

Royal Greenwich – a great place to grow up!



Childcare
Options
Royal Greenwich

Dear Providers

This week has seen the introduction of national restrictions – the key sections and links have been provided below. If you have any questions or circumstances which you would like to explore or are not sure about – the team are available. Early years settings remain open and funding will continue to be paid to providers during this period without impact. Where parents choose to keep children at home when provision is open, providers may continue to implement their usual fees and contractual arrangements.

Please remain alert to symptoms, send symptomatic children and staff home, arrange for tests to confirm result as soon as possible and then take appropriate action with regard to the rest of the setting.

We are here for you and happy to talk you through anything you need.

Best wishes to you

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

Miss a copy of the e-bulletin?

Catch up here and check out links to important information sources

https://www.royalgreenwich.gov.uk/info/200283/nurseries_and_early_learning/2183/early_years_team_information_for_providers/2



Early years and childcare information for professionals



Key information and resource links for early years and childcare providers

Key information and resource links for early years and childcare providers

Monthly newsletter

The latest updates and information for early years professional working in Royal Greenwich.

Early years professional newsletter 

Speech

Prime Minister's statement on coronavirus (COVID-19): 31 October 2020

Prime Minister Boris Johnson gave a statement at the coronavirus press conference.



<https://www.gov.uk/government/speeches/prime-ministers-statement-on-coronavirus-covid-19-31-october-2020>

Policy paper

Slides to accompany coronavirus press conference: 31 October 2020

Slides on coronavirus presented by Professor Chris Whitty and Sir Patrick Vallance.

<https://www.gov.uk/government/publications/slides-to-accompany-coronavirus-press-conference-31-october-2020>

Oral statement to Parliament

PM Commons statement on coronavirus: 2 November

Prime Minister Boris Johnson made a statement on coronavirus to the House of Commons.

<https://www.gov.uk/government/speeches/pm-commons-statement-on-coronavirus-2-november>

Guidance

New National Restrictions from 5 November

Information on the new national restrictions, including what they mean for working from home and business closures, why they are being introduced and the financial support available.

Published 31 October 2020

Last updated 3 November 2020 — [see all updates](#)

<https://www.gov.uk/guidance/new-national-restrictions-from-5-november>

From Thursday 5 November until Wednesday 2 December, the Government is taking the following action:

1. Requiring people to stay at home, except for specific purposes.
2. Preventing gathering with people you do not live with, except for specific purposes.
3. Closing certain businesses and venues.

<https://www.covid19.nhs.uk/>



Remember - 'Hands. Face. Space.':

- hands – wash your hands regularly and for 20 seconds
- face – wear a face covering in indoor settings where social distancing may be difficult, and where you will come into contact with people you do not normally meet
- space – stay 2 metres apart from people you do not live with where possible, or 1 metre with extra precautions in place (such as wearing face coverings or increasing ventilation indoors)

National Restrictions

Contents – Quick hyperlinks below to relevant sections

[National restrictions from 5 November](#)

- [1. Stay at home](#)
- [2. Meeting others safely](#)
- [3. Where and when you can meet in larger groups](#)
- [4. Businesses and venues](#)
- [5. Weddings, civil partnerships, and funerals](#)
- [6. Going to work](#)
- [7. Education, school, college and university](#)
- [8. Childcare and children's activities](#)
- [9. Protecting people more at risk from coronavirus](#)
- [10. Visiting relatives in care homes](#)
- [11. Travel](#)
- [12. Staying away from home overnight](#)
- [13. Moving home](#)

1. Stay at home

You must not leave or be outside of your home except for specific purposes. These include:

Work and volunteering

You can leave home for work purposes, or to provide voluntary or charitable services, where you cannot do this from home.

Essential activities

You can leave home to buy things at shops which are open, for instance for food and medicine, or to collect any items - including food or drink - ordered through click-and-collect or as a takeaway, to obtain or deposit money, or to access critical public services (see section below).

Education and childcare

You can leave home for education (formal provision, rather than extracurricular classes such as music or drama tuition), training, registered childcare and children's activities that are necessary to allow parents/carers to work, seek work, or undertake education or training. Parents can still take their children to school, and people can continue existing arrangements for contact between parents and children where they live apart.

Meeting others and care

You can leave home to visit people in your [support bubble](#), or to provide informal childcare for children 13 and under as part of a childcare bubble, to provide care for vulnerable people, to provide emergency assistance, attend a support group (of up to 15 people), or receive respite care. People can also exercise outdoors or visit an outdoor public place (see section 3).

2. Meeting others safely

In general, you must not meet people socially. However, you can exercise or meet in a public, outdoors space with people you live with, your [support bubble](#) (or as part of a childcare bubble), or with one other person. You should minimise time spent outside your home. When around other people, stay 2 metres apart from anyone not in your household - meaning the people you live with - or your support bubble. Where this is not possible, stay 1 metre apart with extra precautions (e.g. wearing a [face covering](#)).

3. Where and when you can meet in larger groups

There are still circumstances in which you are allowed to meet others from outside your household or support bubble in larger groups, but this should not be for socialising. A full list of these circumstances can be found in the [regulations](#).

- The main reasons are for work, voluntary or charitable services, and formal education or training (as opposed to extracurricular classes). This includes where you are fulfilling legal obligations. It can also include work in other people's homes where necessary - for example, for nannies, cleaners or tradespeople. Where a work meeting does not need to take place in a private home or garden, it should not - for example, although you can meet a personal trainer, you should do so in an outdoor public place
- Support groups that have to be delivered in person can continue with up to 15 participants where formally organised to provide mutual aid, therapy or any other form of support. This includes, but is not limited to, support to victims of crime, people in drug and alcohol recovery, new parents and guardians, people with long-term illnesses, people facing issues relating to their sexuality or gender, and those who have suffered bereavement, and vulnerable young people, including for them to meet young workers
- Parent and child groups can continue where they provide support to parent and/or child, and children under 5 will not be counted within the 15 person limit - meaning parents and carers can attend such groups in larger numbers
- Community centres and halls must close except for a limited number of exempt activities as set out below Libraries can also remain open to provide access to IT and digital services - for example for people who do not have it at home - and for click-and-collect

Support is defined for new parents with babies under 12 months, children with SEND, mutual aid or therapeutic support.

Stay and plays and playgroups for older children are not exempt from national restrictions unless they meet the above strict regulations

These businesses and places will also be permitted to be open for a small number of exempt activities, including:

- education and training (including for schools to use sports and leisure facilities where that is part of their normal provision)
- childcare purposes and supervised activities for children

6. Going to work

To help contain the virus, everyone who can work effectively from home must do so. Where people cannot do so - including, but not limited to, people who work in critical national infrastructure, construction, or manufacturing - they should continue to travel to their workplace. This is essential to keeping the country operating and supporting sectors and employers.

Public sector employees working in essential services, including childcare or education, should continue to go into work.

7. Education, school, college and university

Schools, colleges and universities remain open. The Government will continue to prioritise the wellbeing and long-term futures of our young people and will not be closing core educational facilities, like early years settings, schools, colleges, universities and vocational training centres. It remains very important for children and young people to attend, to support their wellbeing and education and help working parents and guardians. Senior clinicians still advise that school is the best place for children to be, and so they should continue to go to school. Schools have implemented a range of protective measures to make them safe. For those who are home-schooled, pupils can still access education and training in community settings where needed to receive a suitable full-time education.

8. Childcare and children's activities

There are several ways that parents and carers can continue to access childcare during the national restrictions:

- Early years settings and childminders remain open, and you can continue to use these settings as normal
- You can access other childcare activities (including wraparound care) where reasonably necessary to enable parents to work, seek work, attend education or training, or for the purposes of respite care for carers
- Nannies will be able to continue to provide services, including in the home
- Parents are able to form a childcare bubble with one other household for the purposes of informal childcare, where the child is 13 or under
- Some households will also be able to benefit from being in a [support bubble](#), which allows single adult households to join another household

9. Protecting people more at risk from coronavirus

If you are over 60 or clinically vulnerable, you could be at higher risk of severe illness from coronavirus. You:

- should be especially careful to follow the rules and minimise your contacts with others
- should continue to wash your hands carefully and more frequently than usual and maintain thorough cleaning of frequently touched areas in your home and/or workspace

Clinically vulnerable people are those who are:

- aged 70 or over (regardless of medical conditions)
- under 70 with an underlying health condition listed below (that is, anyone instructed to get a flu jab each year on medical grounds):
 - chronic (long-term) mild to moderate respiratory diseases, such as asthma, chronic obstructive pulmonary disease (COPD), emphysema or bronchitis
 - chronic heart disease, such as heart failure
 - chronic kidney disease
 - chronic liver disease, such as hepatitis
 - chronic neurological conditions, such as Parkinson's disease, motor neurone disease, multiple sclerosis (MS) or cerebral palsy
 - diabetes
 - a weakened immune system as the result of certain conditions or medicines they are taking (such as steroid tablets)
 - being seriously overweight (a body mass index (BMI) of 40 or above)
- pregnant

Guidance

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

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

Published 21 March 2020
Last updated 4 November 2020 — [see all updates](#)

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



Department
of Health &
Social Care



Public Health
England

Guidance

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

Updated 4 November 2020

Contents – Quick hyperlinks to relevant section

1. [National restrictions begin in England from 5 November](#)
2. [Who this guidance is for](#)
3. [What has changed](#)
4. [Socialising](#)
5. [Work](#)
6. [Education settings](#)
7. [Travel](#)
8. [Shopping](#)
9. [Medicines](#)
10. [Accessing care and support](#)
11. [Registering for support](#)
12. [Definition of clinically extremely vulnerable groups](#)

Education settings

More evidence has emerged that shows there is a very low risk of children becoming very unwell from COVID-19, even for children with existing health conditions. Most children originally identified as clinically extremely vulnerable no longer need to follow this advice. Speak to your GP or specialist clinician, if you have not already done so, to understand whether your child should still be classed as clinically extremely vulnerable.

Those children whose doctors have confirmed they are still clinically extremely vulnerable are advised not to attend school while this advice is in place. Your school will make appropriate arrangements for you to be able to continue your education at home. Children who live with someone who is clinically extremely vulnerable, but who are not clinically extremely vulnerable themselves, should still attend school.

Definition of clinically extremely vulnerable groups

People who are defined as clinically extremely vulnerable are at very high risk of severe illness from COVID-19. There are 2 ways you may be identified as clinically extremely vulnerable:

1. You have one or more of the conditions listed below, or
2. Your hospital clinician or GP has added you to the [Shielded patients list](#) because, based on their clinical judgement, they deem you to be at higher risk of serious illness if you catch the virus.

If you do not fall into either of these categories and have not been informed that you are on the Shielded patients list, follow the new [National Restrictions from 5 November](#).

If you think there are good clinical reasons why you should be added to the Shielded Patient List, discuss your concerns with your GP or hospital clinician.

Adults with the following conditions are automatically deemed clinically extremely vulnerable:

- solid organ transplant recipients
- those with specific cancers:
 - people with cancer who are undergoing active chemotherapy
 - people with lung cancer who are undergoing radical radiotherapy
 - people with cancers of the blood or bone marrow such as leukaemia, lymphoma or myeloma who are at any stage of treatment
 - people having immunotherapy or other continuing antibody treatments for cancer
 - people having other targeted cancer treatments that can affect the immune system, such as protein kinase inhibitors or PARP inhibitors
 - people who have had bone marrow or stem cell transplants in the last 6 months or who are still taking immunosuppression drugs
- those with severe respiratory conditions including all cystic fibrosis, severe asthma and severe chronic obstructive pulmonary disease (COPD)
- those with rare diseases that significantly increase the risk of infections (such as severe combined immunodeficiency (SCID), homozygous sickle cell disease)
- those on immunosuppression therapies sufficient to significantly increase risk of infection
- adults with Down's syndrome
- adults on dialysis or with chronic kidney disease (stage 5)
- women who are pregnant with significant heart disease, congenital or acquired
- other people who have also been classed as clinically extremely vulnerable, based on clinical judgement and an assessment of their needs. GPs and hospital clinicians have been provided with guidance to support these decisions

STATUTORY INSTRUMENTS

2020 No. 1200

PUBLIC HEALTH, ENGLAND

The Health Protection (Coronavirus, Restrictions) (England)
(No. 4) Regulations 2020

Made - - - - at 2.45 p.m. on 3rd November 2020

Laid before Parliament at 4.10 p.m. on 3rd November 2020

Coming into force - - 5th November 2020

https://www.legislation.gov.uk/ukSI/2020/1200/pdfs/ukSI_20201200_en.pdf

This documents sets out the statutory restrictions.

**Actions for early years and childcare during
Coronavirus (Covid 19) outbreak**

Update briefing Autumn 2020

Updated 13 Oct

Kallie Schut

Early Years & Childcare Service
childcare-support@royalgreenwich.gov.uk



Briefing available to view on YouTube https://youtu.be/bRm_2lhphxk

Guidance

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

Updated 21 October 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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[2. Responsibilities of local authorities and early years providers](#)

[3. Infection prevention and system of controls](#)

[4. Children's attendance](#)

[5. Considerations for operating the setting](#)

[6. Safeguarding and welfare](#)

[7. Early years foundation stage and reforms](#)

[8. Ofsted](#)

[9. Childminders](#)

[10. Funding](#)

This guidance should be read alongside the following guidance (click on links)

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](#)
- [temporary early years foundation stage \(EYFS\) coronavirus \(COVID-19\) disapplications](#)
- [Ofsted's response to coronavirus \(COVID-19\)](#)
- [EYFS reforms: government consultation response](#)

You must take **swift action** when you become aware that someone who has attended your setting has tested positive for coronavirus (COVID-19).

Contact the dedicated advice service introduced by Public Health England (PHE) and delivered by the NHS Business Services Authority. This can be reached by calling the **DfE Helpline on 0800 046 8687 and selecting option 1** for advice on the action to take in response to a **positive case only**.

Notify Ofsted, RBG Early Years & Childcare and RBG PH Team by email with attached notification Excel form below with positive cases

enquiries@ofsted.gov.uk

childcare-support@royalgreenwich.gov.uk

healthprotection@royalgreenwich.gov.uk

What is close contact? Any contact without face coverings as set out below

Confirmed or suspected with symptoms within setting to self isolate for 10 days. Close contacts to self isolate for 14 days:

- 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)
- extended close contact (**within 1 to 2 metres for more than 15 minutes**) with an infected individual
- **travelling in a small vehicle**, like a car, with an infected person

If settings have **2 or more confirmed cases within 14 days, or an overall rise in sickness absence** where coronavirus (COVID-19) is suspected, settings may have an **outbreak**, and should work with their local health protection team who will be able to advise if additional action is required.

phe.slhpt@nhs.net and/or slhpt.oncall@phe.gov.uk

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

Ensure children, staff and other adults do not come into settings if they have coronavirus (COVID-19) symptoms or have tested positive in the last 10 days and anyone developing those symptoms during the day is sent home. These are essential actions to reduce the risk in settings and further drive down transmission of coronavirus (COVID-19). All settings must follow this process and ensure all staff are aware of it.

If anyone in the setting becomes unwell with a new, persistent cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia):

- they must be sent home and advised to follow [guidance for households with possible or confirmed coronavirus \(COVID-19\) infection](#), which sets out that they must self-isolate for at least 10 days
- they should [arrange to have a test](#) to see if they have coronavirus (COVID-19)
- other members of their household (including any siblings) should self-isolate for 14 days from when the symptomatic person first had symptoms
- if a child is awaiting collection:
 - they should be moved, if possible, to a room where they can be isolated behind a closed door with appropriate adult supervision
 - ideally, a window should be opened for ventilation
 - if it is not possible to isolate them, move them to an area which is at least 2 metres away from other people
 - if they need to go to the bathroom while waiting to be collected, they should be taken to a separate bathroom if possible - the bathroom should be cleaned and disinfected using standard cleaning products before being used by anyone else
 - PPE must be worn by staff caring for the child while they await collection if a distance of 2 metres cannot be maintained (such as for a very young child or a child with complex needs) - more information on PPE use can be found in the guidance on [safe working in education, childcare and children's social care settings](#)
- as is usual practice, in an emergency situation call 999 if someone is seriously ill or injured or their life is at risk - anyone with coronavirus (COVID-19) symptoms should not visit the GP, pharmacy, urgent care centre or a hospital
- any members of staff who have helped someone with symptoms and any children who have been in close contact with them do not need to go home to self-isolate - however, they must self-isolate and arrange for a test if they develop symptoms themselves (in which case, they should arrange a test), if the symptomatic person subsequently tests positive or they have been requested to do so by NHS Test and Trace
- everyone must wash their hands thoroughly for 20 seconds with soap and running water or use hand sanitiser after any contact with someone who is unwell - the area around the person with symptoms must be cleaned with normal household disinfectant after they have left to reduce the risk of passing the infection on to other people, see the guidance on [cleaning of non-healthcare settings outside the home](#)

**Covid 19 Responding
to a Suspected
/Confirmed Case**

Child / staff member develops Covid-19 symptoms:

- High temperature
- New continuous cough
- Loss of or change to sense of smell or taste

Send child / staff member home immediately to isolate for at least **10 days** and notify household members to isolate for 14 days

If child is waiting to be collected, separate from group (room or 2m if no room) and isolate with **one** member of staff

Staff member to wear PPE until child has left and then safely discard PPE

clean all areas affected

all in contact with child/staff to wash hands

(Follow **Cleaning of non-health care settings** guidance)

Child / staff member should arrange to have a test within 8 days <https://www.gov.uk/get-coronavirus-test> or call NHS 119

NEGATIVE

Child / staff member can **return** to setting and household members can end 14 day isolation

POSITIVE

Rest of children and staff in **close contact** sent home to isolate for 14 days (whole of childminder household)

POSITIVE

Other household members of those in close contact sent home **do not** need to isolate unless the child / staff member sent home develops symptoms

You must IMMEDIATELY NOTIFY

1. Telephone new PHE / DFE helpline **0800 046 8687** select Option 1 – positive case only
2. Local Authority Early Years and Childcare and Public Health team via notification form childcare-support@royalgreenwich.gov.uk and healthprotection@royalgreenwich.gov.uk
3. Ofsted enquiries@ofsted.gov.uk

Outbreak - if two or more confirmed cases within 14 days or overall rise in sickness absence where COVID-19 suspected – PHE local health protection to advise on additional actions phe.slhpt@nhs.net; slhpt.oncall@phe.gov.uk

News story

Furlough Scheme Extended and Further Economic Support announced

The Coronavirus Job Retention Scheme has been extended for a month with employees receiving 80% of their current salary for hours not worked and further economic support announced.

Published 31 October 2020



<https://www.gov.uk/government/news/furlough-scheme-extended-and-further-economic-support-announced>

Job Retention Scheme

Employers small or large, charitable or non-profit, are eligible for the extended Job Retention Scheme, which will continue for a further month.

Businesses will have flexibility to bring furloughed employees back to work on a part time basis or furlough them full-time, and will only be asked to cover National Insurance and employer pension contributions which, for the average claim, accounts for just 5% of total employment costs.

The Job Support Scheme, which was scheduled to come in on Sunday 1st November, has been postponed until the furlough scheme ends.

Who is eligible?

Employers

- All employers with a UK bank account and UK PAYE schemes can claim the grant. Neither the employer nor the employee needs to have previously used the CJRS.
- The government expects that publicly funded organisations will not use the scheme, as has already been the case for CJRS, but partially publicly funded organisations may be eligible where their private revenues have been disrupted. All other eligibility requirements apply to these employers.

Employees

- To be eligible to be claimed for under this extension, employees must be on an employer's PAYE payroll by 23:59 30th October 2020. This means a Real Time Information (RTI) submission notifying payment for that employee to HMRC must have been made on or before 30th October 2020.
*As under the current CJRS rules:
- Employees can be on any type of contract. Employers will be able to agree any working arrangements with employees.
- Employers can claim the grant for the hours their employees are not working, calculated by reference to their usual hours worked in a claim period. Such calculations will broadly follow the same methodology as currently under the CJRS.
- When claiming the CJRS grant for furloughed hours, employers will need to report and claim for a minimum period of 7 consecutive calendar days.
- Employers will need to report hours worked and the usual hours an employee would be expected to work in a claim period.
- For worked hours, employees will be paid by their employer subject to their employment contract and employers will be responsible for paying the tax and NICs due on those amounts.

Part of Coronavirus (COVID-19)

Business support

Coronavirus (COVID-19) support is available to businesses

- Loans, tax relief and cash grants are available
- Employers might be eligible for financial support to pay wages
- Self-employed people might be eligible for a taxable grant covering 55% of trading profits

<https://www.gov.uk/coronavirus/business-support>

Find coronavirus financial support for your business

Coronavirus (COVID-19) support is available to employers and the self-employed, including sole traders and limited company directors. You may be eligible for loans, tax relief and cash grants, whether your business is open or closed.

Use this business support finder to see what support is available for you and your business.

Start now >

<https://www.gov.uk/business-coronavirus-support-finder>

Policy paper

Self-Employment Income Support Scheme Grant Extension

The grant is being extended from 1 November 2020. Find out if you're eligible and how much you can get.

<https://www.gov.uk/government/publications/self-employment-income-support-scheme-grant-extension>

Research and analysis

How early years providers support children

Research into how early years providers support disadvantaged children, children with SEND, the home learning environment and healthy eating.

<https://www.gov.uk/government/publications/how-early-years-providers-support-children>

This report uses data from a survey that is a follow-up to the [survey of childcare and early years providers for 2019](#).

It provides data on:

- the special educational needs inclusion fund (SENIF)
- early years' providers experiences of different funding mechanisms, particularly the early years pupil premium (EYPP), disability access fund (DAF)

It also includes data about support for children with SEND and the home learning environment, in addition to awareness and use of early years food guidance.

Uses of EYPP funding

- Nineteen percent of SBPs and 10% of GBPs reported that EYPP funding had enabled them to provide more places for children from disadvantaged backgrounds.
- The main uses of EYPP funding included to purchase resources to support learning (85% of GBPs and 70% of SBPs), staff training (48% of GBPs and 44% of SBPs) and outdoor activities and facilities (47% of GBPs and 43% of SBPs).
- "Early language and communication" and "personal, social and emotional development" were the areas of learning and development for which providers reported most impact from EYPP. Sixty-nine percent of all GBPs and 78% of SBPs reported that EYPP funding had had an impact on outcomes related to early language and communication. Around half of providers (55% of GBPs and 52% of SBPs) reported that EYPP had had an impact on children's "personal, social and emotional development".
- The majority of both GBPs (76%) and SBPs (58%) reported that resources or activities funded by EYPP had helped to improve the learning and development

outcomes of all children at the setting. Only eight percent of GBPs and five percent of SBPs reported that only children for whom EYPP was received had benefited.

Uses of DAF and SENIF

- The main uses of DAF were to purchase resources to support learning (76% of SBPs and 75% of GBPs) and to fund specialist training for staff (47% of SBPs and 53% of GBPs).
- The main uses of SENIF were to fund additional staff support to meet additional needs of children with SEND including staff to help maintain the child's concentration and participation (76% of GBPs and 68% of SBPs) and staff support to foster positive relationships with the child's peers (56% of GBPs and 59% of SBPs).
- SENIF funding was more likely than DAF to have enabled providers to offer additional places. When asked whether SENIF funding enabled them to provide more places for children with disabilities, 24% of GBPs and 35% of SBPs in receipt of SENIF funding reported that this was the case. Only 10% of GBPs in receipt of DAF and nine percent of SBPs in receipt of DAF said that DAF funding had enabled them to provide more places for children with disabilities.
- Around half of SBPs (53%) reported that DAF had benefited the learning and development of children in receipt of DAF only, with a further third (33%) reporting it had benefited all children with SEND at the setting. The equivalent figure for GBPs was 28% in both instances. Forty-three percent of GBPs, but only 14% of SBPs, reported that DAF funding had benefited all children at the setting.

Provider activities to support the HLE

- Most providers in the survey said they did at least something to support the HLE. SBPs were most likely to have undertaken activities to support the HLE with 98% having done so compared with 88% of both GBPs and CMs.
- GBPs in the 30% most deprived areas (96%) were more likely than GBPs in other areas (85%) to have undertaken activities to support home learning.
- The most common ways in which providers supported the HLE were by informing parents about HLE activities to do at home (98% of SBPs, 92% of GBPs, 87% of CMs), sharing evidence with parents on the importance of the HLE (80% of SBPs, 73% of GBPs and 71% of CMs) and promoting HLE activities and support available in the local area (68% of SBPs, 62% of GBPs and 66% of CMs).
- Providers were most likely to communicate with parents about the HLE through written materials e.g. newsletters and through one-to-one discussions with parents at the setting.
- SBPs were particularly active in engaging with parents regarding home learning. Seventy percent of SBPs invited parents to the setting to watch staff interacting with the children whilst 67% organised events to promote the HLE.

Targeting support for the HLE

- At least half of all providers offering support with the HLE said that they did not target this support at particular families or groups of children who might be in need of additional support. Sixty-one percent of GBPs, 55% of CMs and 52% of SBPs said that they supported all families equally.
- The most commonly targeted groups for support with the HLE were children with SEN (targeted by 39% of SBPs and 32% of GBPs) and families of children with poorer than expected development with communication, language and literacy skills (39% of SBPs and 31% of GBPs).

Barriers to the HLE

- Many providers reported that parents could be a barrier to home learning. The most commonly mentioned barrier by GBPs (51%) and CMs (20%) was parents' lack of time to engage with home learning. The most commonly cited barriers by SBPs were parents not having the skills (61%) or lacking the confidence (60%) to engage in home learning with their children.
- Providers also mentioned parents' unwillingness to engage with home learning as a potential barrier. This was mentioned by 55% of SBPs, 37% of GBPs and 12% of CMs.
- Resources on HLE activities to give to parents (mentioned by 66% of GBPs and SBPs and 52% of CMs) and additional funding to promote the HLE to parents (mentioned by 68% of SBPs, 55% of GBPs and 31% of CMs) were among the things providers would find most helpful in enabling them to support the HLE.

Early Years Food Guidance

In 2017 the Government published new example menus and dietary guidance created by Public Health England to support healthier food provision in early years settings. This guidance ("the Early Years Food Guidance") provides tips for providers on how to offer healthy, balanced and nutritious meals in a cost-effective manner as well as helping children form good healthy eating habits, support appropriate growth and development and reduce childhood obesity over the next decade.

- Nearly all settings were providing at least some food on site. In some cases this was only snacks, but the majority of all providers were offering at least one meal a day (80% of CMs, 76% of SBPs and 66% of GBPs).
- Privately owned GBPs (79%) and GBPs located in the 30% most deprived areas (75%) were more likely than other GBPs to be providing meals.
- Around half of all providers offering food were aware of the Early Years Food Guidance. Awareness was higher among GBPs (55%) compared with CMs (44%) or SBPs (39%).¹
- Around a third (32%) of GBPs offering food prepared on site had read and used the guidance as had a quarter (25%) of CMs and one in five (21%) of SBPs.
- Self-reported compliance with the guidance was relatively high. Ninety percent of GBPs and eighty-six percent of CMs who were using the guidance reported that the food they offered mostly or fully followed the guidance.
- Providers were more likely to have made use of other sources of guidance on food standards compared with the new example menus. Sixty-five percent of SBPs had used the School Food Standards. Sixty-one percent of GBPs, 50% of CMs and

45% of SBPs said they had referred to the requirements set out in the statutory framework for the Early Years Foundation Stage.

- Barriers to using the food guidance, mentioned by GBPs aware of but not fully compliant with the guidance, included parents or children not liking food that follows the guidance (23%), the guidance not being practical to use in the setting (20%) and the fact that they made use of other guidance on food standards (20%).

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	Designated Safeguarding Person	07/11/2020	09:30	12:30
	Intermediate Safeguarding	28/11/2020	09:30	12:30
New dates!	Paediatric First Aid – blended	02/12/2020	08:45	16:00
	Paediatric First Aid – blended	12/12/2020	08:45	16:00
	Paediatric First Aid – blended	19/12/2020	08:45	16:00
	Paediatric First Aid – blended	13/01/2021	08:45	16:00
	Paediatric First Aid – blended	16/01/2021	08:45	16:00

1:1 slots to support Risk Assessments and Systems of Controls advice available or drop ins for 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)

IMPORTANT ACTIONS FOR PROVIDERS

DFE Data Collection Survey link to be completed

every WEDS by 5pm – this continues to be a requirement by the DFE

The weekly survey has been changed, made shorter!

It is really important that you complete it in order for the work you are doing to be reflected nationally

<https://wh.snapsurveys.com/s.asp?k=160258722722>

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

The Department for Education (DfE) has published Development Matters, new non-statutory curriculum guidance which supports the delivery of the revised early years foundation stage (EYFS) statutory framework.

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.

<https://www.youtube.com/watch?v=kMKNVraVCuE&t=2s>



Statutory framework for the early years foundation stage

Setting the standards for learning,
development and care for children from
birth to five

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/896810/EYFS_Early_Adopter_Framework.pdf

ACTION FOR PROVIDERS – HAVE YOUR SAY!

You may be aware that the Greater London Authority (GLA) is currently working with the Early Years Alliance and CEEDA to conduct research into the business support needs of London's early years sector.

As part of this process, the GLA are inviting London early years providers, sector stakeholders and suppliers of business support to share their views and help shape future support for the sector.

If you have already received this information through other channels please accept apologies for the duplication, all efforts are being made to spread the word and get great engagement with the project.

If you are an early education and childcare provider in London: please share your views on the business support that would help get you through and beyond the pandemic.

- If you are a registered childminder click [HERE](#)
- If you run a nursery, pre-school or maintained nursery school click [HERE](#)

If you are a sector stakeholder, and/or business support provider:

- If you work with the early years sector in London and/or provide business support services please click [HERE](#) to tell us about existing business support in London and how this can best be developed in the future.

Surveys will take between 10 and 25 minutes depending on your role, needs and circumstances.

Thanks for your help with this important research; your input is invaluable in helping us shape the support offered to the sector.

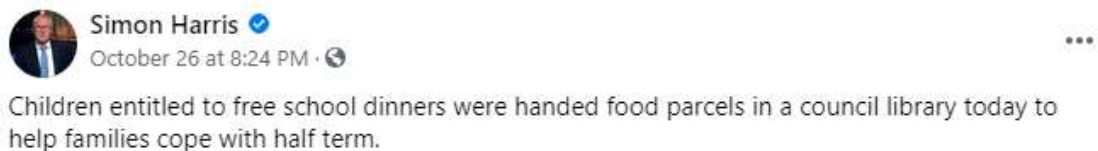
Royal Greenwich provided support for families fighting holiday hunger this half term

Once again, we are providing nutritious meals for children and young people in our borough during the school holiday to combat holiday hunger. This is something we have been doing for four years, with help from GLL, GCDA, GS Plus and CACT, and now Marcus Rashford has shone a light on the fact that more families than ever are struggling to put food on the table, we are pleased to see more Councils taking action.

During the half term week, Cllr Danny Thorpe and a resident family were interviewed by ITN in Woolwich Library, during one of the sessions. Tatayana, Tony and their team in the library did a fantastic job of welcoming families and visiting Councillors into the library during the session, as ever.

You can watch the news piece on ITN's Facebook

<https://www.facebook.com/simonharrisitv/posts/3206415176154323>



Healthy Early Years London

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



BRONZE AWARD APPLICATIONS

Great news – some of our providers are making excellent progress on their bronze applications by working with us. We have noticed that some providers are going directly online to start the Bronze award process.

- ✓ Register your setting online
- ✓ Completed next steps by attending healthy eating and menu planning training with us
- ✓ Post your sugar smart pledges
- ✓ Sent in your menus,

Then approval review takes place and if you are ready, we will support you to move to the Bronze stage.

- ★ A reminder to contact us **before** you start completing your Bronze application.
- ★ You must use the Royal Greenwich template rather than submit your application directly online.
- ★ Each setting in a chain must apply individually

We have set up a quicker and more efficient process to move you through the application. This will be sent to you when you are ready to start working on the Bronze. You will be invited to attend a briefing with our Public Health lead on Healthy Early Years London and an Early Years Advisor to take you through.

Accompanying Evidence - these documents and policies must be included

Menu that meets Eat Better Start Better

Sugar Smart Pledge

Healthy Eating & Food Statement/Policy

Physical Activity Statement / Policy

Immunisation Statement/Policy

No Smoking, Alcohol and Drugs Statement/ Policy

Behaviour Policy

Look out for briefings to be uploaded to YouTube soon. Email childcare-support@royalgreenwich.gov.uk

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

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



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 "Children Centres without walls"



We've missed you 😊

Join your Children Centre team for a catch up

DIGITAL OFFER
to reserve your place
020 8311 5491 x1

Monday	Singalong with Deni
Tuesday	Rhyme time with Elaine and Zoe, Cardio with Rosanna and Boys will be...with Kelly
Wednesday	Get Curious with Danielle, Story Time with Michelle
Thursday	Pilates with Rosanna, Live singalong with Deni and Cuddles
Friday	Mama Bakes and Story Time with Jane
Saturday	Storytime with Jacqui
Sunday	Fitness Fun with Cuddles

Waterways Children's Centre
Southwood Road SE28 8EZ
020 8311 5491 ext 1

Mulberry Park Children's Centre
Boxgrove Road SE2 9JP
020 8311 5491 ext 3

Discovery Children's Centre
Battery Road SE28 0JN
020 8311 5491 ext 4

Abbey Wood Children's Centre
Dahlia Road SE2 0SX
020 8311 5491 ext

BETTER
the feel good place


ROYAL borough of
GREENWICH

SOUTH GREENWICH CHILDREN'S CENTRES

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

www.facebook.com/southgreenwichchildrenscentres

Week Beginning 9 November 2020

Monday 9 th	10am Ted and Flo start the week with a song	11am Morning Story	12noon Messy Play Monday	1pm It's a song and dance!
Tuesday 10 th	10am Flo starts the day with a song	11am Morning Story	12noon Get Crafty	1pm It's a song and dance!
Wednesday 11 th	10am Flo starts the day with a song	11am Morning Story	12noon Cook and no Book...it's a rap!	1pm It's a song and dance!
Thursday 12 th	10am Flo starts the day with a song	11am Morning Story	12noon Top Tips with our Therapists Occupational Therapy	1pm It's a song and dance!
Friday 13 th	10am Scooby Story Time with Ted	11am Top Tips with our Therapists Speech & Language	12noon Interactive Music	1pm It's a song and dance!
Saturday 14 th	10am Winter activities	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	<p>Reading Corner Various Staff, Volunteers and Service Providers will be sharing their favourite books – All Ages –</p>	<p>Interactive Music-Making (IMM) Therapy Targeted musical activities which encourages early childhood development with Oxleas</p> <p>Speech and Language advice Sessions How to advice sessions from the Speech and Language Therapist team</p>	<p>Tiny Feet An exciting introduction to dance and movement with We are Footsteps Walkers to Pre-school age</p>	<p>Laugh, Sing and Play Family laughter workshop with interactive games & songs with Video with Patricia Byrne 1yr-5yrs</p>	<p>Baby Play Story time and sing-a-long 0-12 months</p> <p>Fun Fridays: Miscellaneous fun-time videos from Staff, Volunteers and Service Providers All ages</p>
Zoom Lessons/Sessions	<p>ESOL 12.45pm-2.45pm Classes for adults wanting to improve their English and work towards a qualification.</p> <p>Mum's Aid Counselling Tailored one-to-one support for mums with postnatal depression and other mental health issues. 07758763908</p> <p>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.</p>	<p>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.</p> <p>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.</p>	<p>Taru Art Fantastic sessions 10am-11am – Interactive Storytelling, songs and crafts.</p>	<p>Special Babies and Children's Group 10.30am-11.15am – Friendly, supportive, parent-led group for babies and children under 5 with additional needs</p> <p>Beginners Ballet lessons 5.30pm-7pm To book a place call Nashira 07549 517 813</p> <p>Young Mums Aid Provision of specialist counselling and support for pregnant and new mothers aged up to 21 years living in Greenwich. 07502 580928</p>	<p>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.</p>