented in line with a revised risk assessment to create an inherently safer environment for children and staff where the risk of transmission of infection is substantially reduced
- follow in a robust way to ensure there are proportionate safeguards for children as well as staff and reduce the chance of transmission.
- limit the number of settings child attends, ideally ensuring child only attends the same setting consistently - same for staff.

**All elements of the system of controls are essential. All settings must cover them all.**

This is the set of actions early years settings must take

#### Prevention:

- 1 Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend settings
- 2 Clean hands thoroughly more often than usual
- 3 Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach
- 4 Introduce enhanced cleaning, including cleaning frequently touched surfaces often using standard products, such as detergents and bleach
- 5 Minimise contact between groups where possible
- 6 Where necessary, wear appropriate personal protective equipment (PPE)

Numbers 1 to 4 must be in place in all settings, all the time.

Number 5 must be properly considered and settings must put in place measures that suit their particular circumstances.

Number 6 applies in all specific circumstances.

#### Response to any infection:

- 7 Engage with NHS Track and Trace
- 8 Manage confirmed cases of coronavirus (COVID-19) amongst the setting community
- 9 Contain any outbreak by following local health protection team advice

Numbers 7 to 9 must be followed in every case where they are relevant.

### 2. Risk Assessments

Settings must comply with **health and safety law**, which requires them to assess risks and put in place proportionate control measures.

Settings should thoroughly review their health and safety risk assessment and draw up plans as part of their wider opening. Settings should have active arrangements in place to monitor that the controls are effective, working as planned, and updated appropriately considering any issues identified and changes in public health advice. See Guidance for Schools for more detail - [Annex A: Health and safety risk assessment](#)

### 3. People with increased risk

Some people with particular characteristics may be at comparatively increased risk from coronavirus (COVID-19), as set out in the [COVID-19: review of disparities in risks and outcomes report](#).

If people with possible risk factors are concerned, it is recommended settings discuss their concerns and explain the measures the setting is putting in place to reduce risks. Setting leaders should try as far as practically possible to accommodate additional measures. People who live with those who have comparatively increased risk from coronavirus (COVID-19) can attend the workplace.

**Shielding** advice for all will **pause on 1 August** subject to a continued decline in the rates of community transmission. This means that even the small number of children who will remain on the shielded patient list can return to settings as can those who have family members who are shielding.

- if rates of disease rise in local areas, children (or family members) from that area, and that area only only, will be advised to shield during the period where rates remain high and therefore may be temporarily absent
- some children no longer required to shield but who generally remain under the care of a specialist health professional may need to discuss their care with their health professional before returning to the settings, usually at their next planned clinical appointment.

#### Clarification of other key messages

- Public Health England is clear that **routinely taking the temperature of children is not recommended** as this is an unreliable method for identifying coronavirus (COVID-19).
- Public Health England does **not (based on current evidence) recommend the use of face coverings in schools/settings**. The evidence will be kept under review. Public Health England advises that for safety reasons, **face masks should not be used for children under three**. In addition, misuse may inadvertently increase the risk of transmission and there may also be negative effects on communication and thus children's development.
- By the end of the summer term, Public Health England will publish revised guidance for cleaning non-healthcare settings to advise on general cleaning required in addition to the current advice on [cleaning when there is a suspected or confirmed case of coronavirus \(COVID-19\)](#).
- **Removal of priority groups from 20 July** should mean prioritisation will no longer be necessary and **all children should be able to attend as normal**.
- **Staff shortages** should work with their local authority to identify how appropriate provision can be put in place while keeping staffing arrangements as consistent as possible on a weekly basis -
  - pool staff with another setting,
  - take on qualified and Disclosure and Barring Service (DBS) checked staff from other educational settings (including local registered childminders) which have been closed
  - invite local registered childminders to work with them at the setting. Registered childminders can already do this under the 50/50 registration flexibility they have.
- Be mindful parents may be anxious. **Clear communications** regarding the measures being taken to ensure the safety of their children will be necessary, including the role that they play, as parents, in the safe operating procedures and ensure **accessible to specific groups of parents** (such as parents with English as an additional language) and parents of vulnerable children, so as to encourage attendance

## What to do if there is a suspected case of Covid 19 – engage with NHS test and trace

Settings must ensure they understand the NHS test and trace process and how to contact their local Public Health England health protection team.

### 1. Notify PHE Health Protection Team

PHE South London Health Protection Team  
[phe.slhpt@nhs.net](mailto:phe.slhpt@nhs.net); [slhpt.oncall@phe.gov.uk](mailto:slhpt.oncall@phe.gov.uk)

Phone: 0344 326 2052

### 2. Notify Local Authority

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

Settings must ensure that staff members and parents/carers understand that they will need to be ready and willing to:

- [book a test](#) if they are displaying symptoms. Staff and children must not come into the setting if they have symptoms, and must be sent home to self-isolate if they develop them in the setting. All children can be tested, including children under 5, but children under 11 will need to be helped by their parents if using a home testing kit  
<https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested>
- provide details of anyone they have been in close contact with if they were to test positive for coronavirus (COVID-19) or if asked by NHS test and trace
- [self-isolate](#) if they have been in close contact with someone who tests positive for coronavirus (COVID-19) symptoms or someone who tests positive for coronavirus (COVID-19)

### Staff / child in close contact with symptomatic person

- do not need to go home to self-isolate unless they develop symptoms, symptomatic person tests positive or told to do so by NHS test and trace.
- must wash their hands thoroughly for 20 seconds with soap and running water
- area must be cleaned with normal household disinfectant after symptomatic have left to reduce the risk of passing the infection on to other people. See [COVID-19: cleaning of non-healthcare settings guidance](#).

**Anyone who displays symptoms of coronavirus (COVID-19) can and should get a test.**

Tests can be booked online through the NHS website

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

Or order by telephone **NHS 119**

**Essential workers**, which includes anyone involved in education or childcare, have **priority access to testing**.

Days since symptoms started	What you can order
Days 1 to 4	Book a drive-through or walk-through test at a test site or order a home test kit.  Order the kit by 3pm on day 4 to make sure you can do the test in the first 5 days.
Day 5	Book a test at a test site. It's too late to order a home test kit.
Day 6 onwards	It's too late for an antigen test.

Settings should ask parents and staff to inform them immediately of the results of the test:

- **Negative** and they feel well and no longer have symptoms similar to coronavirus (COVID-19), they can stop self-isolating as can their household
- **Positive** - follow [Stay at home: guidance for households with possible or confirmed coronavirus \(COVID-19\) infection](#) and must continue to self-isolate for at least 7 days from the onset of their symptoms and until no high temperature and then return to the setting only if they do not have symptoms other than cough or loss of sense of smell or taste. Household and those who had **close contact** must self isolate for full 14 days.

## Managing confirmed cases of COVID-19 in the setting – someone tests **positive**

Settings must **take swift action** when they become aware that **someone who has attended has tested positive for coronavirus (COVID-19)**.

### 1. Notify PHE Health Protection Team

PHE South London Health Protection Team  
[phe.slhpt@nhs.net](mailto:phe.slhpt@nhs.net); [slhpt.oncall@phe.gov.uk](mailto:slhpt.oncall@phe.gov.uk)

Phone: [0344 326 2052](tel:03443262052)

### 2. Notify Local Authority

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

The local health protection team will

- carry out a **rapid risk assessment** to confirm who has been in **close contact with the person** during the period that they were infectious, and **ensure they are asked to self-isolate**
- guide setting through the actions needed
- advise who to send home depending on who has been in close contact to self-isolate for 14 days since they were last in close contact with that person when they were infectious
- provide a template letter to send to parents and staff if needed. Settings must not share the names or details of people with coronavirus (COVID-19) with other parents and staff unless essential to protect others
- contact settings directly if they become aware that someone who has tested positive for coronavirus (COVID-19) attended the setting – as identified by NHS Test and Trace

**Close contact** means:

- direct close contacts - face to face contact with an infected individual for any length of time, within 1 metre, including being coughed on, a face to face conversation, or unprotected physical contact (skin to skin)
- proximity contacts - extended close contact (within 1-2m for more than 15 minutes) with an infected individual
- travelling in a small vehicle, like a car, with an infected person

Keep a record of children and staff in specific groups/rooms (where applicable), and any close contact that takes place between children and staff in different groups/rooms.

Household members of those who are sent home do not need to self-isolate themselves unless the child or staff member who is self-isolating subsequently develops symptoms. If someone in a group that has been asked to self-isolate develops symptoms themselves within their 14-day isolation period they should follow '[Stay at home: guidance for households with possible or confirmed coronavirus \(COVID-19\) infection](#)'. They should get a test, and:

- **negative** - must remain in isolation for the remainder of the 14-day isolation period - they could still develop the coronavirus within the remaining days
- **positive** - inform their setting immediately, and must isolate for at least 7 days from the onset of their symptoms (which could mean the self-isolation ends before or after the original 14-day isolation period). Their household should self-isolate for at least 14 days from when the symptomatic person first had symptoms

**Contain any outbreak by following local health protection team advice**

Outbreak - **two or more confirmed cases within 14 days**, or an **overall rise in sickness absence** where coronavirus COVID-19 suspected

**1. Notify PHE Health Protection Team**

PHE South London Health Protection Team  
[phe.slhpt@nhs.net](mailto:phe.slhpt@nhs.net); [slhpt.oncall@phe.gov.uk](mailto:slhpt.oncall@phe.gov.uk)

Phone: [0344 326 2052](tel:03443262052)

**2. Notify Local Authority**

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

PHE health protection team will be able to advise if additional action is required

In some cases, it may be recommended that a larger number of other children to self-isolate at home as a precautionary measure – perhaps the whole site or group.

If settings are implementing the controls from this list, addressing the risks they have identified and therefore reducing transmission risks, whole setting closure based on cases within the setting will not generally be necessary, and should not be considered except on the advice of health protection teams



## Paediatric First Aid PFA

The requirements in the EYFS on paediatric first aid certification have been modified and [statutory guidance on EYFS](#) has been published setting out what this means.

Paragraph 3.25 and Annex A of the EYFS set out the requirements, including that 'at least one person who has a current paediatric first aid (PFA) certificate must be on the premises and available at all times when children are present, and must accompany children on outings.'



### NO CHANGE TO EYFS

Existing EYFS requirement remains in place where

- children **aged 0 to 24 months** are on site
- **childminders**, as they are already required to have full PFA certification



### MODIFICATION TO EYFS

Modified where **children aged 2 to 5** are on site (with no children aged below 24 months)

Best endeavours duty to have someone with a full PFA certificate on site. If all steps set out in the guidance have been exhausted and settings cannot meet the PFA requirement, must carry out a

- written risk assessment and
- ensure that someone with a current First Aid at Work or emergency PFA certificate is on site at all times

New entrants (level 2 and 3) will not need to have completed a full PFA course within their first 3 months in order to be counted in staff to child ratios.

If **PFA certificate requalification training** is prevented for reasons associated directly with coronavirus (COVID-19), or by complying with related government advice, the validity of current certificates can be extended by up to 3 months.

This applies to certificates expiring on or after **16 March 2020**.

If, **exceptionally** requalification training is still unavailable, a further extension is possible to no later than **30 September 2020**. If asked to do so, providers should be able to explain **why the first aider hasn't been able to requalify and demonstrate what steps have taken to access the training**.

Employers or certificate holders must do their best to arrange requalification training at the earliest opportunity.

## EYFS Learning & Development during coronavirus

Practitioners may focus at this time on the prime areas of learning, including:

- ☆ communication and language,
- ☆ personal, social and emotional development (PSED)
- ☆ physical development.

## Early Years Foundation Stage Reforms

### Government consultation response

<https://www.gov.uk/government/consultations/early-years-foundation-stage-reforms>

In October 2019, DfE launched a public consultation seeking views on [changes to the EYFS statutory framework](#).

This week the DfE published the [government response to the consultation on EYFS reforms](#), which confirms what changes will be made to the EYFS. The summary of the consultation response and a table of changes is [here](#)

The consultation has concluded with the following changes made:

- Revisions to the educational programmes
- Revisions to the early learning goals
- Removal of the statutory duty for local authorities to externally moderate EYFS profile judgements;
- Removal of the 'exceeding' judgement criteria from the EYFS profile;
- Change to the safeguarding and welfare requirements to promote good oral health.

Primary schools have been invited to carry out voluntary early adoption of the reforms in 2020-21, ahead of statutory rollout to all early years settings in the 2021-22 academic year.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/896872/EYFS\\_reforms\\_consultation\\_-\\_government\\_response.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/896872/EYFS_reforms_consultation_-_government_response.pdf)

Early Adopter EYFS Framework and [EYFS profile handbook](#) for schools participating from September 2020 to August 2021.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/896810/EYFS\\_Early\\_Adopter\\_Framework.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/896810/EYFS_Early_Adopter_Framework.pdf)

### **An inspector calls...When will Ofsted resume routine early years inspections?**

For Ofsted registered early years provision, it is intended that routine inspections will restart from **January 2021** - by which time the EYFS is expected to be reinstated fully - with the exact timing of routine inspections being kept under review.

Ofsted will continue with its registration and regulatory work for early years and childcare providers.

Ofsted will continue to consider legal enforcement action against those who set up unregistered childcare. This is in order to keep children as safe as possible in these difficult times.

### **LAELMMs & Spotlights: Ofsted Outcomes - Inadequate and Requires Improvement**

In the autumn term, Ofsted inspectors will commence some **regulatory activity to providers who have been judged 'inadequate' or 'requires improvement' and have associated actions to fulfil**. Inspectors will look at what progress leaders and managers have made to meet actions set at the last inspection and how they are improving their practice. These visits will not result in a judgement. However, Ofsted will publish a short summary to confirm what it found during the visit.

**Early Years & Childcare** will continue to carry out virtual meetings and visits with providers who are less than good to support quality improvement at pace in readiness

### **Other news**

You must let us and Ofsted know whether you are open or closed! Use the quick weekly survey to let us know

[Childminders: tell Ofsted about adults leaving the home](#) - You must tell Ofsted when anyone aged 16 or over stops living or working in the home where you look after children.

[Childcare providers and inspections as at 31 March 2020](#) - This release includes registered childcare providers and places, inspection outcomes, and joiners and leavers as at 31 March 2020.

Guidance

# Guidance for full opening - schools

Published 2 July 2020

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

## Contents

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3. [Section 2: School operations](#)
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5. [Section 4: Assessment and accountability](#)
6. [Section 5: Contingency planning for outbreaks](#)
7. [Annex A: Health and safety risk assessment](#)

## Wraparound and Out of School Childcare

Providers which are registered with Ofsted and run before and/or after school clubs on school premises or in early years settings, and can ensure they follow the [safe working guidance](#), are already able to operate from 1 June.

The Prime Minister announced on 23 June that from 4 July, as part of Step 3 of the government's recovery strategy, wraparound care providers operating from other premises will be able to open.

[Protective measures guidance](#) has been published to support these providers.

<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>



Department  
for Education

Guidance

# Guidance for parents and carers of children attending out-of-school settings during the coronavirus (COVID-19) outbreak

Published 1 July 2020

<https://www.gov.uk/government/publications/guidance-for-parents-and-carers-of-children-attending-out-of-school-settings-during-the-coronavirus-covid-19-outbreak/guidance-for-parents-and-carers-of-children-attending-out-of-school-settings-during-the-coronavirus-covid-19-outbreak>

### [Contents](#)

1. [Questions and answers](#)
2. [Annex A: Choosing a suitable provider](#)

### **FREE BRIEFING for OUT OF SCHOOL PROVIDERS Infection Control, Protective Measures & Risk Assessments**

Weds 8 July via Zoom  
15:30 – 17:00

Book here [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)

## Guidance

# Protective measures for out-of-school settings during the coronavirus (COVID-19) outbreak

Published 1 July 2020

<https://www.gov.uk/government/publications/protective-measures-for-holiday-or-after-school-clubs-and-other-out-of-school-settings-for-children-during-the-coronavirus-covid-19-outbreak/protective-measures-for-out-of-school-settings-during-the-coronavirus-covid-19-outbreak>

Providers are able to open for both outside and indoor provision **from 4 July**, provided that they follow the protective measures set out by government.

Providers of out-of-school and holiday activities operate from a range of premises including schools and other regulated educational institutions, by arrangement with the proprietors of those institutions, and other community premises such as village halls, by arrangement with the owners or managers of those premises. All providers are able to open in:

- their own premises
- education premises, such as schools or colleges (where providers would be using them outside of school hours, or when closed over school holiday periods)
- community-facing premises including village halls, community centres and places of worship.

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**DFE Data collection – Wednesday only for whole week – takes no more than 5 mins!**

The DFE have heard the concerns about the frequency of collection. From next week the DFE are going down to a weekly data collection - **Wednesday only**. The next data collection will be on Wednesday 24 June, and there will no longer be collections on a Friday.

1. Each Wednesday have ready your attendance register for previous Thurs and Fri, and the current week's Mon, Tues and Weds registers.
2. Please count each individual child who attended during the whole week for total number of children attending
3. You will need to identify critical worker and vulnerable children separately.

The changes are to make the data collection more meaningful following wider reopening of settings. It is also a quick way to let us know whether you are open or closed.

The summary of changes is as follows:

- removed the questions on open settings planning to close next week
- added questions about current unmet demand for places and the number of children who can't be accommodated but want to be.
- added breakdown of vulnerable children attending who have a social worker, an Education, Health and Care Plan or who are identified as vulnerable for another reason

What does **vulnerable children** mean in the DFE data collection survey?

- ❑ **Children with a social worker** – children who are assessed as being in need under section 17 Children Act 1989, including children and young people who have a child in need plan, a child protection plan or who are a looked-after child.
- ❑ **Children with an EHC plan** – children who have an education, health and care (EHC) plan and it is determined, following risk assessment, that their needs can be as safely or more safely met in the educational environment.
- ❑ **Children identified by the provider as vulnerable for another reason** but who do not have a social worker or an EHC plan - children who have been identified as otherwise vulnerable by educational providers or local authorities (including children's social care services), and who could therefore benefit from continued attendance. This might include children on the edge of receiving support from children's social care services, adopted children, those living in temporary accommodation and others at the provider and local authority's discretion. It does not include children who fall under the two definitions above.

Blog

## Public health matters



### **Professor Kevin Fenton, London Regional Director for Public Health England**

“The number of new cases of coronavirus is under close, active surveillance across the country and small fluctuations day by day are to be expected. The increases in some boroughs that have been reported are mainly sporadic and are being uncovered as we scale up testing and contact tracing activity across the city.

“Importantly, the overall levels of coronavirus in London remain low and steady. We’re working closely with all local authorities to prepare for and manage any potential local clusters and outbreaks and our epidemiological analysis will play an important role identifying if there is a significant sustained increase in the community.

“As we carefully emerge from lockdown, it is important now more than ever that Londoners continue to follow government advice on social distancing, self-isolation, wearing face coverings, and practicing good hand hygiene, in order to keep the number of new cases in London on its way down.”

Blog

## Public health matters

### **Contact tracing complex cases through NHS Test and Trace**

<https://publichealthmatters.blog.gov.uk/2020/06/25/contact-tracing-complex-cases-through-nhs-test-and-trace>

***This blog very usefully sets out our the London Health Protection Team works in the event of a positive test for Covid 19 in a setting***

“Health Protection Teams are highly skilled at carrying out risk assessments and working with organisations to put in place tailored action plans, including how to best manage the isolation of cases, what other control measures to put in place, and how to warn and inform other people that might be at risk. Even in the midst of a pandemic our work continues on these other issues alongside our vital work on COVID-19.

In London, the Health Protection Teams are working as part of a response cell to deal with COVID-19 cases in complex settings. This cell – the London Coronavirus Response Cell (LCRC) – has been working on COVID-19 related cases and situations since February 2020. We are a multi-disciplinary team of public health specialists including doctors, nurses, scientists, specialists in health protection, disease surveillance and environmental health, as well as administration and operations support.

When someone tests positive for COVID-19 they will be contacted by NHS Test and Trace – either online, by text or over the phone – and be asked to provide information on where they’ve been and who they have seen to inform what contact tracing is required.

If the positive case works in, lives in or has visited a setting such as a school or work place – where establishing the level of contact tracing and self-isolation advice can be more complex or may involve



vulnerable people – then they will be referred to LCRC. We will ensure that the appropriate advice is given to prevent onward spread of the virus. Based on this information, we will contact positive cases to gather more information on where they were within a setting while they may have been infectious, and who they were in close contact with.

We will work directly with an institution to carry out a risk assessment. Each of these cases and settings are unique, requiring bespoke professional advice and support on how to contain transmission and reduce risk.

If the case was a teacher, for example, we might contact the headteacher to gather information and go through our advice. As part of this we ascertain whether any staff members and/or pupils need to self-isolate, or whether parts of the school building need to be deep cleaned. Our team is responsible for following up directly with any close contacts identified to find out if they have had any symptoms and to offer self-isolation advice.

We then provide the school with a range of communication materials, such as letters, emails and Q&As, that they can use to update parents and staff on the situation and what they need to do, based on the advice that we have given.

We work with settings to tailor these communications as much as possible and always include our contact information so that people can ask questions if they're unclear on the information that's been given.

Every case is different. It is important to gather as much information as possible and use this to inform our risk assessment, before deciding on the right course of action to take.

Factors such as who the case is, where they live, what type of setting they have had contact with and how that setting is operating are all important.

Self-isolation advice would depend on where we believe transmission took place and who then meets the contact definition. It's about unpicking the detail with each case to decide on who should be isolated. If multiple cases are reported in a school, for instance, we need to consider whether these cases were infected in the community and happened to be in school at the same time or whether there is evidence of transmission happening within the school.

For certain complex settings we may decide that we need to test others in the setting to find out whether transmission is happening. We can organise this ourselves by sending swabs to the setting or to people's houses, or we can arrange testing through mobile testing arrangements.

You have to be pragmatic and ensure that any advice is proportionate to the risk. For example, if one person in a workplace was confirmed positive, it wouldn't necessarily require the whole workplace to close and instead require only certain people to self-isolate if they had had close contact, whereas if there were multiple cases then more serious action or even closures might be necessary."



Public Health  
England

Protecting and improving the nation's health

## Disparities in the risk and outcomes of COVID-19

<https://www.gov.uk/government/publications/covid-19-review-of-disparities-in-risks-and-outcomes>

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/892085/disparities\\_review.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/892085/disparities_review.pdf)

**This is the report published on 2 June about impact of Covid 19 on different groups.**

- **Communicate clearly with anxious parents and staff**
- **Carry out risk assessments**

This is a descriptive review of data on disparities in the risk and outcomes from COVID-19. This review presents findings based on surveillance data available to PHE at the time of its publication, including through linkage to broader health data sets. It confirms that the impact of COVID-19 has replicated existing health inequalities and, in some cases, has increased them. These results improve our understanding of the pandemic and will help in formulating the future public health response to it.

The largest disparity found was by age. Among people already diagnosed with COVID-19, people who were 80 or older were seventy times more likely to die than those under 40. Risk of dying among those diagnosed with COVID-19 was also higher in males than females; higher in those living in the more deprived areas than those living in the least deprived; and higher in those in Black, Asian and Minority Ethnic (BAME) groups than in White ethnic groups. These inequalities largely replicate existing inequalities in mortality rates in previous years, except for BAME groups, as mortality was previously higher in White ethnic groups. These analyses take into account age, sex, deprivation, region and ethnicity, but they do not take into account the existence of comorbidities, which are strongly associated with the risk of death from COVID-19 and are likely to explain some of the differences.



## COVID-19 IMPACTS: EARLY YEARS

<https://www.suttontrust.com/our-research/coronavirus-impacts-early-years/>

This report looks at impact of Covid 19 on some early years providers in areas of high deprivation.

National Statistics

## Education, health and care plans: England 2020

Data on the number of children and young people with a statement of special educational needs (SEN) or education, health and care (EHC) plan in England.

<https://www.gov.uk/government/statistics/education-health-and-care-plans-england-2020>

### Headline facts and figures - 2020

Summary

Number of EHC plans

**390,109**

Increase of 36,100 (10%) from 2019

► [Help](#)

Number of new EHC plans

**53,899**

Increase of 5,000 (10%) from 2018

► [Help](#)

Timeliness - Rate of EHC plans  
excluding exceptions issued  
within 20 weeks

**60.4%**

#### The total number of EHC plans has continued to increase

There were 390,100 children and young people with Education, Health and Care (EHC) plans maintained by local authorities as at January 2020. This is an increase of 36,100 (10%) from 2019. The total number of children and young people with statements of special educational needs (SEN) or EHC plans has increased each year since 2010.

#### Number of statements and EHC plans, by age, 2014 to 2020

	England						
	2014	2015	2016	2017	2018	2019	2020
<b>Under 5</b>	11,482	11,250	10,513	11,629	12,516	14,094	15,398
<b>Age 5 to 10</b>	88,732	91,045	92,213	97,379	105,689	117,222	128,764
<b>Age 11 to 15</b>	113,796	112,340	111,225	112,540	117,354	126,332	137,639
<b>Age 16 to 19</b>	23,101	25,538	41,300	58,034	70,084	77,587	83,095
<b>Age 20 to 25</b>	n/a	10	1,064	7,708	14,176	18,760	25,213
<b>Total</b>	237,111	240,183	256,315	287,290	319,819	353,995	390,109

Source: SEN2

## Keeping Children Safe : Safeguarding during Coronavirus

Settings must continue to take all necessary steps to keep children safe and well during this period and have regard to the government's statutory guidance on [working together to safeguard children](#). The safeguarding and welfare sections of the [EYFS](#) still apply, including requirements relating to child protection arrangements.

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

Settings should work closely with local authorities to actively look for signs of harms given the greater risk of harm some children may have been exposed to through the coronavirus (COVID-19) outbreak. Where vulnerable children and particularly those with social workers are already attending, early years providers should continue to encourage their attendance and notify their social worker if they stop attending.

**Safeguarding & Child Protection arrangements** - refresh or review in light of coronavirus (COVID-19). This could take the form of a coronavirus (COVID-19) annex and include:

- ❑ how to identify and act on new safeguarding concerns about individual children as they return to childcare
- ❑ DSL (and deputy) arrangements
- ❑ any updated advice received from the local safeguarding partners
- ❑ any updated advice received from local authorities, for example EHC plan risk assessment, attendance and keep-in-touch mechanisms
- ❑ working arrangements with children's social workers
- ❑ what staff and volunteers should do if they have concerns about a staff member or volunteer who may pose a safeguarding risk to children
- ❑ how the updated policy links to the broader [risk assessment](#) to be conducted before opening, described in the guidance on [actions for education and childcare settings to prepare for wider opening](#)

All staff and volunteers should be made aware of the new policy and be kept up to date as it is revised

### Designated Safeguarding Lead

Settings must continue to have a practitioner designated to take lead responsibility for safeguarding. It is acceptable for the safeguarding lead not to be based on-site if this is not practical, for example they may be working from home or be based at another setting, as long as they are still available to provide support, advice and guidance to staff. It is important that all childcare staff and volunteers have access to a designated safeguarding lead practitioner and know on any given day who that person is and how to speak to them.

### Online safety

Settings should continue to consider what strategies they are using to keep children safe online during this period, including:

- checking apps, websites and search results before using them with children
- supervising children when accessing the internet

Further details can be found in [Safeguarding children and protecting professionals in early years settings: online safety guidance for practitioners](#)



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

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



[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 NOW if they missed 31 March 2020 date. This may ensure a smoother transition back into childcare for June and September.

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](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.

Due to Covid 19, the local authority has discretion 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.

Previously, only the children of critical workers, and children who are vulnerable, are able to access childcare.

Now that early years settings are open to all children, the local authority has discretion in accepting the codes of all children who missed the 31st March deadline, provided they meet the eligibility criteria and where there is capacity for providers to take them on.

Providers will need to confirm that the child taking up the place did in fact attend before 1st April 2020 to ensure they are eligible for a 30 hours place in the summer term.



## **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](http://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](mailto: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 even if you get a non-eligible response. Ask your provider to check with the local authority.
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.

## Healthy Early Years London

# Routine Vaccinations for Children During Coronavirus

*This document provides answers to your frequently asked questions about  
vaccinating your child during coronavirus.*

A message and key documents from Dr Catherine Heffernan

Principal Advisor for Commissioning Early Years, Immunisations and Vaccination Services  
Hon. Associate Professor for Public Health (LSHTM),  
Public Health England but based at NHS England/Improvement (London Region)

It is important to keep up date with vaccinations. There is advice about what to do if child or member of family have Covid 19 symptoms. Please find 3 documents attached relating to vaccinations during this time.

Please share with parents and carers.

1. Parent FAQs about routine vaccinations
2. Public guidance for attending vaccinations appointments
3. BCG FAQs

Other useful links

<https://www.england.nhs.uk/london/our-work/immunis-team/>

<https://www.healthpublications.gov.uk/Home.html> (for immunisation resources)

<https://campaignresources.phe.gov.uk/resources>

## Healthy Early Years London – more important than ever!

<https://www.london.gov.uk/what-we-do/health/healthy-early-years-london/get-an-award>

### FREE Healthy Eating Training via Zoom

19:00 – 20:30

Tues 21 July

Who the training is for:

- Anyone who has been thinking about registering for HEY London
- If you have registered, but haven't yet completed the First Steps application
- If you attended the HEYL Launch in January and would like a refresher on menu planning
- If you have started your menu planning and would like some feedback

What to expect from the training:

- A summary of Healthy Early Years London (HEYL)
- Information about Healthy eating for early years
- How to create nutritious food provision and menus on a budget

### What next ? HEYL Award Steps

- Register, sign up to Sugar Smart and carry out audit of healthy food provision and menu planning in relation to Voluntary Food & Drink Guidelines for Early Years Settings to complete **First Steps**
- Progress to **Bronze** audit - continue to meet Voluntary Food & Drink Guidelines and focus on healthy eating, oral health, breastfeeding and starting solids

1. First Steps

2. Bronze

3. Silver

4. Gold



## Home Learning Environment Let's move and dance



Why not give yourself a weekly challenge?

Can you explore and jiggle to music of a different genre and culture? For example: Chinese and African styles, rhythm and blues, rock, country jazz music to name a few...

Dance and movement are an important part in developing children's means of expressions, communication and learning about the world. It gives children a sense of their culture and to learn about others.



One of the main benefits of dance and movement is building children's confidence and self-esteem, giving children even adults the platform to express their feelings through the body.

Children and babies, do it every day as they explore different ways of moving. Physically children are building control, coordination, awareness of space and not to mention the health and wellbeing benefits.

Creative development such as exploring different sounds and how they can be changed. There have been many studies on the positive impact music has on baby brains cognitive development.

Dance and movement can be done anywhere, whether it is at home or outdoors. There are many different genres of music to listen to that helps children to recognise the different types of rhythm and dynamics of the beats and instruments that are used.

If you do not access to traditional music styles why not look on You Tube or Spotify, here a couple to get you started – see how they makes you feels then move freely and have fun (*remember to always supervise your children when accessing YouTube*)



<https://www.youtube.com/watch?v=Njj4CX4OAMU>



Babies:

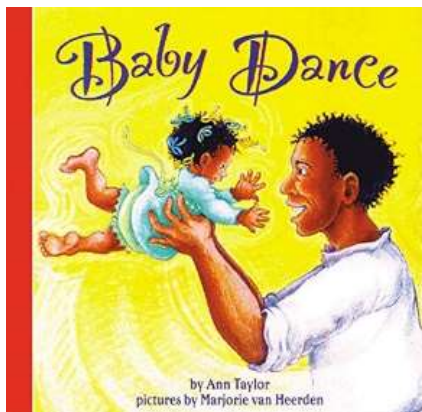
Exploring dance and movement with babies can be done in a variety of ways. For example.

- Playing music and listening
- Playing music and allowing your baby to explore movement themselves (good for adults to copy what your baby is doing)
- See if they can copy simple movements that you do such as clap or wiggle or shake your head
- Music is also great for babies to explore facial expressions
- Explore their vocals to the music

2 - 5-year olds

Exploring movement with older children, you can get more creative with ideas. You can also explore themes to support children's exploration of movement eg warmups / hops and jumps

### 'Baby Dance' by Ann Taylor



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

<https://www.youtube.com/watch?v=ruphPzZkrx8>



<https://www.youtube.com/watch?v=rqZbRI6QsIo>



<https://www.youtube.com/watch?v=N-zjvMC5ZZQ>

This rhyming animated picture book tells the story of 'little baby' who needs to be settled...here are the words written out for you -you can sing them as well as watch the You Tube clip...

"Hush little baby don't you cry  
Hush little baby mammas near by

Dance little baby move to and fro  
Coo & crow baby there you go

Up to the ceiling down to the ground  
Backward forward, round and round

Dance little baby dance and sing  
Dance along sing along ring-a-ding-ding"

## 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](https://www.royalgreenwich.gov.uk/directory/15/childrens_centres)

#### 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)

#### SOUTH GREENWICH CHILDREN'S CENTRES

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

Tel: 020 8859 1110 / Email: [SGCCSM@gll.org](mailto: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/>

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

## 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)

**Check Online Timetable Week with Children's Centres – below is an example of previous activities**

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Princess Story	Rhyme Time with Elaine and Zoe	Dance with Glass Slipper (dance skills for under fives) session 3	Sensory Play with Danielle	Learn and Grow with Michelle	Basket Ball Skills with Dhan	Reading from the Start with Wendy
Cuddles	Cardio with Rosanna	Forest School with Sara	Mindful RTG	<b>New</b> Happily clappily ever laughter (laughing session)	Story Time with Jacqui	
A Spot of Spanish with Silbia and Theodore	Bucket time with Lisa S	<b>Tune into RTM.fm at 11am. The Learning Canteen. Guest speakers (Children from Waterways Nursery and Kelly)</b>	<b>New Face Book Live</b> Our live Cooking Show with Lisa Matusha – 10.30	<b>New</b> Bedtime Story with Elaine 5pm		
New Bedtime Story with Danielle 5pm		Singalong with Deni				
		<b>New</b> Bedtime Story with Michelle 5pm	Pilates with Rosanna			
			Growing Together with Kelly			

**SOUTH GREENWICH CHILDREN'S CENTRES**

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

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

**Week Beginning 6 July 2020**

**Booking required for closed groups via Zoom**

<b>Monday</b>	10am Ted starts the week with a song	11am Tuneful Toddlers	12noon Top Tips with our Therapists	1.30pm Vicky Rhyme Time	2pm Good Looking, Good Listening	4pm Story time with GLL Libraries
<b>Tuesday</b>	10am Ted starts the day with a song	11am Cook and No Book....with a Rap!	12noon Top Tips with our Therapists	1.30pm Vicky Rhyme Time	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	1.30pm Vicky Rhyme Time	2pm Good Looking, Good Listening	4pm Story time with GLL Libraries
	10.30am Stay & Play closed Zoom group					
<b>Thursday</b>	10am Ted starts the day with a song	11am Baby Massage	12noon Top Tips with our Therapists	1.30pm Vicky Rhyme Time	2pm Good Looking, Good Listening	4pm Story time with GLL Libraries
					2.30pm Bouncing Babies (2) closed Zoom group	
<b>Friday</b>	10am Scooby Story Time with Ted	11am Starting School	12noon Top Tips with our Therapists	1.30pm Vicky Rhyme Time	2pm Good Looking, Good Listening	4pm Story time with GLL Libraries
	9.30am Bouncing Babies (1) closed	11am Baby Massage (1) closed Zoom				
<b>Saturday</b>	10am Bringing the Outside Inside	11am Cooking with Maggie	12noon Movement with Martine	1.30pm Vicky Rhyme Time	2pm Relaxation Techniques with Sarah	
<b>Sunday</b>	10am-noon Pick of the Week - highlights of the past week every 20 mins –					

Week Beginning 13 July 2020

booking required for closed groups via Zoom

<b>Monday</b>	10am Ted starts the week with a song	11am Tuneful Toddlers	12noon Top Tips with our Therapists	1.30pm Vicky Rhyme Time	2pm Good Looking, Good Listening	4pm Story time with GLL Libraries
				1.30pm Taming Tantrums (1) closed Zoom group		
<b>Tuesday</b>	10am Ted starts the day with a song	11am Cook and No Book....with a Rap!	12noon Top Tips with our Therapists	1.30pm Vicky Rhyme Time	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	1.30pm Vicky Rhyme Time	2pm Good Looking, Good Listening	4pm Story time with GLL Libraries
	10.30am Stay & Play closed Zoom group					
<b>Thursday</b>	10am Ted starts the day with a song	11am Baby Massage	12noon Top Tips with our Therapists	1.30pm Vicky Rhyme Time	2pm Good Looking, Good Listening	4pm Story time with GLL Libraries
					2.30pm Bouncing Babies (2) closed Zoom group	
<b>Friday</b>	10am Scooby Story Time with Ted	11am Starting School	12noon Top Tips with our Therapists	1.30pm Vicky Rhyme Time	2pm Good Looking, Good Listening	4pm Story time with GLL Libraries
	10am Bouncing Babies (3) closed Zoom group					
<b>Saturday</b>	10am Bringing the Outside Inside	11am Cooking with Maggie	12noon Movement with Martine	1.30pm Vicky Rhyme Time	2pm Relaxation Techniques with Sarah	
<b>Sunday</b>	10am-noon Pick of the Week - highlights of the past week every 20 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](#)