

Royal Greenwich – a great place to grow up!

Dear Providers

Welcome back to the start of a new term – we hope you managed to find time for a much deserved break.

It's an unusual beginning in unusual times. We know that staff, parents and children may feel unsettled and transitions will be more challenging than usual. Some of you stayed open throughout the peak of the pandemic and many of you opened in June. So you will be familiar with the system of controls and protective measures and have already have risk assessments in place. If you need support in reviewing or carrying them out for the first time, please get in touch.

Other preparations may include looking at validity of paediatric first aid certificates, safeguarding training and policy updates as well as behaviour, communication and emotional needs of children. We delivered bereavement and transitions training in the Summer term – if you feel it would be beneficial, please send in requests so we can be responsive to your needs.

We are offering a weekly Zoom coffee morning (or teatime slot) so send us questions, concerns and issues so we can address them in person rather than email.

Other areas of focus will be Healthy Early Years London – particularly emotional and mental health priorities and physical activity. We are getting ready to support Bronze applications so look out for drop in workshops.

You will find attached the service level agreement – please sign and return immediately. Janet is busy organising advance payments for those providers who have confirmed they will be open for the Autumn term – so please get in touch if you have not yet contacted us.

Don't forget to check all of your 30 hours codes to ensure that they are eligible and you will be funded – send in the verification Excel tracker – please rename it with your setting name (we receive hundreds).

We look forward to working with you and supporting you to help your children to settle and learn,

Best wishes

Kallie – Team Leader

Kerry, Elaine, & Rebecca – Advisors

Danielle & Janet – Funding



Main telephone lines are not fully 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

Early Years & Childcare Training

Paediatric First Aid courses are being booked and offered to those on wait list – if you would like to be added to the priority list, please email eyc.training@royalgreenwich.gov.uk Places will be allocated based on expiry dates of current certificates.

Area of EYFS	Training Courses and Workshops	Dates	Start Times	End Times
Safeguarding & Welfare	Introduction to Safeguarding	16/09/2020	09:30	12:30
	Intermediate Safeguarding	18/09/2020	13:30	16:30
	Designated Safeguarding Person	24/09/2020	09:30	12:30
	Introduction to Safeguarding	03/10/2020	09:30	12:30
	Intermediate Safeguarding	17/10/2020	13:30	16:30
	Designated Safeguarding Lead Person	26/09/2020	09:30	12:30
Getting Ofsted ready	Getting It Right (<i>by invitation only for providers expecting an interim Ofsted visit</i>)	17/09/2020	19:00	20:30

COMING SOON ! Look out for Live Zoom coffee mornings with Kallie & the Advisors for your frequently asked questions

I:I slots to support Risk Assessments and Systems of Controls advice

To schedule email childcare-support@royalgreenwich.gov.uk

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

[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)

*****SECONDMENT OPPORTUNITY *****

6 month FIXED TERM

Early Years & Childcare Advisor

post vacancy to start in September

- Level 3 or above qualified
- experience of a leadership post in early years groupcare setting
- childminder with substantial experience working with the early years

Please submit an expression of interest with a short statement about your experience and commitment to driving up high quality in the early years

Email kaljit.schut@royalgreenwich.gov.uk

IMPORTANT ACTIONS FOR PROVIDERS

- **Service Level Agreement 2020/21** - last page declaration must be signed and returned in advance of any Autumn funding payments and no later than **18 September**
- Funding Terms and Model 2020/21 with key dates
- 30 hour Eligibility Verification checker Autumn 2020. All 30 hours codes must be verified with LA in advance of place take up and funding claim and no later than 1 October 2020
- Parental Declaration form which must be signed by parents/carers for all new starters or those moving from 2 year old place into 3 year old place. Please store safely for audit purposes.
- Together for Twos application form - please ask parent to call or visit their local Children's Centre or you may check eligibility directly with Families Information Service on 0208 921 6921

Autumn Funding

- **All providers must return SLA and confirm that **OPEN** in Autumn**
- All funding claims must be received no later than **16 October 2020**
- in relation to Covid 19 - providers may be asked to stay open for critical worker and vulnerable children or support these children into alternative provision. Funding will follow children to avoid double funding.

Groupcare

- 50% upfront based on Autumn term 2019
- 50% balance on submission of headcount forms on or after headcount date from **1 October 2020**

Childminders

- Headcount funding claim forms will be sent out from **1 September 2020 onwards**
- 100% based on funding claim submitted
- verification of funding claim required on 1 October 2020

Please notify eyc-funding@royalgreenwich.gov.uk to confirm that you will be open in the Autumn



Free learning for your child, free childcare for you.

30 hour codes Autumn 2020

Remind **All Families** to renew and reconfirm codes by their renewal dates.

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



www.childcarechoices.gov.uk

HMRC Helpline

0300 123 4097

All 30 hours reconfirmations and new applications

Autumn Term : all codes must have a start date no later than 31 August 2020 to be valid

Please submit all required information to verify 30 hour codes via Excel 30 hours verification tracker form

All codes must be verified prior to place take up and any funding claim. All codes must be verified no later than headcount date **1 October 2020**.

The local authority will verify and check eligibility on your behalf and notify if a code is eligible by return email.

Only eligible codes will be funded.

EYC-funding@royalgreenwich.gov.uk

Messages for Parents & Carers

30 hour codes

You must have applied for your 30 hour place no later **31 August 2020** and/or renewed previous codes on the due date. All codes must be submitted by your provider to the local authority no later than 1 October and only those verified as eligible will be funded.



New 30 hour places cannot be taken up in the grace period where codes have not been renewed.



30 Hours Autumn Term 2020

1. You must log into your childcare account and reconfirm your code or go to www.childcarechoices.gov.uk
2. You must have applied for your new code by **31 August 2020**
3. Take your 30 hour code and evidence of your reapplication to your usual early years setting
4. If your usual setting is closed, contact Families Information Service on 020 8921 6921 fis@royalgreenwich.gov.uk
5. The local authority will need confirm to the setting or school whether you are able to take up your place in Autumn



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.

Modification in place up until **25 November 2020** at the latest. This applies to certificates which expired on or after 16 March 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.

PRIORITY PFA TRAINING PLACES

Royal Greenwich Early Years & Childcare has set up subsidised PFA trainings to commence in the new term. Those of you who requested to go on the priority wait list will be allocated a place automatically and will be contacted in the next few days with the date of your training.

Please confirm within 48 hours to keep your place and settle the invoice immediately. Otherwise your place will be offered to the next person on the wait list.

A register has been set up to prioritise providers to access subsidised training. If you requested a priority place, you will be contacted soon with dates to book

1. Providers delivering funded places
2. Childminders
3. Already expired
4. Due to expire soon



To be added on priority waiting list, send us your name, setting URN and copy of most recent PFA certificate

Eyc.training@royalgreenwich.gov.uk

Does someone with a paediatric first aid (PFA) certificate still need to be on site?

The requirements in the EYFS on PFA certification have been modified and the [EYFS: coronavirus disapplications guidance](#) has been published setting out what this means.

The existing requirement remains in place where children aged 0 to 24 months are on site.

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

The existing requirements also **remain unchanged for childminders** because they are already required to have full PFA certification.

The requirement is modified where children aged 2 to 5 are on site (with no children aged below 24 months)

There is a 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, they 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) do not need to have completed a full PFA course within their first 3 months in order to be counted in staff to child ratios.

Guidance

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

Updated 27 July 2020

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

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Local agencies, services and settings should work together to actively look for **signs of harm** given the greater risk of harm some children may have been exposed to through the coronavirus (COVID-19) outbreak.

In the case of **vulnerable children** and particularly those with social workers, early years providers should continue to encourage those children to attend regularly and notify their social worker if they stop attending.

Settings are also responsible for planning and implementing the **'system of controls'**, building on the hierarchy of protective measures that have been in use throughout the coronavirus (COVID-19) outbreak.

From 20 July, early years settings are no longer required to keep children in small, consistent groups within settings but can return to normal group sizes. Settings should still consider how they can **minimise mixing within settings**, for example where they use different rooms for different age groups, keeping those groups apart as much as possible.

This guidance should be read alongside:

Guidance on infection prevention and control

- [Safe working in education, childcare and children's social care settings, including the use of personal protective equipment \(PPE\)](#)

Guidance on funding

- [Financial support for education, early years and children's social care](#)
- [Check if you can claim for your employees' wages through the Coronavirus Job Retention Scheme](#)
- [Use of free early education entitlements funding during coronavirus \(COVID-19\)](#)

Other relevant guidance

- [Supporting vulnerable children and young people during the coronavirus outbreak](#)
- [Guidance on the temporary early years foundation stage \(EYFS\) coronavirus \(COVID-19\) disapplications](#)
- [Ofsted's response to coronavirus \(COVID-19\)](#)
- [EYFS reforms: government consultation response](#)

Infection prevention and control

Public health advice that early years settings must follow to minimise the risks of coronavirus (COVID-19) transmission. It also includes the process that settings should follow if anyone develops coronavirus (COVID-19) symptoms while attending

PHE-endorsed 'system of controls', building on the hierarchy of protective measures that have been in use throughout the coronavirus (COVID-19) outbreak. When implemented in line with a revised risk assessment, these measures create an inherently safer environment for children and staff where the risk of transmission of infection is substantially reduced for children and staff.

The '**system of controls**' provides a set of principles that when followed will effectively minimise risks. All elements of the 'system of controls' are essential. All settings must cover them all, but the way different settings implement some of the requirements will differ based on their individual circumstances. The 'system of controls' provides a set of principles to help them do this and, when followed, they will effectively minimise risks.

- **Risk assessment** - health and safety law requires providers to assess risks and put in place proportionate control measures. see [Annex A of the Guidance for full opening: schools](#).
- 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, we recommend 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.
- Wherever possible, settings are encouraged to avoid visitors entering their premises. Where settings need to use other essential professionals such as social workers, speech and language therapists or counsellors, or professionals to support delivery of a child's EHC plan, settings should assess whether the professionals need to attend in person or can do so virtually.

'System of controls': protective measures

Settings should:

- ensure that all staff understand the 'system of controls' and how they are applied in settings. Time should be taken for staff to review the actions in the 'system of controls' and ask questions
- ensure that parents and carers are aware of the 'system of controls', how this impacts them and their responsibilities in supporting it

If settings follow the guidance on the 'system of controls' they will effectively reduce risks in their setting and create an inherently safer environment.

'System of controls'

This is the set of actions early years settings must take. They are outlined in more detail below.

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 the NHS Test and Trace process
- 8) manage confirmed cases of coronavirus (COVID-19) amongst the setting community
- 9) contain any outbreak by following local health protection team advice
- 10) notify Ofsted (and local authority childcare-support@royalgreenwich.gov.uk)

Numbers 7 to 10 must be followed in every case where they are relevant.

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

Guidance

What parents and carers need to know about early years providers, schools and colleges in the autumn term

Updated 1 September 2020

<https://www.gov.uk/government/publications/what-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges-during-the-coronavirus-covid-19-outbreak/what-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges-in-the-autumn-term>

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3. [Helping make nurseries, childminders, schools and colleges as safe as possible](#)
4. [Arriving and leaving nursery, the childminder, school or college](#)
5. [Curriculum](#)
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Shielding advice for all adults and children was paused from 1 August. This means that children and young people can return to school or college if they:

- are on the shielded patient list
- have family members who are shielding

See the [guidance on shielding and protecting people defined on medical grounds as extremely vulnerable](#) for the current advice.

What parents and carers need to know about early years providers

Actions that nurseries & childminder will take	Actions that parents can take
<ul style="list-style-type: none"> manage confirmed cases of coronavirus (COVID-19) in line with current public health guidance - this means your child may be asked to self-isolate for 14 days (based on advice from their local health protection teams) if they have been in close, face to face contact with someone who has tested positive for the virus ensure that everyone cleans their hands more often than usual, including when they arrive, when they return from breaks, and before and after eating - this should be done for 20 seconds with soap and running water or hand sanitiser promote the ‘catch it, bin it, kill it’ approach, to ensure good respiratory hygiene enhance cleaning, including cleaning frequently touched surfaces more often <p>Nurseries and childminders will also minimise contact between individuals where they can. This could mean using different rooms for different age groups and keeping those groups apart.</p> <p>Younger children may not be able to maintain social distancing. It is likely that for younger children the emphasis will be on separating groups, and for older children, it will be on distancing.</p> <p>Children in nurseries and at childminders will not need to wear a face covering.</p> <p>May need to stagger or adjust start and finish times. This helps keep groups apart as they arrive and leave the premises. include new processes for drop off and collection.</p> <p>May update their behaviour policies to reflect any new rules or approaches they are making.</p>	<p>Do not send your child to their nursery, childminder if:</p> <ul style="list-style-type: none"> they are showing coronavirus (COVID-19) symptoms someone in their household is showing symptoms <p>Arrange a test if you or your child develops symptoms.</p> <p>Inform your nursery or childminder of the results.</p> <p>If the test is positive, follow guidance for households with possible or confirmed coronavirus (COVID-19) infection, and engage with the NHS Test and Trace process.</p> <p>It is really important that you help nurseries and childminders to implement these actions by following the advice set out here and wider public health advice and guidance.</p> <p>If possible, you should look for alternative transport options, especially walking or cycling, particularly at peak times. If you and your child rely on public transport to get to their nursery, childminder, school or college, the safer travel guidance for passengers will apply</p> <p>In the autumn term, Ofsted inspectors will visit a sample of nurseries, childminders, schools and colleges to discuss how they are supporting children and young people coming back. These visits will not result in a graded judgement.</p> <p>Schools can run breakfast and after-school activities from the autumn term. Schools will need to make sure these can be delivered in line with the wider guidance on protective measures.</p> <p>To minimise risks, consider:</p> <ul style="list-style-type: none"> sending your child to the same setting consistently limiting the number of different settings you access



COVID-19: Back to School Safely content (Autumn 2020)

[gov.uk/backtoschool](https://www.gov.uk/backtoschool)
[#backtoschoolsafely](https://twitter.com/backtoschoolsafely)

<https://showcase.dropbox.com/s/COVID-19-Back-to-School-Safely-content-Autumn-2020-8yzReowxp5v0L47hfhYUN>

From the beginning of September, schools in England will re-open their doors to welcome all children back to classrooms in September for the start of the school year. The #backtoschoolsafely campaign details the safety measures schools have taken to help stop the spread of viruses, like coronavirus (COVID-19) in schools and colleges as all students return in September.

The campaign encourages all to return to school as it's crucial for children's learning, mental wellbeing, friendships and a sense of routine. It also advises pupils and parents on how to stay alert on their journey to school.

There is a need to reassure parents and carers as they take steps to prepare to send their children back to school. The following campaign assets and guidance inform and reassure parents and carers on the measures which are being taken to minimise the risks and encourage families to send their children back to school.

HM Government

**Taking your child to
nursery or a childminder:
what parents need to know**

Childminders and nursery staff continue to provide a safe and happy environment where children can learn and develop.

अपने बच्चे को नर्सरी या
बाल देखभाल केंद्र में ले जाना:
माता-पिता को क्या जानने
की जरूरत है

**Çocuğunuzun bir
yuvaya veya çocuk
bakıcısına
götürülmesi:
ebeveynlerin bilmesi
gerekenler**

اپنے بچے کو نرسری یا
بچوں کی نگہداشت
کرنے والے کے پاس
لے کر جانا: والدین کو
کس چیز کے جاننے کی
ضرورت ہے۔

Taking your child to nursery or a
childminder - Leaflet for parents (Hindi
translation)

PDF PDF document

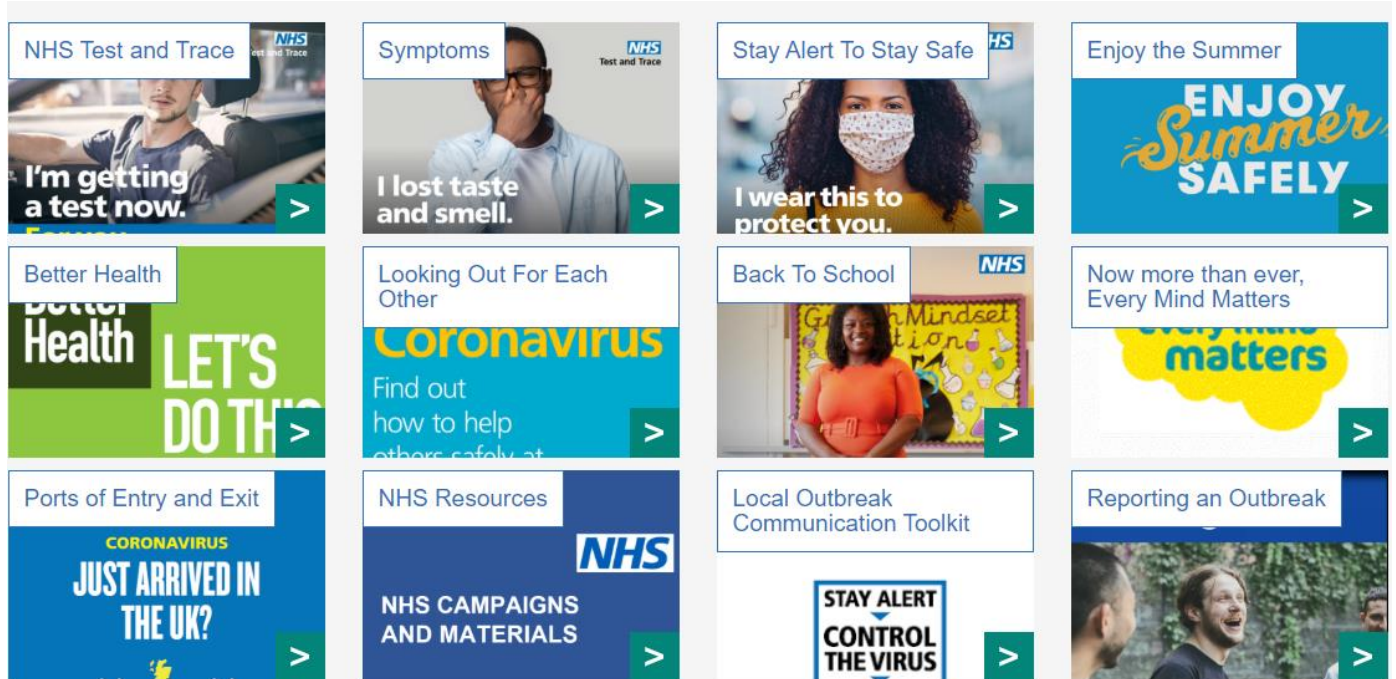
Taking your child to nursery or a
childminder - Leaflet for parents (Turkish
translation)

PDF PDF document

Taking your child to nursery or a
childminder - Leaflet for parents (Urdu
translation)

PDF PDF document

<https://coronavirusresources.phe.gov.uk/>



Guidance

Government's approach to managing local coronavirus outbreaks

An overview of the government's approach to managing local coronavirus (COVID-19) outbreaks.

<https://www.gov.uk/guidance/governments-approach-to-managing-local-coronavirus-outbreaks>

Guidance

Local lockdowns: guidance for education and childcare settings

What schools, colleges, nurseries, childminders, early years and other educational settings need to do if there's a local lockdown during the coronavirus (COVID-19) outbreak.

Published 1 July 2020

Last updated 31 July 2020 — [see all updates](#)

<https://www.gov.uk/government/publications/local-lockdowns-guidance-for-education-and-childcare-settings>

Local outbreak within setting

Nurseries and childminders to contact their local health protection team if they:

- have 2 or more confirmed cases of coronavirus (COVID-19) among pupils or staff within 14 days
- see an increase in children or staff absence rates due to suspected or confirmed cases of coronavirus (COVID-19)

The local health protection team will advise what action is required. Usually, closure will not be necessary, but some groups may need to self-isolate.

If your local area sees a spike in infection rates that results in localised community spread, the government will decide what actions need to be taken. In local areas where restrictions are implemented for other sectors, the DFE anticipate that education and childcare will usually remain fully open to all.

Local restrictions and lockdown examples

Leicester

<https://www.gov.uk/government/publications/local-lockdowns-guidance-for-education-and-childcare-settings/guidance-for-educational-and-childcare-settings-in-leicester-and-the-affected-parts-of-leicestershire>

North of England

<https://www.gov.uk/guidance/north-west-of-england-local-restrictions-what-you-can-and-cannot-do>

Blackburn, Oldham and Pendle

<https://www.gov.uk/guidance/blackburn-with-darwen-oldham-pendle-local-restrictions>

Ofsted Plans for Autumn <https://www.gov.uk/guidance/ofsted-coronavirus-covid-19-rolling-update>

Ofsted's autumn 2020 plans

Ofsted are continuing with

- urgent inspections where specific concerns have been raised are still going ahead
- important [regulatory work](#)
- suspension of routine inspections

<https://www.gov.uk/government/collections/ofsteds-autumn-2020-plans>

<https://www.gov.uk/guidance/interim-visits-registered-early-years-providers>

Guidance

Interim visits: registered early years providers

An operational note for Ofsted inspectors carrying out interim visits to registered early years providers from 1 September 2020.

1. [Introduction](#)
2. [How the interim visits apply](#)
3. [Guiding principles](#)
4. [The legal context](#)
5. [Before the visit](#)
6. [During the visit](#)
7. [After the visit](#)

As part of a [phased return to routine inspection from autumn 2020](#), Ofsted are carrying out interim visits. These visits are not inspections and will not result in an inspection grade. Inspectors can use regulatory or enforcement actions, if appropriate.

Settings to be selected for interim visits :

- the overall effectiveness grade of **requires improvement or inadequate (with actions)** was given at the last inspection
- the judgement for the last inspection carried out under Annex A of the [Early years inspection handbook](#) was **not met with actions**
- actions were set at the last inspection for a **breach of any safeguarding and welfare requirements**
- the **re-inspection date** for these providers may have **passed** due to COVID-19, or the re-inspection may be due before routine inspections are due to re-start

When Ofsted return to inspection activity, begin by inspecting those judged as inadequate and requires improvement.

Some providers have been invited to **Getting it Right Training 7pm Thurs 17 Sept** via Zoom to prepare for interim visit

If you think you meet criteria for Ofsted visit and would like to attend email eyc.training@royalgreenwich.gov.uk

Development Matters

Non-statutory curriculum guidance for the early years foundation stage

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/914443/Development_Matters_-_Non-statutory_curriculum_guidance_for_the_early_years_foundation_stage__1_.pdf

<https://foundationyears.org.uk/2019/10/eyfsreforms>

<https://www.gov.uk/government/publications/early-adopter-schools-eyfs-framework>

The new look Development Matters has been published. You will find it attached. The new *Development Matters* has been developed by Dr Julian Grenier, in consultation with a range of professionals across the early years sector. It offers a top-level view of how children develop and learn, and guides, but does not replace, professional judgement.

The guidance sets out pathways of children's development in broad ages and stages but recognises the actual learning of young children is not so neat and orderly. The document encourages early years practitioners to use their knowledge to facilitate holistic learning and development and help children make progress without generating unnecessary paperwork. This is in line with the main aims of the reforms to the EYFS - to improve outcomes for all children, especially disadvantaged children, and to reduce teacher and practitioner workload.

Below are 5 of the 7 key features of effective practice. Look out for a full briefing in the Autumn term.

Seven key features of effective practice

1. The best for every child

- All children deserve to have an equal chance of success.
- High-quality early education is good for all children. It is especially important for children from disadvantaged backgrounds.
- When they start school, children from disadvantaged backgrounds are, on average, 4 months¹ behind their peers. We need to do more to narrow that gap.
- Children who have lived through difficult experiences can begin to grow stronger when they experience high quality early education and care.
- High-quality early education and care is inclusive. Children's special educational needs and disabilities (SEND) are identified quickly. All children promptly receive any extra help they need, so they can progress well in their learning.

2. High-quality care

- The child's experience must always be central to the thinking of every practitioner.
- Babies, toddlers and young children thrive when they are loved and well cared for.
- High-quality care is consistent. Every practitioner needs to enjoy spending time with young children.
- Effective practitioners are responsive to children and babies. They notice when a baby looks towards them and gurgles and respond with pleasure.
- Practitioners understand that toddlers are learning to be independent, so they will sometimes get frustrated.
- Practitioners know that starting school, and all the other transitions in the early years, are big steps for small children.

3. The curriculum: what we want children to learn

- The curriculum is a top-level plan of everything the early years setting wants the children to learn.
- Planning to help every child to develop their language is vital.
- The curriculum needs to be ambitious. Careful sequencing will help children to build their learning over time.
- Young children's learning is often driven by their interests. Plans need to be flexible.
- Babies and young children do not develop in a fixed way. Their development is like a spider's web with many strands, not a straight line.
- Depth in early learning is much more important than covering lots of things in a superficial way.

4. Pedagogy: helping children to learn

- Children are powerful learners. Every child can make progress in their learning, with the right help.
- Effective pedagogy is a mix of different approaches. Children learn through play, by adults modelling, by observing each other, and through guided learning and direct teaching.
- Practitioners carefully organise enabling environments for high-quality play. Sometimes, they make time and space available for children to invent their own play. Sometimes, they join in to sensitively support and extend children's learning.
- Children in the early years also learn through group work, when practitioners guide their learning.
- Older children need more of this guided learning.
- A well-planned learning environment, indoors and outside, is an important aspect of pedagogy.

6. Self-regulation and executive function

- Executive function includes the child's ability to:
 - hold information in mind
 - focus their attention
 - regulate their behaviour
 - plan what to do next.
- These abilities contribute to the child's growing ability to self-regulate:
 - focus their thinking
 - monitor what they are doing and adapt
 - regulate strong feelings
 - be patient for what they want
 - bounce back when things get difficult.
- Language development is central to self-regulation: children use language to guide their actions and plans. Pretend play gives many opportunities for children to focus their thinking, persist and plan ahead.

Healthy Early Years London

Immunisations

Dear Provider

Please find attached letters to go to parents of children starting school and letters for nursery/preschool/childcare providers. They are the same as last year but adapted for COVID-19. Please share with parent or circulate via your partners and through your channels.

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)

Guidance

COVID-19: guidance for supervised toothbrushing programmes in early years and school settings

Published 13 August 2020

<https://www.gov.uk/government/publications/covid-19-supervised-toothbrushing-programmes>

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Toothbrushing programme models

Until now 2 main models have been used for supervised toothbrushing.

- dry brushing models where children brush their teeth without the use of water or sinks. This can take place with children seated or standing
- wet brushing models where children brush their teeth using water, usually stood at sinks.



The wet brushing model is no longer recommended during the COVID-19 recovery phase as it is considered more likely to risk droplet and contact transmission and offers no additional benefit to oral health over dry brushing.

News story

Early years support package to help close Covid language gap

Targeted funding for Reception pupils to help schools boost early language skills.

Published 24 August 2020

From: [Department for Education](#)

<https://www.gov.uk/government/news/early-years-support-package-to-help-close-covid-language-gap>

“Nurseries and other early years settings have played a huge part in keeping our youngest children safe and supported throughout the pandemic, but too many children have missed out on education at a crucial point in their development.

Ahead of every pupil returning to the classroom full-time in September, we’re increasing the support available to get them back on track and ready to learn.

We cannot afford for our youngest children to lose out, which is why this package of support is focused on improving early language skills for the Reception children who need it most, and especially those whose long-term outcomes who have been affected by time out of education.”

Children’s Minister Vicky Ford

Research shows that children who start school with poor vocabulary are twice as likely to be unemployed as an adult, so this investment adds to the significant body of work by the Department for Education to tackle this inequality and narrow the gap.

The programme known as the Nuffield Early Language Intervention - builds on work to improve the home learning environment in the years before a child begins Reception and raise the quality of early years education. 96% of childcare providers are now rated good or outstanding by Ofsted.

For early years and primary schools, the [reception year early language programme](#) will make training and resources for the [Nuffield Early Language Intervention \(NELI\)](#) available at no-cost to schools where additional targeted support for oral language would be particularly beneficial.

Mental health and wellbeing

Some children may be experiencing feelings such as anxiety, stress or low mood as a result of the coronavirus (COVID-19) outbreak.

There are online resources available to help parents and children with mental health, including:

[MindEd](#), a free educational resource from Health Education England on children and young people's mental health

[Every Mind Matters](#), which includes an online tool and email journey to support everyone to feel more confident in taking action to look after their mental health and wellbeing

[Bereavement UK](#) and the [Childhood Bereavement Network](#), provide information and resources to support bereaved families

Barnardo's See, Hear, Respond service, provides support to children, young people and their families who aren't currently seeing a social worker or other agency, and who are struggling to cope with the emotional impacts of coronavirus (COVID-19). You can access via the ['See, Hear, Respond' service self-referral webpage](#) or Freephone 0800 151 7015.

It is also vital to report any safeguarding concerns you have about any child. Contact the [NSPCC helpline](#) or MASH-referrals@royalgreenwich.gov.uk **020 8921 3172**



Protecting and improving the nation's health



Promoting children and young people's emotional health and wellbeing

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/414908/Final_EHVB_draft_20_03_15.pdf

You may find some sections of this document useful

Keeping Children Safe: Actions for providers during Coronavirus outbreak

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 foundation framework](#) still apply, including requirements relating to child protection arrangements. Settings should work closely with local authorities.

Is it necessary for settings to update their child protection policies in response to the coronavirus (COVID-19) outbreak?

Settings should consider whether any refresh or review of their child protection arrangements is needed 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
- designated safeguarding lead (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 and the local authority virtual school head (VSH)
- 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, described in [Annex A of the guidance for schools](#)

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

Have there been any changes to the role of 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.

Update your safeguarding training – online via Zoom

[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)

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

Greenwich Libraries

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



Written by us, read by us, for all <https://www.tatastorytime.com/>

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 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/>

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

EAST CHILDREN'S CENTRES

www.facebook.com/abbeywoodthamesmeadchildrenscentres

Telephone 020 8311 5491 / Email 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	New Happily clappily ever laughter (laughing session)	Story Time with Jacqui	
A Spot of Spanish with Silbia and Theodore	Bucket time with Lisa S	Tune into RTM.fm at 11am. The Learning Canteen. Guest speakers (Children from Waterways Nursery and Kelly)	New Face Book Live Our live Cooking Show with Lisa Matusha – 10.30	New Bedtime Story with Elaine 5pm		
New Bedtime Story with Danielle 5pm		Singalong with Deni				
		New Bedtime Story with Michelle 5pm	Pilates with Rosanna			
			Growing Together with Kelly			

SOUTH GREENWICH CHILDREN'S CENTRES

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

www.facebook.com/southgreenwichchildrenscentres **Week Beginning 7 Sept 2020** * **Booking required for closed groups via Zoom**

Monday 7 th	10am Rory the Tiger starts the week with a song	11am Morning Story	12noon Messy Play Monday	1pm Vicky Rhyme Time	4pm #BedTimeRead with GLL Libraries
Tuesday 8 th	10am Rory the Tiger starts the day with a song	11am Morning Story	12noon Tuneful Toddlers	1pm Vicky Rhyme Time	4pm #BedTimeRead with GLL Libraries
				1pm Bouncing Babies (4) closed Zoom group	
Wednesday 9 th	10am Rory the Tiger starts the day with a song	11am Morning Story	12noon Wednesday weaning Cooking ideas for weaning with Maggie	1pm Vicky Rhyme Time	4pm #BedTimeRead with GLL Libraries
Thursday 10 th	10am Rory the Tiger starts the day with a song	11am Morning Story	12noon Baby Yoga	1pm Vicky Rhyme Time	4pm #BedTimeRead with GLL Libraries
Friday 11 th	10am Scooby Story Time with Ted (and Tilly the Pup)	11am Get ready for school!	12noon Get crafty with Katie	1pm Vicky Rhyme Time	4pm #BedTimeRead with GLL Libraries
	9.30am Bouncing Babies (5) closed Zoom group	11am Tuneful Toddlers (1) closed Zoom group			
Saturday 12 th	10am The Sun has got his hat on...Fun in the Summer Sun with Bijita	11am Fun fitness with Flo			

GREENWICH WEST CHILDREN'S CENTRE DIGITAL OFFER

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

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

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

Twitter: @quaggycc www.twitter.com/quaggycc

Instagram: quaggycc1

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

Family support

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

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

CENTRAL GREENWICH CHILDREN'S CENTRE DIGITAL OFFER <http://www.homestartgreenwich.org.uk/>

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

	Monday	Tuesday	Wednesday	Thursday	Friday
Homestart Greenwich YouTube channel Online Video Content	Reading Corner Various Staff, Volunteers and Service Providers will be sharing their favourite books - All Ages -	Interactive Music-Making (IMM) Therapy Targeted musical activities which encourages early childhood development with Oxleas Speech and Language advice Sessions How to advice sessions from the Speech and Language Therapist team	Tiny Feet An exciting introduction to dance and movement with We are Footsteps Walkers to Pre-school age	Laugh, Sing and Play Family laughter workshop with interactive games & songs with Video with Patricia Byrne 1yr-5yrs	Baby Play Story time and sing-a-long 0-12 months Fun Fridays: Miscellaneous fun-time videos from Staff, Volunteers and Service Providers All ages
Zoom Lessons/Sessions	ESOL 12.45pm-2.45pm Classes for adults wanting to improve their English and work towards a qualification. Mum's Aid Counselling Tailored one-to-one support for mums with postnatal depression and other mental health issues. 07758763908 Mindful Mums Group for pregnant and new mums to learn tips and techniques to look after themselves and build resilience to handle the stresses and anxieties of being a mum.	Greenwich Downs Group Greenwich Downs Group Parent-led support group, whose main aim is to provide support to families who have a member with Down's syndrome. Mindful Mums Group for pregnant and new mums to learn tips and techniques to look after themselves and build resilience to handle the stresses and anxieties of being a mum.	Taru Art Fantastic sessions 10am-11am – Interactive Storytelling, songs and crafts.	Special Babies and Children's Group 10.30am-11.15am – Friendly, supportive, parent-led group for babies and children under 5 with additional needs Beginners Ballet lessons 5.30pm-7pm To book a place call Nashira 07549 517 813 Young Mums Aid Provision of specialist counselling and support for pregnant and new mothers aged up to 21 years living in Greenwich. 07502 580928	Bouncing Babies 10am-11am This is a singing and signing session for parents which offers the opportunity for babies to experience music and singing accompanied with puppets, instruments and strategies to support early communication development.