

Royal Greenwich – a great place to grow up!



Childcare
Options
Royal Greenwich

Dear Providers

Early years and childcare providers are expected to continue as usual within the updated tier system. Greenwich is in Tier 2. Please watch the Covid 19 update briefing on YouTube with regard to expectations that your staff and parents take every precaution. Please do remind everyone to be balanced about Christmas plans because of the potential impact on settings in the Spring term – especially January and February.

We are launching the new Synergy system for funding claims and January census so look out for training dates coming very soon. Gillian Bennett from Public Health is also running an update briefing tomorrow morning about food hunger in school holidays, Vitamin and Covid 19, Healthy Start vouchers – this briefing will support your families during this difficult period especially as we move towards the Christmas holidays. You can still book by emailing eyc.training@royalgreenwich.gov.uk

We wish you good health, 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 →

NEW PROVIDER PORTAL COMING IN DECEMBER 2020

Getting ready for funding claims and Early Years census

Headcount & Census Date: Thursday 21 January 2021



Free Early Learning for Two Year Olds

[Click here to find out if your child qualifies for a free early learning place](#)

30 Hours Free Entitlement

[Confirm if your 30 Hours Free Entitlement Code is valid](#)

Provider Portal

[Click here to access the Royal Greenwich Childcare Provider Portal](#)

Many of you will remember that the EY Hub which we used back in 2019 was decommissioned by Open objects / IDOX through no choice of the local authority. We were in the process of commissioning a new provider at short notice when Covid 19 disrupted all of our usual business.

Our priority then became to ensure funding claims could be submitted and processed in as a simple and timely way as possible during the last couple of terms. We were reluctant to add pressure by introducing a new system at that point. We are now getting ready to go live with Synergy – especially with the census coming up. This will be a new challenge for many of us – both from your perspective as a user and our end in being administrators while working from home. The priority and commitment for the Early Years & Childcare Service will always be to create simple and timely processes as best we can – so will be offering virtual training and a manual – and be available to talk you through as and when you need help.

We do believe the system we have gone with is simple, accessible and user friendly. It has been used in neighbouring boroughs for some years.

Look out for training dates from Monday 7 December and you will be able to submit your Spring claims immediately after – well in advance of headcount day. As usual all settings who submitted claims in Autumn will receive an advance payment which will be adjusted after submission of your main claim via the new system.



Healthy Early Years London

FREE Healthy Eating Training

10:30 – 12:00

Saturday 5 December

with Gillian Bennett

Early Years Nutritionist, Public Health

- Health Eating
- Healthy Start
- Food hunger in school holidays
- Food recipes on a budget
- Vitamin D and Covid 19

To book, email Eyc.training@royalgreenwich.gov.uk

You will receive Zoom link on Saturday morning before 10.30am just before the training so be sure to add your email address that you will be accessing at that time!

Greenwich Together for Winter

Royal Greenwich is working in partnership with communities to support our families and residents who might be struggling over the Christmas holiday period (and beyond).

The *Greenwich Together for Winter* campaign brings together hundreds of businesses, community groups, faith groups, schools and volunteers from across the borough to provide food boxes and meals for people and families on low incomes, and company for those who might be on their own this Christmas.

Many local businesses are making donations to help pay for food and meals provided or supplying Christmas breakfast boxes.

What's going on?

Breakfast and activity bags for over 8,000 children going to Royal Greenwich primary schools, early years settings and children's centres whose family is on a low income/on free school meals, with breakfast every day for the Christmas holiday break

- A 'food and utilities' payment at Christmas and February 2021 half-term to families who are on a low income/on free school meals
- 'Take and Make' meal kits for over 8,000 children whose family is on a low income/on free schools meals, over February half-term
- Community groups, faith groups and community centres providing hampers for vulnerable people and great, freshly cooked food and company for people who might be isolated and needing some Christmas company
- Holiday meals provision throughout Christmas holidays at 6 different locations across the borough, quadrupling our normal holiday meals provision.

Breakfast bags

Who?

Children who are educated and supported at early years' and primary schools in Royal Greenwich and are on Free School Meals (FSM), receive **2 year old entitlement funding** and/or have been identified as receiving Early Years Pupil Premium support

Will I receive a breakfast bag?

If your household has been identified as being in one of the eligible groups above, you do not need to do anything and will be contacted by your school or early years setting. They will have the bags delivered (or they will collect) and make arrangements with you.

How will my child/children get their bag?

If your household does qualify, your child/children will be given their Christmas breakfast bag during the last week of the 14 December.

What will it be?

Breakfast bags will contain a selection of healthy breakfast options that meet the School Food Standards. Items will include fresh fruit, cereal, milk, whole meal bread and baked beans. Each bag will supply 10 breakfasts and include a fun activity.

What's in the Breakfast Bag and how will your setting will receive it?

This breakfast bag supplies 2 weeks of breakfasts for 1 child. All settings who have funded children in receipt of Together for Twos funding and Early Years Pupil Premium will receive a drop off in the final week of term. You will be contacted directly by the Early Years & Childcare service to confirm your delivery for children – if you are funded childminder with a cohort of children in receipt of 2 year old funding or EYPP, you may be asked to collect from your local Children's Centres.

If you identify other children in your setting that you would like to support, we suggest you create a similar breakfast bag with healthy food options.

<https://www.foundationyears.org.uk/wp-content/uploads/2017/11/Eat-Better-Start-Better1.pdf>

Weetabix (24 biscuits, 2 sleeves)

- Must be original flavour (no chocolate or honey flavours/versions)
- All three of these brands can be accepted as they all have the same nutrition values.
- You can break down larger boxes as long as you include the following information with the sleeves (photocopy)
- Name of product
- Ingredients
- Allergens in bold or underline
- Date and batch code



Fresh or Long life Cow's Milk (2L)

- Must be cow's milk
- Must be semi-skimmed
- These are just 4 examples, there may be other brands that meet the requirements
- If buying fresh milk, make sure you have fridge space to keep it cold.



Fruit (minimum 10 pieces)

- Fruit that has a longer shelf life.
- Fruit with thicker peels and lower water content such as bananas, oranges and apples will last longer.



Wholemeal Bread (1 x 800g loaf)

- Must be 100% whole meal
- Must be an 800g loaf
- There are many acceptable brands of wholemeal bread.



Baked beans (4 x 415g tins)

- Must be no sugar added
- Heinz Beanz has less salt than Tesco brand and should be the first choice.
- You could substitute 6 eggs instead of beans.
Please be cautious of allergies.



Activity Pack

- There is no set list of what is to be included in the activity pack
- Suggestion is for a value of £1.00
- Can be craft supplies or a crafting activity, a game or puzzle.
- Can be sports equipment
- Reading books are not recommended as the age of the recipient will not be known (between 0-11)
- Activity must have NO branding on it.



Non-labelled paper bag

- non-labelled paper carrier bag which is recyclable and able to hold up to 8kg.
- This could be spread across up to two bags.



<https://www.firststepsnutrition.org/eating-well-early-years>

Eating well recipe book

Simple, cost-effective ideas
for the whole family

https://static1.squarespace.com/static/59f75004f09ca48694070f3b/t/5a5a322fc83025fbb01f413a/1515860551067/Eating_well_recipe_book_july_2014.pdf

Key document - Actions for early years and childcare **UPDATED**



Guidance

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

Updated 3 December 2020

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

DFE have updated information in the:

- [local restriction tiers](#) section and included a link to the contingency framework
- [parent and child groups](#) section
- [resuming Ofsted inspections](#) section

Local restriction tiers and contingency framework

At all [local restriction tiers](#), there are exceptions from the legal gatherings limit for registered childcare, education or training. This means early years settings, including childminders, can continue to operate with normal group sizes.

The government has made it a national priority that early years settings should continue to operate as normal as possible during the coronavirus (COVID-19) outbreak. This remains the default position for all areas irrespective of [local restriction tiers](#). To help with this, we have published a [contingency framework](#) for the rare circumstances in which early years settings might need to revise their delivery models for a short period of time to help contain virus transmission within a community. Such measures will be implemented in the fewest number of early years settings required, for the shortest time.

Decisions on any restrictions necessary in education or childcare settings are taken separately on a case-by-case basis, in the light of local circumstances, including information about the incidence and transmission of coronavirus (COVID-19).

<https://www.gov.uk/government/publications/coronavirus-covid-19-contingency-framework-for-education-and-childcare-settings>

Parent and child groups

From 2 December 2020, the exception to gatherings for parent and child groups allows for groups to meet for the benefit of children under the age of 5. Groups must be organised by a business, a charitable, benevolent or philanthropic institution, or a public body, and limited to no more than 15 participants - children aged under 5 are not included in the 15 participant limit. Where a group includes someone covered by an exception (for example, someone who is working as part of the group, such as a group leader), they are not counted as part of the gatherings limit.

Parent and child groups should only be held in venues and spaces that are permitted to be open and not in private dwellings. Groups should check for any additional relevant guidance for their [local restriction tier](#). To find out which local restriction tier applies to a particular postcode, use the search tool: [find out the coronavirus \(COVID-19\) restrictions in a local area](#).

Parent and child groups that meet in:

- Ofsted registered settings can operate in all [local restriction tiers](#)
- community spaces, such as in a [place of worship](#), [community centre](#) or library, can operate in all [local restriction tiers](#) and should follow COVID secure guidance for the venue

Informal groups, such as those organised by a parent, need to comply with the gathering and household mixing rules for the relevant [local restriction tier](#).

Settings should follow the advice in this guidance to ensure that participants follow the [system of controls](#), which will help towards mitigating the risks of coronavirus (COVID-19) for all children and adults in the setting.

It is important for group participants to maintain:

- social distancing between adults who do not live together and who are not in the same bubble
- good hand hygiene. Participants should clean their hands as they arrive and as they leave

Registered settings have the discretion to recommend the use of face coverings for adults in Ofsted registered sites, both staff and visitors (see the [system of controls](#) section for more information).

Group leaders should ensure:

- a risk assessment is completed prior to groups and activities taking place
- groups and activities take place separately to areas being used at the same time by registered children attending an Ofsted registered setting
- the areas used are well ventilated (see the section on ventilation)
- any rooms used by these groups are cleaned after each use
- [a record of all visitors to the setting](#) is kept

Resuming Ofsted inspections

The Secretary of State for Education announced the suspension of routine Ofsted inspections on 17 March 2020. On 3 December 2020, the Secretary of State for Education announced plans for a phased return to routine early years inspections.

From January 2021, Ofsted will conduct assurance inspections under the Education Inspection Framework. The purpose of these inspections is to find out what it is like for children in their early years setting and to

seek assurance that providers continue to meet registration requirements and remain suitable for registration on the early years register and, if applicable, the childcare register.

During these assurance inspections, Ofsted will consider the requirements of the EYFS, which sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe.

These inspections will result in a 'met' or 'not met' outcome. Ofsted will publish a report for parents that will explain what the provider is doing to create a high-quality setting which is welcoming, safe and stimulating, and where children can grow in confidence.

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

Ofsted plans to resume routine inspections for early years providers from the start of the summer term (April 2021).

<https://www.gov.uk/government/news/ofsted-phased-return-to-inspections>

Ofsted: phased return to inspections

Ofsted's return to inspection in 2021 will happen in phases, with no graded inspections for education or social care providers planned before the summer term.

- Ofsted will carry out a programme of assurance inspections from the start of the spring term. These inspections will confirm whether or not a provider is meeting the early years foundation stage (EYFS) requirements.
- Assurance inspections will be proportionate and risk-based. Providers will be prioritised based on the length of time since their last inspection, and any other relevant information.
- Routine graded inspections will resume in the summer term of 2021.

COVID 19 Update - Thurs 19 Nov briefing recorded and on YouTube now

If need more clarification, please contact childcare-support@royalgreenwich.gov.uk

<https://youtu.be/xWTFbKfg9BM>

Guidance

Contingency framework: education and childcare settings (excluding universities)

Published 27 November 2020

<https://www.gov.uk/government/publications/coronavirus-covid-19-contingency-framework-for-education-and-childcare-settings/contingency-framework-education-and-childcare-settings-excluding-universities>

Any restrictions on education would only be as a last resort and may only be initiated following a ministerial decision.

This framework is designed to set out how such restrictions would be implemented as a containment measure for the rare circumstances in which they are required to address transmission within education settings and the community.

Contents (click on shortcut links)

1. [Who this guidance applies to](#)
2. [Introduction](#)
3. [Application of the contingency framework](#)
4. [The contingency framework](#)
5. [Infection prevention and control](#)
6. [Face coverings](#)
7. [Remote education](#)
8. [Education workforce](#)

Included

- all providers on the early years register
- providers registered with an early years childminder agency
- all early years provision in schools

9. [Safeguarding and designated safeguarding leads](#)

10. [Exams and assessments](#)

11. [School and FE meals](#)

The impacts of missing education are severe for children, young people and adults, both now and in the future. The evidence is very clear that being out of education causes significant harm to learning, life chances and mental and physical health. This is especially true for our most vulnerable children and young people. Lower academic achievement also translates into long-term economic costs which affects the standard of living that pupils and students will have over the course of their entire life.

Having reviewed the available evidence, the [UK Chief Medical Officers issued a statement](#) which makes clear that children and young people continue to be at low risk from coronavirus (COVID-19) and the risk from the virus of severe disease and death to children and young people is very low. This position was confirmed more recently by [Scientific Advisory Group for Emergencies \(SAGE\)](#).

The balance of risk is overwhelmingly in favour of children and young people remaining in education or childcare. For the vast majority of children and young people, the benefits of being back in education far outweigh the very low risk from coronavirus (COVID-19).

It is also important that parents and carers are able to return to work and having access to childcare will allow that to happen.

While it is not possible to ensure that any working environment is totally risk-free, there is reassuring evidence that staff working in childcare and education settings are not at higher risk than workers in other sectors. Considering risks to teachers and school staff, [ONS analysis](#) shows no evidence of differences in the positivity rate between primary and secondary school teachers, other key workers and other professions.

Any decision to initiate local restrictions to any childcare or education settings will not be taken lightly and will be made by a ministerial decision on a case-by-case basis in the light of local and national circumstances.

The decision to apply the contingency framework outlined in a given area will be made by ministers within the Department for Education (DfE). The DfE will work with other government departments, the Chief Medical Officer, the Joint Biosecurity Centre (JBC), Public Health England (PHE) and relevant local authorities to ensure the decision is informed by the available evidence, via the existing mechanisms for decision-making about local restrictions (with which local authorities and directors of public health already engage).

As part of their contingency planning, nurseries, childminders, schools and FE providers should consider how they would operate in the event that these restrictions become necessary in their local area, including how they would ensure that every child, pupil or student receives the **quantity and quality of education and care to which they are normally entitled, whether onsite or remotely**.

This contingency framework is designed as a means of reducing transmission within settings and the wider community. It should not be used to address operational challenges, including staff shortages

If individual settings are facing operational challenges in allowing all children, pupils or students to attend on site, they should work with the local authority (childcare and early years settings) to discuss their individual

circumstances and seek support. Sector guidance outlines a number of options for settings to consider if they are facing staff shortages or capacity issues.

Where the contingency framework is implemented, all early years settings (including nurseries and childminders) should continue allowing all children to attend.

In the very unlikely event that evidence supports limiting attendance in early years settings, DfE may advise that only vulnerable children and children of critical workers should be allowed to attend



Work in close partnership with the early years & childcare service so you stay up to date with latest situation where contingency framework may apply



An educational setting should not move to implement restrictive measures of the kind set out in the contingency framework without the explicit agreement of DfE.



Statutory guidance

Early years foundation stage: coronavirus disapplications

Updated 26 November 2020

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2/early-years-foundation-stage-coronavirus-disapplications>

DfE have updated to:

- remove reference to the transition period for the original disapplications, which ended on 25 November 2020
- remove reference to extending the validity of PFA certificates if certificate requalification training is prevented for reasons associated directly with coronavirus (COVID-19), or by complying with related government advice

The period up to which the validity of certificates could be extended ended on 25 November.

September 2020

Updated arrangements were put in place from 26 September 2020 until 31 August 2021 to allow providers to use the specific disapplications and modifications if any local or national government agreed coronavirus

(COVID-19) restrictions impact their ability to deliver the EYFS. This is described in more detail in paragraph 2.2.

2.2 Local or national restrictions

Restrictions or requirements related to coronavirus (COVID-19), for example, due to a local or national lockdown, may affect a provider's ability to comply with the EYFS. Therefore, we made new arrangements that came into force on 26 September 2020, which allow the disapplications to be used where a provider is prevented from complying with the requirements of the EYFS due to coronavirus (COVID-19) related restrictions or requirements which have been imposed by regulations or a direction.

These restrictions must have been implemented either through the Public Health (Control of Disease) Act 1984 or under the Coronavirus Act 2020.

For the disapplications to apply, both of the following conditions must be met:

- there must be government restrictions and requirements in place
- the provider must have deemed these restrictions to mean they are unable to deliver the EYFS as required

A provider would not be able to use the disapplications simply due to an incidence of coronavirus (COVID-19) in their setting. However, if a number of staff are required to self-isolate (under the Public Health (Control of Disease) act 1984), and if this is significant enough to impact on a provider's ability to deliver the EYFS, the disapplications can be used.

The provider does not need to be located in the geographical area where the restrictions are applied, but the restrictions do need to prevent them from complying with the EYFS, for example, because their staff live in the area where the restrictions apply and are not able to get into work.

**WINTER IS COMING
AND SO IS
FLU**

Get your flu vaccination at your
GP surgery, a local pharmacy,
your workplace, school or
midwifery service.

Lucy Isaiah of the
Greenwich Inclusion
Project is Keeping
Greenwich Safe

NHS
South East London
Clinical Commissioning Group

ROYAL borough of
GREENWICH

**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 cases 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



Guidance

Local restriction tiers: what you need to know

Sets out the local restriction tier system that will be in place from Wednesday 2 December, including what you can and cannot do in each tier.

<https://www.gov.uk/guidance/local-restriction-tiers-what-you-need-to-know>

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7. [Exemptions from gatherings limits in all tiers](#)

These tiers will be strengthened compared to the previous tiers in order to prevent a return to growing infections. We know that social contact spreads the virus. We need to impose these restrictions and it is right to target the toughest measures only in the areas where the virus is most prevalent or where we are seeing sharper increases in the rate of infection.

The government is committed to ensuring the right levels of intervention in the right places to manage outbreaks, suppress the virus and keep R below 1.

All tiers

Across all tiers, everyone:

- must [wear a face covering](#) in most indoor public settings, unless they have an exemption
- should follow the [rules on meeting others safely](#)
- should attend school or college as normal, unless they are self-isolating. Schools, universities, colleges and early years settings remain open in all tiers
- should walk or cycle where possible, plan ahead and avoid busy times and routes when travelling
- must follow the gathering limits at their tier except for in specific settings and circumstances. These [exemptions are detailed at the end of this guidance](#)

Promotional material

Tier posters: Medium, High and Very High

A series of posters displaying information about the various tiers of restrictions in England from 2 December 2020.

<https://www.gov.uk/government/publications/tier-posters-medium-high-and-very-high>



London & Royal Greenwich

Tier 2 High alert

This is for areas with a higher or rapidly rising level of infections, where some additional restrictions need to be in place.

In Tier 2:

- you must not socialise with anyone you do not live with or who is not in your support bubble in any indoor setting, whether at home or in a public place
- you must not socialise in a group of more than 6 people outside, including in a garden or a public space – this is called the ‘rule of 6’
- businesses and venues can continue to operate, in a [COVID-Secure](#) manner, other than those which remain closed by law, such as nightclubs
- pubs and bars must close, unless operating as restaurants. Hospitality venues can only serve alcohol with substantial meals

- hospitality businesses selling food or drink for consumption on their premises are required to:
 - provide table service only, in premises which sell alcohol
 - close between 11pm and 5am (hospitality venues in airports, ports, transport services and motorway service areas are exempt)
 - stop taking orders after 10pm
- hospitality businesses and venues selling food and drink for consumption off the premises can continue to do so after 10pm as long as this is through delivery service, click-and-collect or drive-through
- early closure (11pm) applies to casinos, cinemas, theatres, museums, bowling alleys, amusement arcades, funfairs, theme parks, adventure parks and activities, and bingo halls. Cinemas, theatres and concert halls can stay open beyond 11pm in order to conclude performances that start before 10pm
- public attendance at outdoor and indoor events (performances and shows) is permitted, limited to whichever is lower: 50% capacity, or either 2,000 people outdoors or 1,000 people indoors
- public attendance at spectator sport and business events can resume inside and outside, subject to [social contact rules](#) and limited to whichever is lower: 50% capacity, or either 2,000 people outdoors or 1,000 people indoors
- places of worship remain open but you must not socialise with people from outside of your household or support bubble while you are indoors there, unless a legal exemption applies
- weddings and funerals can go ahead with restrictions on numbers of attendees – 15 people can attend wedding ceremonies and receptions, 30 people can attend funeral ceremonies, and 15 people can attend linked commemorative events such as wakes or stonettings.
- organised outdoor sport, and physical activity and exercise classes can continue
- organised indoor sport, physical activity and exercise classes will only be permitted if it is possible for people to avoid mixing with people they do not live with (or share a support bubble with). There are exceptions for indoor disability sport, sport for educational purposes and supervised sport and physical activity for under-18s, which can take place with larger groups mixing
- you can continue to travel to venues or amenities which are open, but should aim to reduce the number of journeys you make where possible
- if you live in a tier 2 area, you must continue to follow tier 2 rules when you travel to a tier 1 area. Avoid travel to or overnight stays in tier 3 areas other than where necessary, such as for work, education, youth services, to receive medical treatment, or because of caring responsibilities. You can travel through a tier 3 area as a part of a longer journey
- for international travel see the Foreign, Commonwealth and Development Office [travel advice](#) for your destination and the [travel corridors list](#)

[Find out more about the measures that apply in Tier 2 areas](#)



Guidance

Making a Christmas bubble with friends and family

Updated 3 December 2020

<https://www.gov.uk/government/publications/making-a-christmas-bubble-with-friends-and-family/making-a-christmas-bubble-with-friends-and-family>

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Please ask everyone to take sensible precautions taking into account potential impact on settings in January and February

The festive period is an important time for many people of all faiths and none who come together over the holidays. The UK Government and Devolved Administrations recognise that people will want to be with their friends and family over Christmas, particularly after an incredibly difficult year. For this reason, the government is changing some social contact restrictions for a short period of time. When following these new rules, we must each continue to take personal responsibility to limit the spread of the virus and protect our loved ones, particularly if they are vulnerable. For many, this will mean that it isn't possible to celebrate Christmas in the way you normally would.

Between 23 and 27 December:

- you can form an exclusive 'Christmas bubble' composed of people from no more than three households
- you can only be in one Christmas bubble
- you cannot change your Christmas bubble
- you can travel between tiers and UK nations for the purposes of meeting your Christmas bubble
- you can only meet your Christmas bubble in private homes or in your garden, places of worship, or public outdoor spaces

- you can continue to meet people who are not in your Christmas bubble outside your home according to the rules in the tier you are meeting in
- if you form a Christmas bubble, you should not meet socially with friends and family that you do not live with in your home or garden unless they are part of your Christmas bubble

You should travel to meet those in your Christmas bubble and return home between the 23 and 27 December. Anyone travelling to or from Northern Ireland may travel on the 22 and 28 December.

A fixed bubble is a sensible and proportionate way to balance the desire to spend time with others over the Christmas period, while limiting the risk of spreading infection. However, the more people you see, the more likely it is that you will catch or spread coronavirus (COVID-19). You can spread coronavirus to others even if you and the people you meet have no symptoms. You and the other people in your Christmas bubble need to consider these risks carefully before agreeing to form a bubble. You should consider ways to celebrate Christmas in other ways, such as the use of technology and meeting outdoors, without bringing households together or travelling between different parts of the country.

Forming a bubble if you are vulnerable or clinically extremely vulnerable carries additional risks - see advice for clinically vulnerable people.

<https://www.gov.uk/government/publications/making-a-christmas-bubble-with-friends-and-family/making-a-christmas-bubble-with-friends-and-family#if-you-are-clinically-extremely-vulnerable>

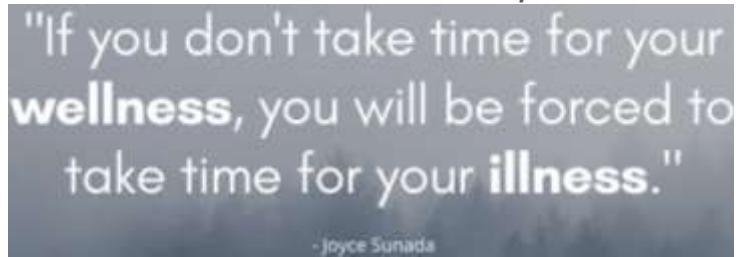
You should keep taking steps to reduce the spread of the virus, and this will help ensure that the festive period is as safe as possible. This includes ensuring indoor spaces get as much fresh air as possible, washing your hands regularly and for 20 seconds, and following rules on self-isolation if you develop symptoms or test positive for coronavirus. You should get a free NHS test if you have symptoms, have been asked to by your local council or your hospital, or are taking part in a government pilot project.



Learn - Explore – Debate : Putting wellbeing at the heart of our early years practice

The early years sector has played a crucial role in the country's response to COVID-19 and we know that the wellbeing of staff and children is your top priority during this challenging time.

NCB recently hosted *Learn – Explore – Debate* events focused on putting wellbeing at the heart of early years practice.



The Early Years & Childcare Service attended. Below you can find links to videos and PowerPoints as well as to additional information which we thought you would find useful.



<https://youtu.be/S47qB0KnXWA>

Session 1: Introduction to wellbeing and mental health

Gill Holden sets the context for this round of Learn – Explore – Debate events focused on wellbeing and Debbie Garvey provides an introduction to neuroscience.



<https://youtu.be/8TinNI9K3O8>

<https://foundationyears.org.uk/wp-content/uploads/2020/12/LED-wellbeing-events-Intro-to-neuroscience-slides.pdf>



#LEDevents

Gill Holden

Principal Officer – Early Childhood Unit
National Children's Bureau

Gholden@ncb.org.uk

Putting wellbeing at the heart of our early years practice



ncb.org.uk

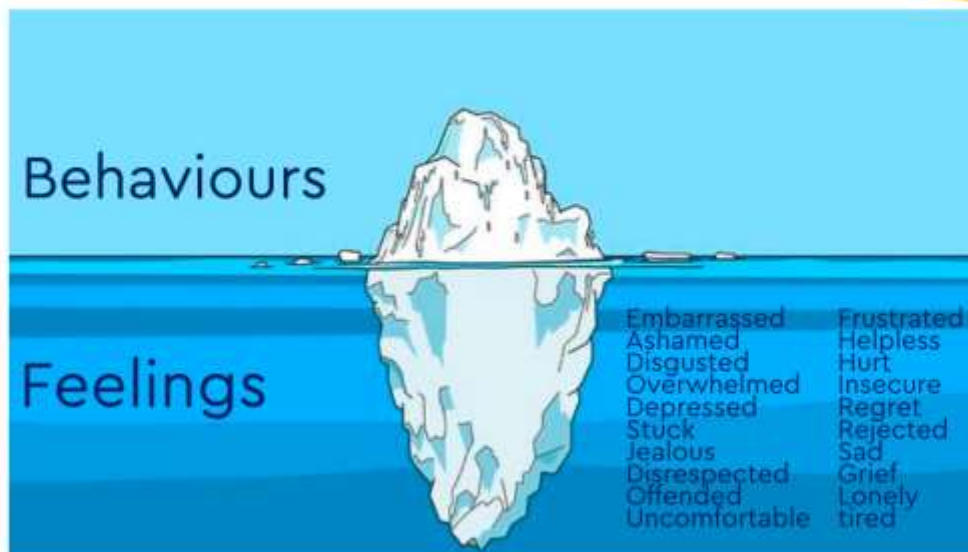


Emotional health & wellbeing

ALWAYS important even more so now



#LEDevents



#LEEvents

Overview of the science

Brains are built over time, from the bottom up.

The basic architecture of the brain is constructed through an ongoing process that begins before birth and continues into adulthood.

(Harvard Center for the Developing Child)



#LEEvents



Center on the Developing Child
HARVARD UNIVERSITY

<https://developingchild.harvard.edu/>

Exploration of some key terms

- Neuroscience - is a range of sciences
- Neurons are connected via neural pathways
 - These connections enable communication between different parts of the brain
 - New ones can develop, and older, less used ones are pruned
- Myelin is a fatty substance that wraps arounds nerves to enable quicker communication
- Plasticity - the brain's ability to change/adapt

How the brain responds to stressors

Stressors can be:

- External Stressors
- Internal stressors

Respond by:

- Positive stress response
- Tolerable stress response
- Toxic stress response

ACEs

Introduction to Adverse Childhood Experiences
Early Trauma Online Learning



<https://www.acesonlinelearning.com/>

Online Learning

Duration: Approximately 50 minutes.

Cost: Free. This course has been funded by the Home Office Early Intervention Fund.

Who is this course for?

Practitioners, professionals and volunteers who work with children, young people and their families.

How do I access the course?

You can access the course by clicking the link on the right hand side. You can use the course on a PC, or mobile device.

Will I get a certificate?

Yes, you can download your certificate if you answer 90% of the 'Knowledge Check' questions correctly.



[START TRAINING](#)

<http://courses.e-learningstudios.com/ACEs/story.html>

Session 2: Supporting children's wellbeing

Debbie Garvey provides a historical timeline of wellbeing in early childhood, gives an overview of the key research and theory and explores what children need, putting theory into practice.



Foundation Years LED events: Supporting children's wellbeing in Early Childhood

Mental health is defined as a state of well-being in which every individual realizes his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community.

The positive dimension of mental health is stressed in WHO's definition of health as contained in its constitution:

"Health is a state of complete physical, mental and and not merely the absence of disease or ill-health"

(World Health Organisation)

FOUNDATION YEARS

https://youtu.be/WjH5tMPAr_s

<https://www.foundationyears.org.uk/wp-content/uploads/2020/12/LED-wellbeing-events-Supporting-childrens-wellbeing.pdf>



Wellbeing in early childhood

Mental health is defined as a state of well-being in which every individual realizes his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community.

The positive dimension of mental health is stressed in WHO's definition of health as contained in its constitution:

"Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity."

(World Health Organisation)



#LEDevents



Key research and theory

I first turned my attention to the question of environment, and this, of course, included the furnishing... In considering an ample playground with space for a garden as an important part of this... I am not suggesting anything new.
(Montessori 1912, p.81)

Supporting and sustaining strong, secure and trusting attachments of young boys to key adults & peers, both within & outside of their home, is critical to healthy development, resilience & wellbeing.
(Pascal and Bertram 2016, p.16)

Children in a state of well-being feel like a 'fish in water' (Laevers 2017, p.181)

To develop normally, a child requires progressively more complex joint activity with one or more adults. Every child needs at least one adult who is irrationally crazy about him/her. That's number one. First, last and always.
(Urie Bronfenbrenner)



#LEDevents

What children need

- Experiences supported by the five senses
- Appropriate environments, including access to outdoors
- Opportunities for supportive physical, social and emotional experiences
- Adults who are 'present'
- Supportive relationships between the adults in their lives
- Who, What, Why, Where, When & Wow?



#LEEvents

In this case study, Marie Briggs tells us about how she supports children's wellbeing in her childminding setting by building strong, non-judgmental relationships with parents.



<https://youtu.be/NI3OAq3tm4k>

Supporting children's wellbeing

1. What practical examples do you have of supporting children's wellbeing:
 - a) Can you give examples of things you use (everyday routines, activities, stories etc) that help children identify and talk about their emotions?
 - b) Do you have any practical examples of how to give children space and time if they need to calm down or need reassurance? (if angry, anxious etc.)
2. Can you share ways that you have successfully communicated messages about emotional health and wellbeing to parents and/or helped parents to support their children's emotional health and wellbeing?

Session 3: Supporting staff wellbeing

Debbie Garvey talks about how we support staff and teams and explores what adults need, including the importance of play.



https://youtu.be/hWgM_huLLpE

<https://www.foundationyears.org.uk/wp-content/uploads/2020/12/LED-wellbeing-events-Supporting-staff-wellbeing.pdf>

Supporting staff teams

Stress reveals itself in many differing situations ...

Change will invigorate some staff and petrify others.

...The point is that there needs to be a more holistic approach to supporting the individual

(Garvey 2017, p.187)

#LEDevents

The role of the adult

1.10 - The key person must help ensure that every child's learning and care is tailored to meet their individual needs.

The key person must seek to engage and support parents and/or carers in guiding their child's development at home. They should also help families engage with more specialist support if appropriate.

(Statutory Framework 2017, p.10)

#LEDevents



3.20 The daily experience of children in early years settings and the overall quality of provision depends on all practitioners having appropriate qualifications, training, skills and knowledge and a clear understanding of their roles and responsibilities. Providers must ensure that all staff receive induction training to help them understand their roles and responsibilities. Induction training must include information about emergency evacuation procedures, safeguarding, child protection, and health and safety issues. Providers must support staff to undertake appropriate training and professional development opportunities to ensure they offer quality learning and development experiences for children that continually improves.

3.21. Providers must put appropriate arrangements in place for the supervision of staff who have contact with children and families. Effective supervision provides support, coaching and training for the practitioner and promotes the interests of children. Supervision should foster a culture of mutual support, teamwork and continuous improvement, which encourages the confidential discussion of sensitive issues.

3.22. Supervision should provide opportunities for staff to: • discuss any issues – particularly concerning children's development or wellbeing, including child protection concerns • identify solutions to address issues as they arise • receive coaching to improve their personal effectiveness

(Statutory Framework 2017, p.21)



#LEEvents



What adults need

- Experiences supported by the five senses
- Appropriate environments
 - Including access to outdoors
- Opportunities for supportive physical, social and emotional experiences
- Adults who are 'present'
- Supportive relationships between others in their lives
- **Who, What, Why, Where, When & Wow?**



#LEEvents

Theory into practice



5 Ways To Wellbeing

(New Economics Foundation)



#LEDevents

Making a difference (to children & adults)

- Play
- Cuddles
- Risk
- Share
- Resilience
- Question
- Enthusiasm
- Partnerships
- Empathy
- Safe space
- Connections
- Commitment
- Relationships
- Neuroscience
- Teamwork
- Safeguarding
- Community
- Hormones
- Leadership
- Encourage
- Champion
- Listen
- Research
- Empower
- Challenge
- Wellbeing
- Passion
- Acceptance
- Understanding
- Etc., etc., etc.,



#LEDevents

In this case study, Lucy Pottinger tells us how she supports staff wellbeing in her nursery, including an appearance from nursery empathy dog Frank!



<https://youtu.be/FsePhDKjwBY>

Supporting staff wellbeing

1. What practical examples do you have of supporting staff wellbeing?
2. What are your top practical strategies for reducing workload? E.g. time savers, handy hints.
3. How do you support your own mental health and wellbeing?

FIVE WAYS TO WELLBEING

INTRODUCE THESE FIVE SIMPLE STRATEGIES INTO YOUR LIFE & YOU WILL FEEL THE BENEFITS



**BE
ACTIVE**

DO WHAT YOU CAN,
ENJOY WHAT YOU DO,
MOVE YOUR MOOD



**TAKE
NOTICE**

REMEMBER THE SIMPLE THINGS
THAT GIVE YOU JOY



CONNECT

TALK & LISTEN,
BE THERE, FEEL CONNECTED



Give

YOUR TIME, YOUR WORDS, YOUR PRESENCE



**KEEP
LEARNING**

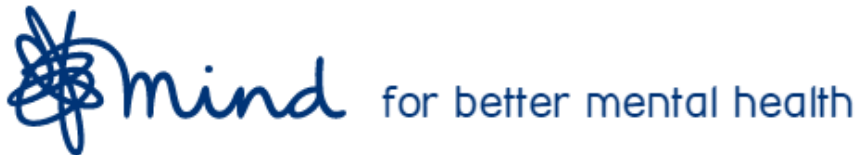
EMBRACE NEW EXPERIENCES,
SEE OPPORTUNITIES, SURPRISE YOURSELF

The Research and The Practice

Five Ways to Wellbeing

New applications, new ways of thinking

<https://neweconomics.org/2011/07/five-ways-well-new-applications-new-ways-thinking>



<https://www.mind.org.uk/workplace/mental-health-at-work/taking-care-of-yourself/five-ways-to-wellbeing/>

5 steps to mental wellbeing

Evidence suggests there are 5 steps you can take to improve your mental health and wellbeing. Trying these things could help you feel more positive and able to get the most out of life.

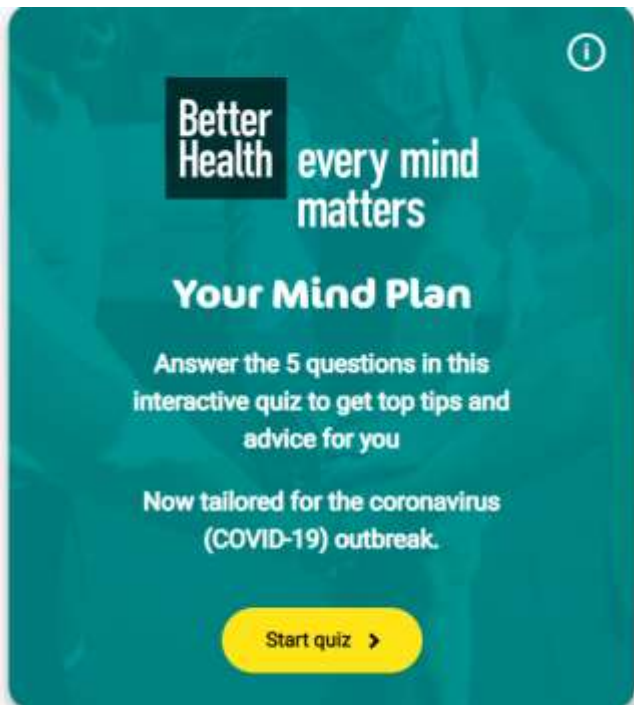
<https://www.nhs.uk/conditions/stress-anxiety-depression/improve-mental-wellbeing/>



<https://www.nhs.uk/oneyou/every-mind-matters/>

Looking after your mental health

Having good mental health helps us relax more, achieve more and enjoy our lives more. We have expert advice and practical tips to help you look after your mental health and wellbeing.



<https://www.nhs.uk/oneyou/every-mind-matters/your-mind-plan-quiz/>



<https://mhfaengland.org/every-mind-matters/>



<https://www.mentalhealth.org.nz/assets/5-ways-toolkit/Five-Ways-to-Wellbeing-at-Worknew.pdf>

The Department for Education express their thanks to the early years sector, provide an update on the EYFS reforms and set out how they support staff and children's wellbeing.



<https://youtu.be/io047VyPDAY>

<https://www.foundationyears.org.uk/wp-content/uploads/2020/12/LED-wellbeing-events-DfE-slides.pdf>

Thank you

A really big thank you for everything that each of you working in or alongside the early years sector - supporting children, staff, early years providers - have done and are doing this year.



Please see attached letter from Minsiter, Vicky Ford MP

EYFS Reforms update

- Overarching aims
- Key changes to the Early Years Foundation Stage statutory framework
- Early adopter year – Early adopter schools are implementing the reforms a year in advance of statutory roll-out in September 2021
- Support for early years providers ahead of statutory roll out in September 2021



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

Statutory framework for the early years foundation stage

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

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

Development Matters

Non-statutory curriculum guidance for
the early years foundation stage

September 2020

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

OFSTED UPDATE



<https://youtu.be/IDk9vnFbi2w>

<https://www.foundationyears.org.uk/wp-content/uploads/2020/12/LED-wellbeing-events-Ofsted-slides.pdf>



Our current plans

Our aim is to return in full to our regular inspection frameworks as soon as it is reasonable to do so. Circumstances may mean that this happens at different times across sectors.

Routine inspection

Remains suspended.

Reports

Briefings on the national picture published.

Visits

Phased return with an interim programme of visits to education and social care providers, and local areas' SEND arrangements.

Full reports will follow when inspection restarts next year.



Covid-19 series: early years October 2020



Key messages;

- children being 'understandably disorientated'
- a greater focus on prime
- impact on activities
- some children more affected than others
- plans to maintain high standards.



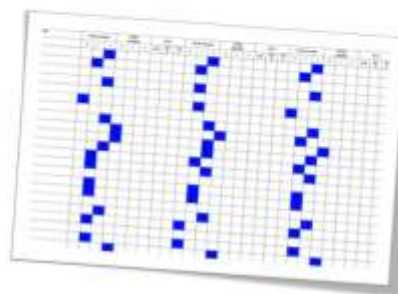
Watch out for the dangers of missing knowledge



Do what is right for the children.



Vs





Home | Online forms | Test and trace support payments

Test and trace support payments

https://www.royalgreenwich.gov.uk/info/200329/coronavirus/2208/benefits_and_hardship_support/2

Apply for a test and trace support payment →

<https://www.royalgreenwich.gov.uk/xfp/form/560>

You will need the following evidence to hand to complete this application

- Your NHS Test and Trace number. This is your unique account ID number which will be in the text or email you received from the NHS Test and Trace Service.
- The dates that you are required to self-isolate for.
- Evidence which you can upload of being in employment or self-employment.
- A recent copy of your bank statement which you can upload so that we can make a payment into your bank account.



Home | Benefits and financial help | Benefits advice

Welfare Rights Service

Contact the Welfare Rights Service →

<https://www.royalgreenwich.gov.uk/xfp/form/530>

https://www.royalgreenwich.gov.uk/info/200246/benefits_advice/420/welfare_rights_service



Request support online →

<https://www.royalgreenwich.gov.uk/xfp/form/526>

Home | Coronavirus

Community Hub

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>

Guidance

Claim for wages through the Coronavirus Job Retention Scheme

Claim for some of your employee's wages if you have put them on furlough or flexible furlough because of coronavirus (COVID-19).

<https://www.gov.uk/guidance/claim-for-wages-through-the-coronavirus-job-retention-scheme>

Guidance

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

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

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

Early Years & Childcare Training

HEYL	Healthy Early Years London healthy eating & food hunger	05/12/2020	10:30	12:00
Paediatric First Aid	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

NEW TIME EXTENSION

every WEDS by 7pm – this continues to be a requirement by the DFE

DFE are pleased to inform us that they have reviewed the frequency of the data collection and that this will be moving to **fortnightly from January 2021**. They will **expect a weekly return on the 9th and 16th of December**, with a break for Christmas on 23rd and 30th December, and then the next return will be due on **6th of January 2021**, followed by fortnightly returns. They will review the data collection frequency again in Spring. They are reserving the right to revert back to weekly testing should it become necessary. The FAQ and guidance document has been refreshed to reflect these changes and it now incorporates a new quick guide to help you return the required information.

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

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](#)