

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 3. 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 have now launched the new Synergy system for funding claims and January census so look out for training dates coming in the New Year.

Together with Royal Greenwich, led by Public Health, local partners, children's centres, schools, nurseries, childminders and Early Years delivered 8000 breakfast bags to stop children going hungry in the school holidays.

A huge thank you to all of you who volunteered and delivered bags directly to parents and collected them from a children's centres to ensure no child goes without a decent breakfast to start their day. This was a huge logistical challenge so thank you for your patience.

Bank holidays are for providers who have worked hard all year to rest and spend time with your families. So please be sure to take time off. Before everyone, children and staff, comes back in January - ask them to tell you about dates of symptoms and any positive cases so you can work out whether isolation periods run into the new term. This will help you track the incidence of Covid 19 for children and staff over the holidays. Remember that if they have not been in close contact for more than 48 hours, nobody else in the setting will need to self isolate.

We wish everyone a happy and safe Christmas,

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



A message from the Director of Children's Services

Dear Providers

Many of you with eligible children will have received or collected Breakfast bags. This has been quite a logistical challenge and I thought you'd all smile at this image of hundreds of bags in waiting at one school!!

Have a wonderful Christmas, a well deserved break and a very Happy new year. I look forward to working with you in 2021, through our Early Years and Childcare team, and facing whatever 2021 brings us which I hope is more creativity, less Covid, compassion and some calmness.

Florence

Greenwich Together for Winter

Here's some photos of the amazing Public Health team who co-ordinated the Breakfast Bag scheme with partners, volunteers, schools, children's centres and early years providers– Gillian, Claire, Catherine, and Emma.





Here's the Early Years & Childcare team – Kallie, Danielle, Kerry and Elaine out delivering. Rebecca was a chief communications officer at base camp for the early years delivery squad so she's not in these photos.



What else is going on?

- 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.

Here are some other things you can share with families



<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

A Better Start - Shared Learning Programme – case studies from around the UK

- [Healthy eating and nutrition in the really young](#) - Richard Newson reflects on the evidence underpinning a healthy eating and nutrition programme aimed at Blackpool families.
- [Supporting community innovation - learnings from the Resilience, Ideas and Innovation Fund](#) - Brooke Littlejohn from A Better Start Southend shows how a grassroots funding programme aims to have a big local impact.
- [Sowing seeds of hope: Growing Together Bradford](#) - Charlie Gray from Horton Community Farm, and Ama Chaney from Grow To School, show how community growing projects can bloom despite social restrictions

Remote Learning Options for Early Years Children

We recognise that remote learning provision for our youngest learners can be accessed in many ways.

The attached document contains a list of resources and activity ideas that you may find useful in your delivery of remote education for some of your children. Please be guided by ages and stages of children – where they are at and what the next step is.

With thanks

Barbara Foster - School Improvement Advisor



FREE BUSINESS SUSTAINABILITY TRAINING

National business support Zoom webinar for early years and childcare providers

19 January 2021

BOOK NOW!!

09.45 to 12.30 <https://www.eventbrite.co.uk/e/business-map-a-national-webinar-for-early-years-and-childcare-providers-tickets-131608780405>

or

18.30 to 20.45 <https://www.eventbrite.co.uk/e/business-map-a-national-webinar-for-early-years-and-childminders-tickets-131614619871>

NEW PROVIDER PORTAL – GO LIVE

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

We have now gone live with Synergy. 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.

All providers including childminders

Look out for training dates and a handy manual – coming soon!

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



Department
for Education

Guidance

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

Updated 14 December 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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1. [Main changes since this guidance was recently updated](#)
2. [Introduction](#)
3. [Who this guidance is for](#)
4. [Responsibilities of local authorities and early years providers](#)
5. [Risk assessments, and individuals with protected characteristics](#)
6. [Infection prevention and response: system of controls](#)
7. [Other safety in setting controls](#)
8. [Music, dance and drama](#)
9. [Children's attendance](#)
10. [Considerations for operating the setting](#)
11. [Safeguarding and welfare](#)
12. [Early years foundation stage and reforms](#)
13. [Ofsted](#)
14. [Childminders](#)
15. [Funding and business support](#)

Key changes

- Self isolation period for contacts - reduced from 14 to **10 days** (System of controls, Returning from abroad and Childminders sections)
- Quality assurance visits (Ofsted section)
- 30-hour entitlements: amended references to autumn (Childminders and Funding and business support sections)
- Previous update [side effects of vaccinations or teething](#) section.

Guidance

Tier 3: Very High alert

What you can and cannot do in an area in Tier 3 of local restrictions.

Published 30 November 2020

From: [Department of Health and Social Care](#)

<https://www.gov.uk/guidance/tier-3-very-high-alert>

Contents

1. [Hands. Face. Space](#)
2. [Meeting family and friends](#)
3. [Protecting people more at risk from coronavirus](#)
4. [Businesses and venues](#)
5. [Going to work](#)
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11. [Sport and physical activity](#)
12. [Moving home](#)
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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>

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>

CORONAVIRUS TIER 3

VERY HIGH ALERT

gov.uk/coronavirus

Around 1 in 3 people with Covid-19 have no symptoms so will be spreading the virus without realising. We must all take action to protect each other and our hospital capacity.

<p>MEETING FRIENDS AND FAMILY </p> <p>No mixing of households indoors, or most outdoor places, apart from support bubbles. Maximum of six in some outdoor public spaces (e.g. parks, public gardens).</p>	<p>BARs, PUBS AND RESTAURANTS </p> <p>Hospitality is closed, with the exception of sales by takeaway, drive-through or delivery.</p>	<p>RETAIL </p> <p>Open.</p>	<p>WORK AND BUSINESS </p> <p>Everyone who can work from home should do so.</p>
<p>EDUCATION </p> <p>Early years settings, schools, colleges and universities open. Childcare, other supervised activities for children, and childcare bubbles permitted.</p>	<p>INDOOR LEISURE </p> <p>Open. Group activities and classes should not take place.</p>	<p>ACCOMMODATION </p> <p>Closed (with limited exceptions)</p>	<p>PERSONAL CARE </p> <p>Open.</p>
<p>OVERNIGHT STAYS </p> <p>We advise against overnight stays other than with household or support bubble.</p>	<p>WEDDINGS AND FUNERALS </p> <p>15 guests for weddings, civil partnerships and wakes; 30 for funerals. Wedding receptions not permitted.</p>	<p>ENTERTAINMENT </p> <p>Indoor venues closed.</p>	<p>PLACES OF WORSHIP </p> <p>Open, but cannot interact with anyone outside household or support bubble.</p>
<p>TRAVELLING </p> <p>Avoid travelling outside your area, other than where necessary such as for work or education. Further exemptions apply. Reduce the number of journeys where possible. Plan ahead and avoid busy times and routes on public transport. Avoid car sharing with those outside of your household or support bubble.</p>	<p>EXERCISE </p> <p>Classes and organised adult sport can take place outdoors, but people should avoid higher-risk contact activity. Group exercise activities and sports indoors should not take place, unless with your household or bubble. Organised activities for elite athletes, under-18s and disabled people can continue.</p>	<p>RESIDENTIAL CARE </p> <p>COVID-secure arrangements such as substantial screens, visiting pods, and window visits. Outdoor/airtight visits only (rollout of rapid testing will enable indoor visits including contact).</p>	<p>LARGE EVENTS </p> <p>Events should not take place. Drive-in events permitted.</p>

For support and more information visit:
gov.uk/coronavirus



HANDS



FACE



SPACE

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 **10 day** isolation

POSITIVE

Rest of children and staff in **close contact** sent home to isolate for **10 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

Decision

Royal London Borough of Greenwich temporary continuity direction

The Coronavirus Act 2020 Royal London Borough of
Greenwich temporary continuity direction.

Published 14 December 2020

From: [Department for Education](#) and [The Rt Hon Gavin Williamson CBE MP](#)

<https://www.gov.uk/government/publications/royal-london-borough-of-greenwich-temporary-continuity-direction>

https://www.royalgreenwich.gov.uk/news/article/1755/response_to_the_government_regarding_schools



My account



Council services menu



Published: Tuesday, 15th December 2020

Statement from the Leader of the Royal Borough of Greenwich, Cllr Danny Thorpe

"Yesterday the Council received a directive from the Government that schools in the borough must remain fully open until the end of term. With COVID-19 cases rising rapidly in the borough, I cannot agree that this is the correct choice for our schools. However, I also cannot justify the use of public funds to fight the decision in the courts. Consequently, I have no choice but to ask our schools to keep their doors open to all students rather than just continuing with online learning.

"From the start of this pandemic, both myself and the whole Council have worked tirelessly to support our whole school community. The action we took on Sunday was based solely on doing the right thing for our borough, not a protracted legal argument with the Government, which absolutely nobody needs at the end of an extremely difficult term.

"The Council has issued the following response to the Government, which outlines our serious concerns about forcing our students to attend school in person and our intention to reluctantly comply with the Secretary of State's directive."

[Letter to Secretary of State 15 December 2020](#)

[Letter to parents](#)

https://www.royalgreenwich.gov.uk/downloads/file/5029/letter_to_secretary_of_state_15_december_2020

https://www.royalgreenwich.gov.uk/downloads/download/1152/response_to_the_government_regarding_schools

https://www.royalgreenwich.gov.uk/downloads/file/5030/letter_to_parents

Covid-19 and Flu Vaccination

Campaign Resources

Covid-19 Vaccination Campaign

The Covid-19 vaccine will be one of the best ways of protecting yourself, the children at your setting and starting to get back on the path to normality.

Healthcare workers, social care workers and care home staff will get the free, MHRA approved vaccine. Don't forget, you need two doses to be protected against Covid-19, so you can keep caring for others. Find out about the roll-out at www.nhs.uk/CovidVaccine

Attached is handout with campaign resources you can use in the New Year for posters and flyers





The COVID-19 vaccine will be made available across the UK from 8 December.

Starting with those who need it most.



VACCINE APPROVED

- ✓ Safe
- ✓ Effective

Vaccines are only made available to the public after meeting strict safety and effectiveness criteria



The **expertise** drawn from **other NHS immunisation programmes** is being used to guide the planning of **COVID-19 vaccination.**



CORONAVIRUS STAY ALERT TO THE SYMPTOMS

**HIGH TEMPERATURE
OR NEW CONTINUOUS COUGH
OR LOSS OF TASTE OR SMELL?**

No one in your household should leave home if any one person has symptoms.

Find out how to get a test, and how long to isolate, at [nhs.uk/coronavirus](https://www.nhs.uk/coronavirus)

STAY ALERT ▶ CONTROL THE VIRUS ▶ SAVE LIVES

NEW UPDATE



Cabinet Office

Guidance

Making a Christmas bubble with friends and family

Updated 16 December 2020

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

Contents

[1. Forming a Christmas bubble](#)

[2. Meeting with your Christmas bubble, and other friends and family](#)

[3. Households where everybody is not in the same Christmas bubble](#)

[4. If you choose not to form a Christmas bubble](#)

[5. Self-isolation and Christmas bubbles](#)

[6. If you are clinically extremely vulnerable](#)

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[8. Travel and overnight stays with your Christmas bubble](#)

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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 some 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. All other restrictions, including around hospitality and entertainment, will not change and you should follow [the rules in your tier](#).

It is vital that we each take personal responsibility this Christmas to limit the spread of the virus and [protect our loved ones, particularly if they are vulnerable](#).

This means thinking very carefully about the risks of meeting up with others and only doing so if you feel you absolutely need to. For many, this will mean that it isn't possible to celebrate Christmas in the way you normally would.

The safest way to celebrate Christmas this year is with your household or existing support bubble in your home. The more people you see, the more likely it is that you will catch or spread coronavirus (COVID-19). One in three people with coronavirus do not show symptoms - this means 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 and discuss alternatives, such as the use of technology, to avoid bringing households together or travelling between different parts of the country.

If you do decide you need to form a Christmas bubble, you can do so between 23 and 27 December with people from no more than three households.

If you choose to form a bubble:

- you should stop unnecessary social contact outside your immediate household as soon as possible and for at least five days before you meet other households in your bubble
- you should keep your bubble as small as possible
- you can only be in one Christmas bubble
- you cannot change your Christmas bubble
- if necessary, 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 only meet people who are not in your Christmas bubble outside your home according to [the rules in the tier you are meeting in](#)
- do 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

Scientific advice is clear that the longer you meet others for, the higher the risk of you catching and spreading the virus. You should minimise the time you spend with your Christmas bubble and should not stay overnight unless absolutely unavoidable. You cannot meet your Christmas bubble before the 23 December or after the 27 December. The five day period is a window of opportunity and should be seen as a legal maximum, not a target. A smaller Christmas is a safer Christmas, and a shorter Christmas is a safer Christmas.

It is particularly important to think about the greater risks to more vulnerable people whilst recognising how hard it can be to maintain good physical and mental health without essential contact with family and friends. If you are over 70 or [clinically extremely vulnerable](#), think carefully about the risks. The safest approach may be not to form a Christmas bubble. If you do form a Christmas bubble, then be especially careful to observe the guidance - meet outdoors where possible, wash your hands regularly, keep a distance from those you don't live with, and, if you meet indoors, ensure good ventilation by letting in fresh air. If you are in an existing household or support bubble with someone who is clinically extremely vulnerable, the safest approach would be not to join a wider Christmas bubble to help reduce the risks to their health.

When seeing your Christmas bubble, 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, making space between members of different households wherever you can, washing your hands regularly and for 20 seconds, and following [rules on self-isolation](#) if you develop symptoms or test positive for coronavirus. On no account should you visit another households if you, or anyone in your household, is feeling unwell or self-isolating. 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.

Forming a Christmas bubble

Christmas bubbles, [support bubbles](#) and [childcare bubbles](#) are all different things and have their own specific rules.

The rules on forming and using a Christmas bubble will be the law. You must follow them to minimise the spread of infection.

If you choose to form a Christmas bubble there are three main rules:

- you can only be in one Christmas bubble
- you cannot change your Christmas bubble
- your Christmas bubble should not include people from more than three households

It is important that you keep your Christmas bubble as small as possible.

You must not form a Christmas bubble if you are self-isolating. [See information on self-isolation and Christmas bubbles](#).



Collection

Ofsted's plans: January 2021

Guidance and details of our plans from January 2021 as part of a phased return to full inspection.

<https://www.gov.uk/guidance/january-2021-registered-early-years-providers>

Contents

1. [Introduction](#)
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13. [Conduct and complaints](#)
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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.

Following the Secretary of State's recent announcement, Ofsted plans to return to inspection in early years settings and 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 and will look to find out what it is like for children in their early years setting.

Ofsted will take a proportionate and risk-based approach to selecting providers for an assurance inspection. Further information can be found in the [operational note](#).

Ofsted will continue to carry out our regulatory and compliance functions as normal during this time, as far as the public health emergency allows.

Ofsted's Annual Report 2019/2020

Corporate report

Ofsted Annual Report 2019/20: education, children’s services and skills

Ofsted's Annual Report presents our findings for the areas we inspect in early years childcare, schools, further education and skills and social care.



<https://www.gov.uk/government/publications/ofsted-annual-report-201920-education-childrens-services-and-skills>

The findings are based on inspection evidence from inspections of, and visits to, settings. The report also draws on findings from earlier research and analysis done this year. You can read the speech of Amanda Spielman, HM Chief Inspector, launching the report [here](#).

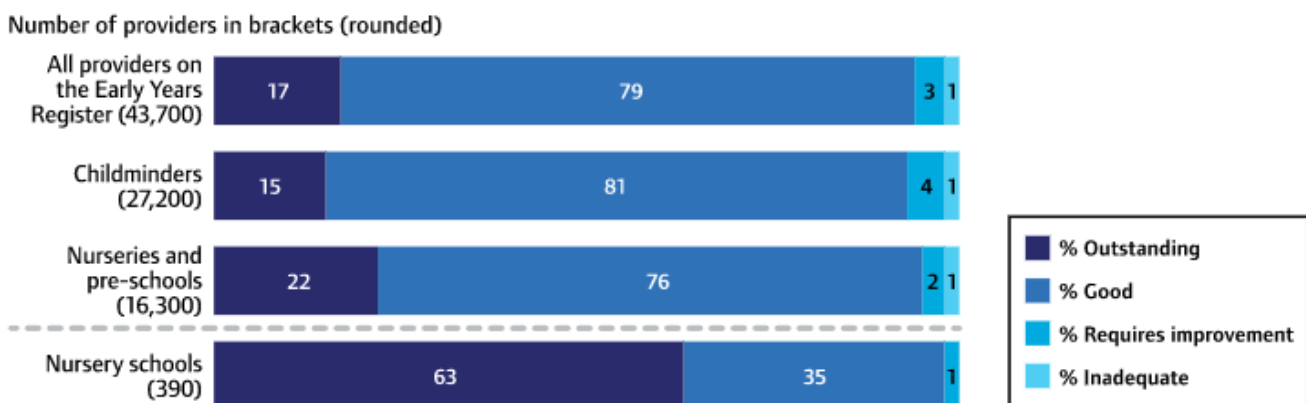
Early Years

<https://www.gov.uk/government/publications/ofsted-annual-report-201920-education-childrens-services-and-skills/the-annual-report-of-her-majestys-chief-inspector-of-education-childrens-services-and-skills-201920#early-years-and-childcare-providers>

Most recent inspections

Of the inspected EYR providers, 96% were judged good or outstanding at their most recent inspection. This is unchanged since last year and a marked increase from 85% in 2015, the start of the CIF.

Figure 2: Overall effectiveness of early years providers: 31 August 2020



1. Includes inspections carried out by 31 August 2020 with a report published by 30 September 2020.
 2. Nursery schools are inspected under section 5 of the Education Act 2005, indicated by the dotted line.
 3. Childcare on domestic premises are not included because there are only a small number of providers.
 4. Percentages are rounded and may not add to 100.



**FREE BUSINESS SUSTAINABILITY
TRAINING**

**National business support Zoom webinar for
early years and childcare providers
19 January 2021**

BOOK NOW!!

9.45 to 12.30 <https://www.eventbrite.co.uk/e/business-map-a-national-webinar-for-early-years-and-childcare-providers-tickets-131608780405>

or 6.30 to 8.45 <https://www.eventbrite.co.uk/e/business-map-a-national-webinar-for-early-years-and-childminders-tickets-131614619871>

DfE has funded Hemsall's to deliver a new national webinar for all types of early years and childcare provider. Managing an early years and childcare setting, whether it be a homebased childminder, out of school club, a small voluntary playgroup, a nursery or a chain, a school or children's centre, is complex task. It is one of balancing quality, health and safety, with parents' and children's needs, funding and fees, and business sustainability.

The webinar will outline steps providers could take to business plan for now, summer term and across 2021. Developed around a six-step Business Map process, the webinar will assist anyone thinking about necessary business decisions to support business change and sustainability, whether they are new to the role or an experienced manager.

James Hemsall OBE, director says: "At Hemsall's we've spent 20 years helping providers to create childcare places, introduce funded early years entitlements for two-, three- and four-year-olds, and manage business sustainability. This year has been no exception and our team has been busy delivering very many online information sessions, online training workshops and one-to-one business support to make sense of the current business needs in early years prompted by COVID-19. Hemsall's has been asked by DfE to share our approach and some new tools and resources, as well as highlighting all the support that already exists in the sector."

- **Why is it called Business Map, and what is it aiming to achieve?** We know there are a lot of business planning tools out there. We didn't want to duplicate that. We know there is a need for thinking about a whole process of looking at the current and future needs of childcare businesses. The Business Map shows the way.
- **How has it been developed?** Business Map has been developed this year through very many information, training and one-to-one business support sessions. We have listened to the challenges and needs of settings and created something new and different.
- **What are the six steps?** We start by looking at what's changing, then how we find out more about how this affects each setting. After which there is a risk assessment process, this is more about identifying what the pressure points are. Then we explore possible ideas and options, including what has worked for others. After that we help everyone to consider their own plans and decisions. At the end there is a review and the process starts again if adaptations are needed.
- **What is on offer?** Webinar attendees will be able to download the FREE Business Map, certificate of attendance, and supporting resources at the end.



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

Statutory Sick Pay (SSP)

<https://www.gov.uk/statutory-sick-pay>

FOR EMPLOYER TO READ <https://www.gov.uk/employers-sick-pay>

If your employee is off work because of coronavirus (COVID-19)

You must pay an employee SSP if they're self-isolating and off work for at least 4 days and any of the following apply:

- [they or someone they live with has coronavirus symptoms](#) or has tested positive for coronavirus
- they've been [notified by the NHS or public health authorities](#) that they've been in contact with someone with coronavirus
- someone in their 'support bubble' (or 'extended household' if they live in [Scotland](#) or [Wales](#)) has symptoms or has tested positive for coronavirus
- they've been advised by a doctor or healthcare professional to self-isolate before going into hospital for surgery

You must also pay them SSP if both of the following apply:

- they live or work in an [area with restrictions in place](#) (local or national), including advice to 'shield' (take extra precautions to minimise contact with others)
- they've been advised to shield because they're at [very high risk of severe illness from coronavirus](#)

You must pay your employee from the first 'qualifying day' they're off work. The date will depend on why they're off work.

Reclaiming SSP <https://www.gov.uk/guidance/claim-back-statutory-sick-pay-paid-to-employees-due-to-coronavirus-covid-19>

You can [reclaim up to 2 weeks' SSP](#) if all of the following apply:

- your employee was off work because they had coronavirus, were self-isolating or shielding
- your PAYE payroll scheme started on or before 28 February 2020
- you had fewer than 250 employees on 28 February 2020

You can reclaim up to £95.85 a week for each employee.

You cannot reclaim SSP if your employee is off sick for any other reason.

Find out what [other support you can get if your business is affected by coronavirus](#).

Holiday (or 'annual leave')

Statutory [annual leave](#) is accrued while the employee is off work sick (no matter how long they're off) and can be taken during sick leave.

FOR STAFF MEMBER TO READ <https://www.gov.uk/statutory-sick-pay/eligibility>

Eligibility

To qualify for Statutory Sick Pay (SSP) you must:

- be classed as an [employee](#) and have done some work for your employer
- earn an average of at least £120 per week
- have been ill, self-isolating or 'shielding' for at least 4 days in a row (including non-working days)

How many days you can get SSP for depends on [why you're off work](#).

Telling your employer

You must usually tell your employer you're unable to work before the deadline they set (or within 7 days if they have not set one).

You could lose some of your SSP if you do not tell your employer in time.

Exceptions

You will not qualify if you:

- have received the maximum amount of SSP (28 weeks)
- are getting Statutory Maternity Pay
- are self-isolating after [entering or returning to the UK](#) and do not need to self-isolate for any other reason

You can still qualify if you started your job recently and you have not received 8 weeks' pay yet. Ask your employer to find out more.

Proof if you're self-isolating because of coronavirus

If you're self-isolating and cannot work because of coronavirus, you can get an ['isolation note' online from NHS 111](#) if you're off work for 7 or more days. You do not have to go to your doctor or a hospital.

If you've been notified by the NHS or public health authorities that you've come into contact with someone with coronavirus, your notification is proof.

If you're not eligible or your SSP ends. You may be able to apply for [Universal Credit](#) or [Employment and Support Allowance \(ESA\)](#). You can use [form SSP1](#) to support your application.

If your SSP is ending your employer must send you form SSP1 either:

- within 7 days of your SSP ending, if it ends unexpectedly while you're still sick
- on or before the beginning of the 23rd week, if your SSP is expected to end before your sickness does

If you do not qualify for SSP your employer must send you form SSP1 within 7 days of you going off sick.

Other potential support for employees <https://www.gov.uk/find-coronavirus-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>

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>

FOR ACTION Consultation on Proposed Admission Arrangements for Royal Greenwich Schools for the 2022/23 Academic Year

The following own admission authority schools are undertaking a statutory consultation on their admission arrangements for the academic year starting in September 2022. All comments need to be sent directly to the relevant school by **31 January 2021**. Please note this is a Sunday.

Primary

Christ Church (SE10) CE School
www.koinoniafederation.com

Hawksmoor School
<http://www.hawksmoor.greenwich.sch.uk/>

St Alfege with St Peter's School
www.stalfegeschool.org.uk

St Mary Magdalene CE School
www.koinoniafederation.com

Windrush School
www.windrushprimary.org

Secondary

Harris Academy Greenwich
www.harrisgreenwich.org.uk

The John Roan
www.thejohnroanschool.org.uk

Royal Greenwich Trust School
www.rgtrustschool.net

St Mary Magdalene CE School
www.koinoniafederation.com

St Thomas More Catholic Comprehensive
www.stmcomprehensive.org

Woolwich Polytechnic School for Boys
www.woolwichpoly.co.uk

Woolwich Polytechnic School for Girls
www.woolwichpolygirls.com

Schools are asked to actively share details of these consultations with members of their school community i.e. pupils, parents, staff and governing body.

Catherine Grace - Admissions Manager

Supporting and centring SEND

[Supporting and centring SEND in early years](#)



This is a very interesting blog post which focuses on how early years professionals can cultivate conversation and action that centres children with SEND, going beyond the use of first person language and looking at identity first language.

<https://earlyyearsactivism.wordpress.com/2020/11/26/supporting-and-centring-send-children>

[2021 early years foundation stage: assessment and reporting arrangements \(ARA\)](#)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/940833/2021_EYFS_ARA_V1.0.pdf

Early years foundation stage assessment and reporting arrangements

December 2020

DFE have published [statutory guidance](#) for assessing and reporting the early years foundation stage (EYFS) profile in the 2020/2021 academic year.

This guidance is for schools, nurseries, childminders, local authorities and governing bodies responsible for assessing the EYFS profile for children aged 5 and under.

Early years foundation stage profile

2021 handbook

The early years foundation stage profile handbook, which supports EYFS practitioners in making accurate judgements about each child's attainment, is also online and can be viewed [here](#).

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/942421/EYFSP_Handbook_2021.pdf

[Unconscious Bias in the Observation, Assessment and Planning Process](#)

Dr Stella Louis and Hannah Betteridge [examine](#) how child observations are subject to unconscious bias and discuss ways in which these biases can be tackled.

We can gain our bias from our interactions with:

- family
- social circles
- education
- television and film
- newspapers
- social media
- advertising
- friendship groups

We may perceive children differently because they:

- are from another race, culture, religion and/or class
- have English as a second language
- are non-verbal
- have additional emotional and social needs
- display behaviour that is viewed as difficult or challenging
- have a disability
- do not conform to what is perceived as the norm
- are male or female

Read the full article here <https://eyfs.info/articles.html/general/unconscious-bias-in-the-observation-assessment-and-planning-process-r338>

[Earliest Years of Life Podcast](#)

<https://www.betterstartbradford.org.uk/earliest-years-of-life-podcast>



Zak and Kerry from Better Start Bradford chat with Dr Susanne Zeedyk, a specialist in human connection and attachment theory, to [explore](#) how our earliest years give us the tools we use to navigate life.

[Motivation, wellbeing and finding your way in your early years career](#)



Jamel Carly-Campbell, an early years educator, consultant and advisor, looks at ways you can find the wellbeing and motivation you need to follow [the right early years career pathway for you](#).

<https://eyfs.info/articles.html/general/finding-the-motivation-and-wellbeing-you-need%C2%A0to-follow-your-early-years-career-pathway-r340>

Here are some wellbeing and CPD tips

Jamel Carly's 3 tips to support mental health and wellbeing:

1. Write a list of all the things you enjoy. Then try to do at least two of these things each week. This will make you feel good because you're doing things that you like to do, and it will give you something to look forward to other than going to work or the responsibilities of your personal life.
2. Find a special place. A place of peace, maybe a place you visited as a child that holds good memories or a place you aspire to live in. This will help to raise your spirits and create a euphoric feeling of aspiration and motivation.
3. Celebrate your accomplishments. It doesn't matter if they're big or small. You have achieved something, so be proud.



[Can babies and children under 5 experience mental health problems?](https://www.pacey.org.uk/working-in-childcare/spotlight-on/supporting-families/infant-mental-health)

<https://www.pacey.org.uk/working-in-childcare/spotlight-on/supporting-families/infant-mental-health>

Dr Camilla Rosan, Head of Early Years at the Anna Freud Centre, and Katja Simoncelli, an early years therapist, [discuss](#) infant mental health and what childcare providers can do to support in this area.

What is infant mental health?

The mental health of young children (often called infant mental health) is entirely linked to their relationships with others.

Babies love connection. In the early years, it is obvious to us that young children are physically reliant on their parents and caregivers. But they are also socially and emotionally reliant on us too.

For babies, what is so critical to their mental health is whether they have a caregiver who can sensitively respond to them. A sensitive caregiver is one that:

- is aware of their child's emotional and physical needs;
- can respond appropriately to these needs; and
- can respond to their child's consistently and quickly.

Early Childhood Education for Sustainability

Dr. Diane Boyd is from Liverpool John Moores University and provides an update on education for sustainability.

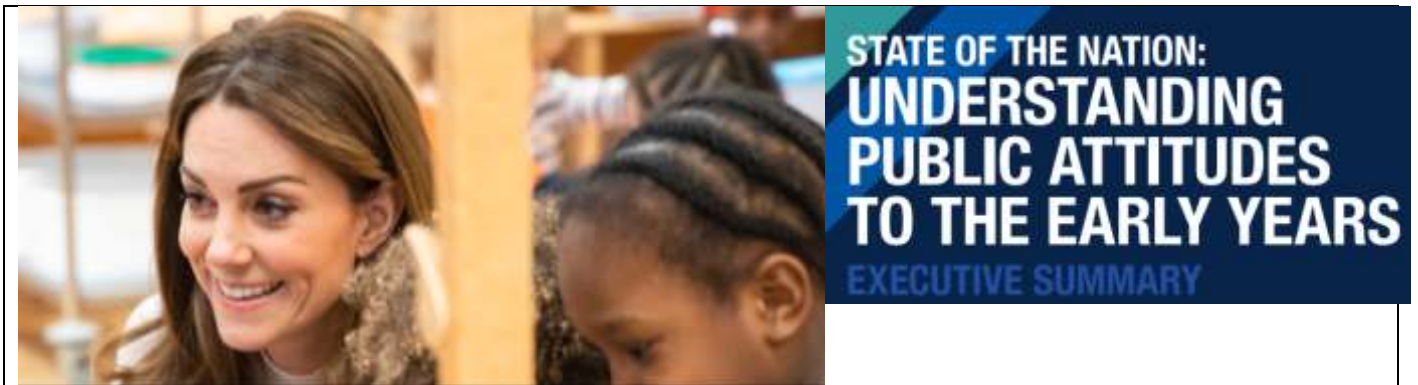
Socio-cultural sustainability challenges adults and practitioners to listen and involve children in their decision making. During this current climate of uncertainty as a result of COVID, both children and their parents maybe apprehensive about the future.

Drawing on the prime area of PSE Development, which requires practitioners to be "strong, warm and supportive" in helping children to "understand their feelings," ensures there are opportunities for open discussions about sensitive issues, such as loss, illness and what the future might hold. British Fundamental Values additionally requires all settings to demonstrate "respect." This could be achieved by listening and giving children a voice, thereby respecting them and which in turn will also support their PSE development.

Diane is developing a case study folder for practitioners on education for sustainability. If you have any stories or examples you'd like to share, or have any questions in general about education for sustainability, please feel free to send her an [email](#).



<https://royalfoundation.com/early-years/>



Earlier this year [The Royal Foundation](#) commissioned IPSOS Mori to conduct a study exploring what the UK thinks about the early years.

You can read the executive summary of the report [here](#).

<https://mk0royalfoundatcnhl0.kinstacdn.com/wp-content/uploads/2020/11/STRICTLY-EMBARGOED-UNTIL-0001-HRS-FRIDAY-27-NOVEMBER-2020-IPSOS-MORI-ROYAL-FOUNDATION-EXECUTIVE-SUMMARY.pdf>

The report was recently launched at a special forum, which included a key note speech from the Duchess of Cambridge.



<https://youtu.be/C2k0ieZONgY>



<https://youtu.be/NoOruWUvY7Q>

#5BIGINSIGHTS

1. People overwhelmingly believe that a child's future is not pre-determined at birth. However, most people don't understand the specific importance of the early years.

Answering the 5 Big Questions, 98% of people believe nurture is essential to lifelong outcomes, but just one in four recognise the specific importance of the first five years of a child's life.

2. The reality of life makes it hard for parents to prioritise their wellbeing.

90% of people see parental mental health and wellbeing as being critical to a child's development, but in reality people do very little to prioritise themselves. Only 10% of parents mentioned taking the time to look after their own wellbeing when asked how they had prepared for the arrival of their baby. Worryingly, over a third of all parents (37%) expect the COVID-19 pandemic to have a negative impact on their long-term mental wellbeing.

3. Feeling judged by others can make a bad situation worse.

70% of parents feel judged by others and among these parents, nearly half feel this negatively impacts their mental health.

4. People have been separated from family and friends during the pandemic and at the same time parental loneliness has dramatically increased. Disturbingly, people are also less willing to seek help for how they're feeling.

Parental loneliness has dramatically increased during the pandemic from 38% before to 63% as parents have been cut off from friends and family. The increase in loneliness for parents is more apparent in the most deprived areas. These parents are more than twice as likely as those living in the least deprived areas to say they feel lonely often or always (13% compared with 5%). Compounding this, it seems there has been a rise in the proportion of parents who feel uncomfortable seeking help for how they are feeling from 18% before the pandemic to 34% during it.

5. During the covid-19 pandemic, support from local communities has substantially increased for many – but not for all.

Across the UK, communities have united powerfully to meet the challenge of unprecedented times. 40% of parents feel that community support has grown. However, parents in the most deprived areas are less likely to have experienced this increased support (33%) than elsewhere.

[Best start in speech, language and communication \(SLC\)](#)

Guidance

Best start in speech, language and communication (SLC)

Guidance to help improve SLC in the early years, including an Early Language Identification Measure and Intervention tool for use with children aged 2 to 2 and a half.

<https://www.gov.uk/government/publications/best-start-in-speech-language-and-communication>

Identifying and supporting children's early language needs

Public Health England have published guidance to help improve SLC in the early years, including an Early Language Identification Measure and Intervention tool for use with children aged 2 to 2 and a half.

The main guidance document supports local areas to develop a whole-systems approach to reducing inequalities in SLC. This is accompanied by supporting evidence and case studies of good practice from local areas, as well as a report providing an overview of the development of the Early Language Identification Measure and Intervention.

Research and analysis

Evaluation of the early years local government programme

Provides evidence about the effectiveness of the early years local government programme in tackling gaps in early language and literacy skills.

Evaluation of the Early Years Local Government Programme

Final Research Report

July 2020

DfE have published research providing evidence of the effectiveness of the early years local government programme in tackling gaps in early language and literacy skills.

The evaluation of the early years local government programme was conducted by Ecorys between May 2019 and March 2020. You can find a copy of the report here.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/939813/Evaluation_of_the_Early_Years_Local_Government_Programme.pdf

Mathematical teaching in the early years

<https://educationendowmentfoundation.org.uk/tools/guidance-reports/early-maths/>

Improving Mathematics in the Early Years and Key Stage 1

Five recommendations to support practitioners in developing the maths skills of 3-7 year-olds



The Education Endowment Foundation (EEF) has published an [evidence review](#) on mathematics teaching in the Early Years and Key Stage 1. Important findings include:

- It is important for teachers to be aware of the typical early development of mathematical skills and concepts, to understand what may be appropriate for teaching children in the Early Years and Key Stage 1.
- Structured teaching should be balanced with opportunities for children to engage in both free and structured (or guided) play involving mathematical resources and ideas.
- The use of storybooks in mathematical teaching can have a large impact on young children's attainment in this subject.

The full report is here

https://educationendowmentfoundation.org.uk/public/files/Publications/Maths/EEF_Maths_EY_KSI_Guidance_Report.pdf

Face-to-face Paediatric First Aid (PFA) training during COVID-19



Face-to-face PFA training is running and can be undertaken irrespective of what COVID-19 tier an area is in.

The emergency elements in full PFA training should be delivered face-to-face. This is to ensure that that practical elements included in the course (such as administering CPR and dealing with choking) can be demonstrated by a trainer and so trainees can be properly supported and assessed by direct observation, to ensure their competence.

DfE recognises that there may be concerns about the safety of face-to-face training during the pandemic. Training can be delivered in a way that is COVID-19 secure. The First Aid Quality Partnership (FAQP), a stakeholder group representing leading organisations in the first aid training industry, has developed some advice on delivering first aid training during the COVID-19 pandemic.

<https://foundationyears.org.uk/2020/12/face-to-face-paediatric-first-aid-training-during-the-covid-19-pandemic>

Royal Greenwich are working with a trusted First Aid trainer and there are many dates available in the New Year. Please do not attend if you have symptoms or have tested positive.

Early Years & Childcare Training

Area of EYFS	Training Courses and Workshops	Dates	Start Times	End Times
Safeguarding & Welfare	Introduction to Safeguarding	14/01/2021	13.30	17:00
	Introduction to Safeguarding	06/02/2021	09.30	13:00
	Intermediate Safeguarding	21/01/2021	13.30	17:00
	Intermediate Safeguarding	27/02/2021	09:30	13:00
	Designated Safeguarding Person	04/02/2021	13:30	17:00
	Designated Safeguarding Person	13/03/2021	09:30	13:00
	Keeping Babies and Young Children Safe: Understanding Child Development	11/03/2021	10.00	15:00
	Attachment and Attunement	11/02/2021	19:00	20:30
	Child Bereavement	22/01/2021	19:00	20:30
	Domestic Abuse Awareness	04/03/2021	19:00	20:30
Paediatric First Aid	Paediatric First Aid – blended course	13/01/2021	08:45	16:00
	Paediatric First Aid – blended course	16/01/2021	08:45	16:00
	Paediatric First Aid – blended course	03/02/2021	08:45	16:00
	Paediatric First Aid – blended course	13/02/2021	08:45	16:00
	Paediatric First Aid – blended course	03/03/2021	08:45	16:00
	Paediatric First Aid – blended course	27/03/2021	08:45	16:00

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)

DFE Data Collection Survey

There's a break for Christmas on 23rd and 30th December, and then the next return will be due on **6th January 2021**, followed by fortnightly returns. DFE will review the data collection frequency again in Spring. They are reserving the right to revert back to weekly testing should it become necessary.

Collection

Attendance in education and early years settings during the coronavirus (COVID-19) outbreak

<https://www.gov.uk/government/collections/attendance-in-education-and-early-years-settings-during-the-coronavirus-covid-19-outbreak>

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



free early learning
Royal Greenwich



CONNECT

TALK & LISTEN,
BE THERE, FEEL CONNECTED



Give

YOUR TIME, YOUR WORDS, YOUR PRESENCE



**KEEP
LEARNING**

EMBRACE NEW EXPERIENCES,
SEE OPPORTUNITIES, SURPRISE YOURSELF

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/>

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