

Royal Greenwich – a great place to grow up!



Childcare
Options
Royal Greenwich

Dear Providers

We wanted to start with Happy New Year but that seems difficult to focus on right now as we are in the midst of 3rd national lockdown, Tier 5, with new variant of Covid 19. Many of you have let us know of your concerns and worries which we understand. We will continue to do our best to provide you with timely information which we think will support and if you think of anything else that is reasonable and realistic for us to do, please do not hesitate to contact one of your Early Years and Childcare advisors by email or set up a Zoom meeting with them.

Look out for your user guide to Synergy system for funding claims and January census.

We wish everyone good health and wellbeing,

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



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>

Inspired this week by

A world worthy of it's' children by Pablo Casals



<https://youtu.be/Z7riwMV3lZk>

Listen to these words from the famous musician Pablo Casals, and let them inspire you for the future:

“Sometimes I look around me with a feeling of complete dismay. In the confusion that afflicts the world today, I see a disrespect for the very values of life. Beauty is all about us, but how many are blind to it!

Each second we live in a new and unique moment of the universe, a moment that never was before and will never be again. And what do we teach our children in school? We teach them that two and two makes four, and that Paris is the capital of France. When will we also teach them what they are? We should say to each of them: Do you know what you are? You are a marvel. You are unique. In all the world there is no other child exactly like you. In the millions of years that have passed there has never been another child like you.

And look at your body — what a wonder it is! Your legs, your arms, your cunning fingers, the way you move! You may be a Shakespeare, a Michelangelo, a Beethoven. You have the capacity for anything. Yes, you are a marvel. And when you grow up, can you then harm another who is, like you, a marvel? You must cherish one another. You must work — we all must work — to make this world worthy of its children.”



Level 3 - Cold Weather Action

<https://www.metoffice.gov.uk/public/weather/cold-weather-alert/?tab=coldWeatherAlert&season=normal#?tab=coldWeatherAlert>

Forecast Issued on Friday, January 8, 2021 8:50 AM

Cold Weather Alert

Level 3 - Cold Weather Action

There is a 90% probability of severe cold weather/icy conditions between 0900 on Friday 08 Jan and 0900 on Monday 11 Jan in parts of England. This weather could increase the health risks to vulnerable patients and disrupt the delivery of services. Please refer to the national Cold Weather Plan and your emergency plan for appropriate preventive action.

An update will be issued when the alert level changes in any region. Alerts are issued once a day by 0900 if required and are not subject to amendment in between standard issue times. Note that the details of the forecast weather are valid at the time of issue but may change over the period that an alert remains in force. These details will not be updated here unless the alert level also changes, the latest forecast details can be obtained at the following link: <https://www.metoffice.gov.uk/public/weather/forecast/#?tab=map>

London/LON	Level 3 (Amber)	90%	Very cold and frosty nights, with areas of freezing fog developing, which may persist all day in places during the weekend. Becoming less cold into next week.
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The PHE Cold Weather Plan can be accessed at the following link:

<http://www.gov.uk/government/collections/cold-weather-plan-for-england>

A range of free resources from the Stay Well This Winter campaign can be downloaded or ordered here:

<https://campaignresources.phe.gov.uk/resources/campaigns/34/resources/4045>

See more information on **Keeping Warm and Well** in attached flyer or towards end of e –bulletin

Speech



Prime Minister's address to the nation: 4 January 2021

Prime Minister Boris Johnson's address to the nation on coronavirus on 4 January 2021.

<https://www.gov.uk/government/speeches/prime-ministers-address-to-the-nation-4-january-2021>

Oral statement to Parliament

Education Secretary statement to Parliament on national lockdown

Gavin Williamson statement to Parliament on closure of education settings during national lockdown



<https://www.gov.uk/government/speeches/education-secretary-statement-to-parliament-on-national-lockdown>

Policy paper

Slides and datasets to accompany coronavirus press conference: 5 January 2021

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

<https://www.gov.uk/government/publications/slides-and-datasets-to-accompany-coronavirus-press-conference-5-january-2021>

Covid-19 in the UK: How many coronavirus cases are there in your area?

By The Visual and Data Journalism Team
BBC News

<https://www.bbc.co.uk/news/uk-51768274>



Coronavirus (COVID-19)

Get the latest NHS information and advice about coronavirus (COVID-19).

<https://www.nhs.uk/conditions/coronavirus-covid-19/>



COVID-19: Rationale for keeping early years settings open

<https://foundationyears.org.uk/2021/01/covid-19-rationale-for-keeping-early-years-settings-open>

“The Department for Education (DfE) have shared the rationale for keeping early years settings open.

- The reason schools have been restricted is not that they are unsafe but because additional measures are needed to contain the spread of the virus. The wider restrictions in place as part of the national lockdown to contain the spread of the virus in the community enable us to continue prioritising keeping nurseries and childminders open, supporting parents and delivering the crucial care and education needed for our youngest children.
- Early years settings remain low risk environments for children and staff. 0-5 year olds continue to have the lowest confirmed rates of coronavirus of all age groups, and there is no evidence that the new variant of coronavirus disproportionately affects young children. Evidence shows that pre-school children are less susceptible to infection and are not playing a driving role in transmission. There is no evidence the new strain of the virus causes more serious illness in either children or adults and there continues to be strong evidence that children are much less susceptible to severe clinical disease than older people.
- Public Health England advice remains that the risk of transmission and infection is low if early years settings follow the system of controls, which reduce risks and create inherently safer environments.
- Early years settings have been open to all children since 1 June and there is no evidence that the early years sector has contributed to a rise in virus cases within the community. Early evidence from SAGE showed that early years provision had a smaller relative impact on transmission rate than primary schools, which in turn had a smaller relative impact than secondary schools.
- Early years childcare providers were one of the first sectors to have restrictions lifted last summer, in recognition of the key role they play in society. Childminders and nursery staff across the country have worked hard to keep settings open through the pandemic so that young children can be educated, and parents can work. The earliest years are the most crucial point of child development and attending early education lays the foundation for lifelong learning and supports children’s social and emotional development. We continue to prioritise keeping early years settings open in full because of the clear benefits to children’s education and wellbeing and to support working parents. Caring for the youngest age group is not something that can be done remotely.”

Key documents – [click on blue underlined links to read relevant section](#)

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 7 January 2021

<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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Early Years Q&A – national lockdown 7 January 2021

<https://foundationyears.org.uk/wp-content/uploads/2021/01/Early-Years-QA-7-Jan-2021.pdf>

These answers have been checked with the Department for Education (DfE) and cover:

- Safety of settings
- Attending more than one setting
- Testing, vaccinations and PPE
- Support groups
- Funding and financial support
- Census collection

Click on the hyperlink above

Early years provision should continue to remain open and should continue to allow all children to attend full time or their usual timetable hours. This includes early years registered nurseries and childminders, maintained nursery schools, as well as nursery classes in schools and other pre-reception provision on school sites. Only vulnerable children and children of critical workers should attend on-site reception classes. For school-aged children, childminders and wraparound care remain open for vulnerable children and critical worker children.

Education and childcare settings: national lockdown from 5 January 2021

Guidance for all early years settings and
local authorities in England

This guidance provides information on how the national lockdown restrictions, to control the spread of coronavirus (COVID-19), impact early years and childcare settings.

It should be read alongside the guidance Actions for early years and childcare providers during the coronavirus (Covid-19) outbreak.

Where it touches on the same policy areas, this national restriction guidance supersedes the early years and childcare guidance. Here's a screen shot of what is covered in this document.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/950653/Education_and_childcare_settings_-_national_lockdown_from_5_January_2021_.pdf

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Guidance

Contingency framework: education and childcare settings (excluding universities)

Updated 7 January 2021

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

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The contingency framework

This framework is designed to act as a containment measure where:

- there is extremely high prevalence of coronavirus (COVID-19)
- other measures have already been implemented

It is primarily a means of limiting the spread of coronavirus (COVID-19) in educational settings and the wider community. The contingency framework set out in this section describes how any restrictions to childcare and educational settings should be implemented. It is designed to be flexible and responsive to local circumstances. Restrictions may be advised for one, some or all of the types of setting.

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.

In all circumstances, and in all settings, priority should continue to be given to [vulnerable children and young people](#) and children of critical workers to attend full time.

Early years settings

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.

Out-of-school settings and wraparound childcare

Where the contingency framework is implemented, providers who run community activities, before or after-school clubs, tuition and other out-of-school or childcare provision (including wraparound childcare) for children over the age of 5 are able to continue to open for both indoor and outdoor provision. They should only allow those children to attend that are eligible to be in school full-time.

Guidance

National lockdown: Stay at Home

Coronavirus cases are rising rapidly across the country. Find out what you can and cannot do.

Published 4 January 2021

Last updated 6 January 2021 — [see all updates](#)

<https://www.gov.uk/guidance/national-lockdown-stay-at-home>

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**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



Guidance

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

Updated 7 January 2021

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

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This guidance is for everyone in England who has been identified as [clinically extremely vulnerable](#). If you are in this group, you will previously have received a letter from the NHS or from your GP telling you this. You may have been advised to shield in the past.

This shielding guidance applies to clinically extremely vulnerable individuals only. Others living in a household with someone who is clinically extremely vulnerable are not advised to follow this guidance. They should instead follow the general advice and regulations set out in the [national lockdown guidance that came into effect on 5 January 2021](#).

The clinically extremely vulnerable will get priority access to vaccination against COVID-19 before the general population and in line with the priority ordering set by the Joint Committee on Vaccination and

Immunisation (JCVI). You will be contacted again by the NHS with more information on when and how you will be invited to get the vaccine.

Education settings

As knowledge of COVID-19 has grown, we now know that very few children and young people are at highest risk of severe illness due to the virus. Doctors have therefore been reviewing all children and young people who were initially identified as clinically extremely vulnerable to confirm whether they are still thought to be at highest risk.

If you have already discussed this with your child's doctors and they have confirmed your child is still considered clinically extremely vulnerable, your child should follow this shielding advice.

Under the current national lockdown, children will learn remotely until February half term, except for vulnerable children and the children of critical workers who may still attend school.

Clinically extremely vulnerable children and young people should not attend school or other educational settings, because the risk of exposure to the virus in the community is now very high.

Q: What is the advice on Clinically Extremely Vulnerable (CEV) children and staff?

A: The clinically extremely vulnerable are asked to resume shielding across England. The CEV should stay at home as much as possible, and leave only for exercise, health appointments or if it is essential. They should not attend the workplace or educational settings. Therefore CEV children should not attend educational settings and CEV staff should not attend their workplace.

Staff should talk to their employers about how they will be supported, including to work from home where possible.

What are your plans for providing remote learning or supporting home learning for children who are shielding?

Definition of clinically extremely vulnerable groups

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

1. You have one or more of conditions listed below, or
2. Your clinician or GP has added you to the Shielded Patient List because, based on their clinical judgement, they deem to you be at higher risk of serious illness if you catch the virus.

If you do not fall into any of these categories, and have not been contacted to inform you that you are on the Shielded Patient List, follow the [national lockdown guidance](#) for the rest of the population.

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

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

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

Early years foundation stage

Application and disapplication of the early years foundation stage framework

The [EYFS statutory framework](#) sets the standards that schools and childcare settings must meet for the learning, development and care of children from birth to 5 years old.

Temporary amendments to EYFS legislation ended on 25 September 2020. This means the EYFS learning and development and assessment requirements resumed from 26 September 2020 and must continue to be met. The 2 month transitional period for requirements relating to staff qualifications and Paediatric First Aid changes ended on 25 November 2020.

Further government imposed restrictions, or requirements relating to coronavirus (COVID-19), may affect a provider's ability to comply with the EYFS. Therefore, new regulations, which came into force on 26 September 2020, allow the temporary changes to be re-applied if coronavirus (COVID-19) related local or national restrictions are imposed by government and the provider has deemed these restrictions to mean they are unable to deliver the EYFS as required.

Details of the temporary changes, which cover learning and development, assessment and safeguarding (including Paediatric First Aid) can be found in the guidance on [EYFS coronavirus disapplications](#). Settings and local authorities should fully familiarise themselves with this guidance to ensure they understand the flexibilities available to them.

Planning for and supporting children's learning

Where children are new to the setting, or re-joining after time away, priority should be given to helping them adapt to their new routines and resettle, especially where there have been staffing or other significant changes.

Settings may want to:

- consider how stories, singing and games can be used to help children settle into new everyday routines
- plan how children can learn in age-appropriate ways about how they can keep themselves safe, including regular handwashing and using tissues
- consider how to encourage children to learn and practise these habits through games, songs and repetition

Settings can refer to the following helpful resources:

- [Professional association for children and early years \(PACEY\): supporting children in your setting](#)
- [Dr Dog explains coronavirus](#)
- [2 metres apart activity](#)
- [Our hand washing song](#)
- [Talking to children about COVID-19 \(novel coronavirus\)](#)

As set out in the section on the [application and disapplication of the early years foundation stage framework](#), unless a setting is using the new regulations to disapply elements of the EYFS due to further local or national coronavirus (COVID-19) restrictions, the learning and development and assessment requirements are applicable and must be met.

Where settings are impacted by coronavirus (COVID-19) related restrictions and are using the new regulations to disapply elements of the EYFS, they may wish to focus on supporting communication and language areas of learning and development.

Statutory guidance

Early years foundation stage: coronavirus disapplications

Updated 9 December 2020

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

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[8.Staff qualifications and ratios during any period of intervention related to coronavirus \(COVID-19\)](#)

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), developed 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 this term. Please do not attend if you have symptoms or have tested positive or are shielding because you are clinically extremely vulnerable.

NEW PROVIDER PORTAL

Getting ready for funding claims and Early Years census

Headcount & Census Date: Thursday 21 January 2021



Live | © 2020 Servelec Education Ltd | 20.2.20130

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 –we will send you the link next week. 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 videos and a handy manual – coming soon!

Childcare
Choices 30 hour codes

Send your codes to eyc-funding@royalgreenwich.gov.uk for verification before

22 January 2021

Terms	Term dates 2020 to 2021	Funded weeks
Spring 2021	Term time: Monday 4 January to Friday 12 February 2021 Half-term holiday: Monday 15 February to Friday 19 February 2021 Term time: Monday 22 February to Wednesday 31 March 2021 Easter holiday: Thursday 1 April to Friday 16 April 2021	12 weeks
Summer 2021	Term time: Monday 19 April to Friday 28 May 2021 (except May Day bank holiday on 3 May). Half-term holiday: Monday 31 May to Friday 4 June 2021 (spring bank holiday on 31 May). Term time: Monday 7 June to Friday 23 July 2021	less 2 INSET days 12 weeks
	Term dates include 5 INSET dates (14 weeks in Autumn 2020)	195 days 39 weeks

Spring 2021: 1 January to 31 March
School Term Dates: Monday 4 January to Wednesday 31 March

Headcount/ EY Census Day
Thursday 21 January

Pupils must be on roll in the week beginning Monday 18 January to make a funding claim.

You will be able to claim for late starters after your funding claim has been submitted

More information coming about attendance

Please be patient with us as we await DFE guidance and clarification

Summer 2021: 1 April to 31 August
School Term Dates: Monday 19 April to Friday 23 July (2 INSET days)

2020/2021																											
Aug-20							Sep-20							Oct-20							Nov-20						
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4	5	6	7	8	9	10	2	3	4	5	6	7	8	6	7	8	9	10	11	12	4	5	6	1	8	9	10
11	12	13	14	15	16	17	9	10	11	12	13	14	15	13	14	15	16	17	18	19	11	12	13	8	15	16	17
18	19	20	21	22	23	24	16	17	18	19	20	21	22	20	21	22	23	24	25	26	18	19	20	15	22	23	24
25	26	27	28	29	30		23	24	25	26	27	28	29	27	28	29	30				25	26	27	22	29	30	31
							30	31																			

Autumn 14 weeks	Funded Entitlements 15 / 30 hours per wk x 38 weeks 570 / 1140 hours per yr	School holidays (Bank Holidays in RED text)
Spring 12 weeks		5 INSET days: option to take any time during term
Summer 12 weeks		HEADCOUNT / CENSUS DAY
Term Time 38 weeks		Eyc-funding@royalgreenwich.gov.uk



**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.

Guidance

Coronavirus (COVID-19): financial support for education, early years and children's social care

Updated 7 January 2021

<https://www.gov.uk/government/publications/coronavirus-covid-19-financial-support-for-education-early-years-and-childrens-social-care/coronavirus-covid-19-financial-support-for-education-early-years-and-childrens-social-care>

Contents

1. [Main changes to previous guidance](#)
2. [Funding and financial support for businesses](#)
3. [Which options should be used](#)
4. [Sector-specific guidance](#)
5. [Independent schools](#)

Early years

This section will be relevant to early years providers that are employers, and that usually have a mix of public income (largely this will be funding for the free early education entitlements, also known as dedicated schools grant or 'DSG' funding) and private income (largely this will be the fees that parents pay for childcare beyond the free entitlements).

Childminders are less likely to be employers and therefore are less likely to be eligible for support via the Coronavirus Job Retention Scheme (CJRS). Childminders may find the [Self Employment Income Support Scheme](#) more relevant. Maintained nursery schools should take account of the guidance in this section. For school-based nursery provision, please refer to the 'schools' section below.

From 1 January 2021

In the spring term 2021, local authorities' funding to providers should return to the normal approach of funding on the number of entitlement hours delivered. The following guidance is relevant to EY providers being funded on this basis.

We recognise that many early years providers rely on a mix of DSG funding and other income streams such as parental fees. Where DSG funding has reduced, or non-public income has ceased or reduced, it

may be appropriate for providers to seek support from the CJRS to furlough staff. Providers should only furlough employees if they meet the following conditions:

- the employee works in an area of business where services are temporarily not required and whose salary is not covered by public funding
- the employee would otherwise be made redundant or laid off
- the employee is not involved in delivering provision that has already been funded
- the employee is not required to deliver provision for an attending child
- the grant from CJRS would not duplicate other public grants received and would not lead to financial reserves being created

If it is difficult to distinguish whether staff are funded through continuing public funding, for the purposes of meeting the first 3 conditions listed above, then the total proportion of staff (based on gross payroll) that are retained (for example, not furloughed) should, as a minimum, be equivalent to the continuing DSG funding, as a proportion of all income that the provider usually receives. For example, if the current DSG funding is equivalent to 25% of normal total income, then this should be the proportion of staff (based on gross payroll) that could not be furloughed.

Where providers consider furloughing staff, they should ensure that they take a fair and reasonable approach to part-time, sessional and temporary staff, reflective of good HR practice and legal requirements.

We would expect nurseries and childminders to bring staff off furlough and back to work as demand increases. In practice this will mean that, for example, if they have furloughed 6 members of staff, and they need 3 back at work in order to meet demand for childcare, then they should bring 3 staff off furlough and back to work, and reduce their claim on the CJRS accordingly.

We encourage providers to keep in contact with their local authority about their circumstances to ensure they have the information they need to help with local planning and ensure that parents have access to the places they need.

Some early years settings may also be eligible for financial support from other government schemes, including from the [Local Restrictions Support Grant \(for open businesses\)](#). The details and eligibility criteria for these funds can be found in the guidance for [Financial support for businesses during coronavirus \(COVID-19\)](#).

Further [guidance on actions for early years and childcare providers during the coronavirus \(COVID-19\) outbreak](#) is available.

DfE is considering appropriate measures to monitor the use of these schemes in order to detect any duplication of funding, and will be considering potential options to recover misused public funding as required.

To illustrate

If a provider's average monthly income is 40% from DSG and 60% from other income, the provider could claim CJRS support for up to 60% of their salary bill, depending on the amount of parent-paid income that has returned. This would be done by furloughing staff whose usual salary or combined salaries come to no greater than 60% of the provider's total salary bill.

These proportions could change in subsequent furlough applications as a result of DSG income changing. For example, if this provider subsequently receives additional DSG income from a local authority as a result of providing additional hours of childcare, such that its new DSG income would represent 55% of its total income in February, then its maximum use of the furlough scheme should, from that point, be reduced to 45% of its salary bill.

Both before and after 1 January 2021

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Further guidance on [actions for early years and childcare providers during the coronavirus \(COVID-19\) outbreak](#) is available.

DfE is considering appropriate measures to monitor the use of these schemes in order to detect any duplication of funding, and will be considering potential options to recover misused public funding as required.

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>



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



Home | Coronavirus

Community Hub

Request support online →

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

Londoners Stay Well This Winter Cold Weather Plan & Toolkit

Promoting key messages to help everyone **Keep Warm, Keep Well**

<https://www.nhs.uk/livewell/winterhealth/pages/keepwarmkeepwell.aspx>

- Cold homes and fuel poverty graphic – attached
- Factors that contribute to excess winter deaths graphic – attached
- Groups at greater risk of harm from cold weather graphic – attached
- How COVID-19 can amplify cold weather-related health risks graphic - attached
- The direct and indirect health effects of winter weather graphic – attached
- Video about encouraging people to take care with their “hands, face and space” to prevent the spread of coronavirus - <https://www.youtube.com/watch?v=5IGqADEyxxw>

How COVID-19 can amplify cold weather-related health risks

The potential interactions between **cold weather** and **COVID-19** include:

- shared risk factors** amongst population sub-groups affected by both cold temperatures and COVID-19
- clinical impacts** arising due to concurrence of cold weather and COVID-19
- social isolation** and reduced access to support networks and resources
- increased exposure to cold temperatures** due to changes in patterns of energy use at home, fuel poverty and reduced access to warm public spaces
- system level risks** related to concurrency of impacts, change in patterns of health and social care use, access and delivery and health seeking behaviour

Factors that contribute to excess winter deaths

In England and Wales there are on average around
35,000
excess winter deaths (EWD) each year

There are a number of complex and interlinked factors that contribute to excess winter deaths including:

- **seasonal factors** such as the weather and circulating infectious diseases (particularly flu and norovirus)
- **individual vulnerability** to health effects of cold
- **attitudes** to cold and **associated behaviours**
- **housing and economic factors** including inadequate heating, poorly insulated housing, household income, cost of fuel and energy efficiency of the home

The direct and indirect health effects of winter weather

The human body responds in several different ways to exposure to cold weather, even at temperatures that might be considered relatively mild:
4 to 8°C

Direct effects:

- heart attack
- stroke
- respiratory disease
- influenza
- falls and injuries
- hypothermia

Indirect effects:

- snow and ice may cause disruption to healthcare services
- cold homes and fuel poverty are linked with poor mental health and social isolation
- reduced education and employment success
- carbon monoxide poisoning

Cold homes and fuel poverty

More than **90%** of our time is spent indoors

Fuel poverty is one of the major causes of cold homes

During the COVID-19 pandemic people will need to spend more time at home leading to higher energy use and costs of heating.

Some households may find themselves in fuel poverty for the first time and be unaware of the help that is available.

When a cold home is also damp, mould is likely to occur. Cold, damp and mould are all linked to impacts on health.

Groups at greater risk of harm from cold weather

Many of these groups are also at greater risk of severe illness from COVID-19

- older people, especially those over 65 years old, particularly those who are otherwise frail and/or socially isolated
- people with pre-existing chronic medical conditions such as cardiovascular and respiratory conditions (in particular COPD and asthma) and diabetes
- children
- people with cognitive impairment, mental health conditions or learning difficulties
- people assessed as being at risk of or having had recurrent falls
- people who are housebound or otherwise have low mobility
- people living in deprived circumstances
- people who are living in cold homes and/or are experiencing fuel poverty
- people experiencing homelessness or rough sleeping
- pregnant women

Home Learning Environment

Recycling Sorting & Organising



What to do:

- Talk about what recycling is and why we do it.
- Lay out a range of clean recycling and talk about the different materials that the different items are made from.
- Sort them by type.
- Explain the different categories your local recycling requires the materials be sorted into.
- Work together to sort the recycling.

What you need

Clean packaging and recyclable materials



Extension:

Wait for the recycling vehicles to arrive and watch what happens next to the rubbish. Make a junk model using recycling materials. Watch Maddie Moate discussing recycling with Buster:

https://www.youtube.com/results?sp=mAEB&search_query=https%3A%2F%2Fwww.youtube.com%2Fwatch%3Fv%3DW-v2QPF2InU

Questions to ask: What is recycling?

Why should we recycle? What material is this made from? Where do we put cartons? Could we reuse this for something else?

Recycling is Fun (My Little Planet by [Charles Chigna](#))



If you have not got this story book, why not watch the book being read on you tube

(always supervise your children when going online)

<https://www.youtube.com/watch?v=i4GEqcWfEEI>

Using books, telling and reading familiar and new stories, singing and saying rhymes all support children's understanding and learning of new words.

BBC website exploring nursery rhymes and songs



Rhymes and stories can expand children's imagination. This can then extend to activities using children's interest to develop them even further supporting them with their learning.

<https://www.bbc.co.uk/teach/school-radio/nursery-rhymes-songs-index/zhwgdwx>

<https://www.booktrust.org.uk/books-and-reading/have-some-fun/storybooks-and-games/lulu-loves-stories/>

Home Learning Environment

<https://www.early-education.org.uk/news/blog-twelve-links-supporting-home-learning-early-years-and-primary>



Some websites for home learning and remote learning

<http://rainydaymum.co.uk/>

<http://www.bbc.co.uk/cbeebies>

<https://www.tes.co.uk/teaching-resources>

Here are twelve links with free ideas to support play and learning at home, suitable for early years, nursery, reception and school aged children in lower primary years

1. [Growing and learning together](#) from Highfield Nursery School, Children's Centre and Daycare is a page with recipes, ideas and their new PDF leaflet "Activities to try at home" which they are happy to share (scroll to the bottom of the page for the link to a PDF of the leaflet)
2. [TEDEd](#) so much to spark and educate, for parents, carers, teachers, children and learners of all ages
3. [50 Things to do before you're five](#) originated from St Edmunds Nursery School and Children's Centre and has been developed into an excellent App and resource for parents and carers. You can download the 50 Things App from anywhere, for free and there are specific versions for Bradford, Leeds, Kirklees, Calderdale and East Sussex but the ideas are useable from any location.
4. [National Geographic Kids](#) lots of primary resources and games
5. [Spread the happiness 100 things to do indoors](#) free download
6. [The kids should see this](#) - smart videos for curious minds of all ages on a wide range of themes
7. [Pobble simple and fun non-screen activities](#) that children can do at home + infographic poster free to download
8. [Stay at home story time with Oliver Jeffers](#) every day from his website or facebook page
9. CBeebies website has lots available including [shows](#), [games](#), [watch and sing](#), [make and colour](#), [CBeebies radio](#), their new show [Jojo and Gran Gran](#) (based on the book written by one of Early Education's Vice Presidents, Laura Henry-Allain), [Bedtime stories](#) (with information for grown-ups too), [CBeebies bitesize for primary](#) and older children - not early years specifically as starting from Year 1 (England) but some good information and resources
10. [Creative Star Learning 10 outdoor ideas series](#) supporting learning and play outside with all ages
11. [Coronavirus your questions answered](#) - from Dr Chris and Dr Xand speaking to children and answering their questions on BBC Newsround – not specifically for early years, but useful for primary aged children and for adults to support their younger children.
12. [Free audiobooks and why you should try them](#) - lots of links to listening to books online

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

Fortnightly returns

This will help you to evidence the impact of Covid 19 on your setting so please return

Wednesdays 7pm

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/>

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