

Royal Greenwich – a great place to grow up!



Childcare
Options
Royal Greenwich

Dear Providers

As we approach the Easter break, this is a good time to shift our focus on the wellbeing of ourselves, children and staff. It's been a long year since the first lockdown and you have all coped amazingly well – rising to the challenge and continuing to do the best job you can.

The Peer Support Network has got going – if you want to join it, please send an email to us and will share with the group.

Before you go, read past the Covid sections (can't wait to have an e bulletin without mentioning Covid!) and look at the speech and language focus, especially new tools for intervention after the impact of missed learning opportunities for our youngest children. The safeguarding focus is on parental mental health so that we can do all that we can to support parents through the difficulties of the last year.

We thank you and hope that you have a restful bank holiday weekend.

Kallie – Team Leader, Kerry, Rachel, 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

Dear HEYL settings,

We are pulling together a HEYL feature e-bulletin. We would like to showcase the good practice happening in your settings in line with the HEYL training you have attended.

If you would like to participate and feature your setting in the bulletin, please send us a photo and a few lines of a new activity / standard you have implemented at your setting in relation to the:

1. Healthy eating and menu planning training
2. Physical literacy training
3. Anything else you are really proud of

Please send us your photo by Thursday 1 April

Early Years & Childcare NEW Training Events

Area of EYFS	Training Courses and Workshops	Dates	Start Times	End Times
Safeguarding & Welfare	Safer Recruitment, Suitability & Supervision	06/05/2021	14:00	16:00
	Safer Recruitment, Suitability & Supervision	12/06/2021	09:30	11:30
	Tackling Inequalities: <i>Equality, inclusion and representation</i>	29/04/2021	19:00	21:00
	Introduction to Safeguarding – Level 1	19/06/2021	13:30	16:45
	Intermediate Safeguarding – Level 2	27/05/2021	13:30	16:45
	Intermediate Safeguarding – Level 2	03/07/2021	09:30	12:45
	Designated Safeguarding Person – Level 3	08/07/2021	13:30	16:45
	Designated Safeguarding Person – Level 3	10/07/2021	09:30	12:45
	Keeping Babies Safe	17/06/2021	10:00	15:00
	Domestic Abuse Awareness	24/06/2021	19:00	20:30
	Attachment & Transitions	15/07/2021	19:00	20:30
EYFS & Education Inspection Framework (EIF) <i>RECOMMENDED ATTENDANCE</i>	Looking Ahead in the Early Years – Part 1	22/04/2021	14:00	16:00
	Looking Ahead in the Early Years – Part 1	22/04/2021	19:00	21:00
	Looking Ahead in the Early Years – Part 2	13/05/2021	14:00	16:00
	Looking Ahead in the Early Years – Part 2	13/05/2021	19:00	21:00
Healthy Early Years London	HEYL Information Briefing	21/04/2021	19:00	20:30
	HEYL Information Briefing	10/06/2021	19:00	20:30
	HEYL Information Briefing	29/07/2021	19:00	20:30
Paediatric First Aid	Paediatric First Aid – blended course	28/04/2021	08:45	16:00
	Paediatric First Aid – blended course	08/05/2021	08:45	16:00
	Paediatric First Aid – blended course	19/05/2021	08:45	16:00
	Paediatric First Aid – blended course	16/06/2021	08:45	16:00
	Paediatric First Aid – blended course	26/06/2021	08:45	16:00
	Paediatric First Aid – blended course	14/07/2021	08:45	16:00
	Paediatric First Aid – blended course	17/07/2021	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

📄 NEW LINK TO TRAINING HERE [Courses \(royalgreenwich.gov.uk\)](https://courses.royalgreenwich.gov.uk)

<https://servicestoschools.royalgreenwich.gov.uk/courses/pvi>

Sector Guidance & Updates

For information, links to the published guidance are provided below:

Actions for Early Years & Childcare during Coronavirus

[Actions for early years and childcare providers during the coronavirus \(COVID-19\) outbreak - GOV.UK \(www.gov.uk\)](#)

[Actions for schools during the coronavirus outbreak - GOV.UK \(www.gov.uk\) www.gov.uk\)](#)

[Protective measures for holiday and after-school clubs, and other out-of-school settings during the coronavirus \(COVID-19\) outbreak - GOV.UK \(www.gov.uk\)](#)

[Coronavirus \(COVID-19\): financial support for education, early years and children's social care - GOV.UK \(www.gov.uk\)](#)

EYFS Reforms

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

Useful annotated version of EYFS by Early Education EYFS Reforms

https://www.early-education.org.uk/sites/default/files/EYFS_Early_Adopter_Framework%20July%202020%20with%20changes%20annotated.pdf

Development Matters

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/944603/Development_Matters_-_non-statutory_curriculum_guidance_for_EYFS.pdf

Ofsted Education Inspection Framework

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/801429/Education_inspection_framework.pdf

Early Years Inspection Handbook

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/828465/Early_years_inspection_handbook.pdf

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

DfE coronavirus helpline
Telephone
0800 046 8687

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

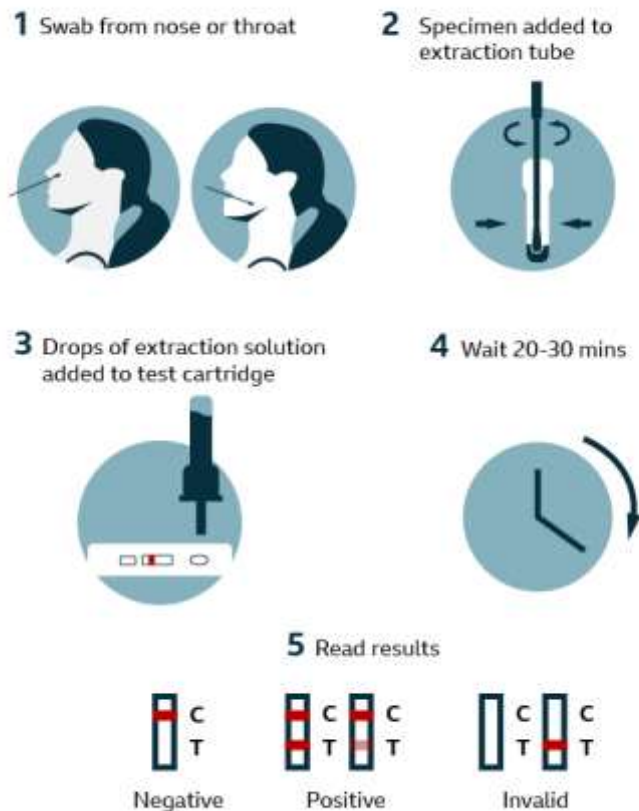
You must IMMEDIATELY NOTIFY

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 **Online notification form**

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

Notice from Department for Education COVID-19 Education Testing Programme

How the rapid tests work



Source: Innova Medical Group

BBC

<https://www.gov.uk/guidance/rapid-lateral-flow-testing-for-households-and-bubbles-of-school-pupils-and-staff>

Guidance

Households and bubbles of pupils, students and staff of schools, nurseries and colleges: get rapid lateral flow tests

Find out who is eligible for twice-weekly testing and how to get tested if you do not have symptoms of coronavirus (COVID-19). This guidance is for people without symptoms.

Guidance and delivery schedule for Private, Voluntary and Independent (PVI) nurseries

The Department for Education is delighted to welcome you and all Private, Voluntary and Independent (PVI) nurseries to the COVID-19 Education Testing Programme.

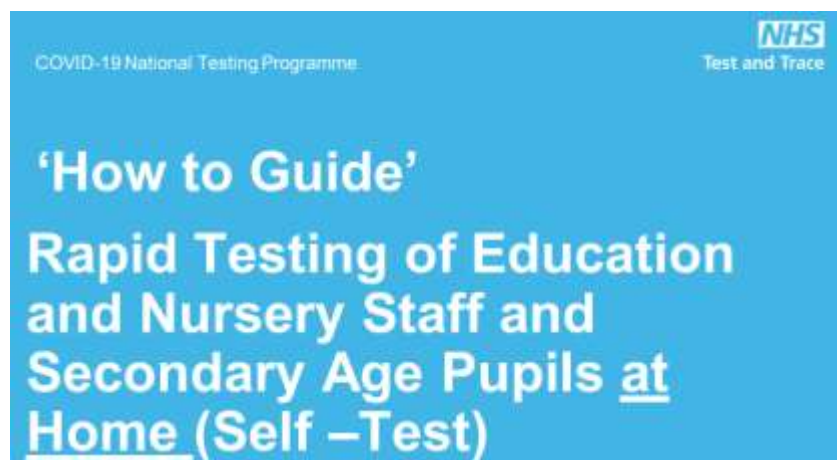
We are expanding the rapid asymptomatic testing programme to staff in PVI nurseries because it is crucial that action continues to be taken to break the chains of transmission of coronavirus by identifying asymptomatic positive cases in the community. Up to one in three people who have the virus do not have symptoms (they are asymptomatic), so could be spreading the disease unknowingly.

Settings will start receiving deliveries of lateral flow device (LFD) from today, 11 March, to be used from the week beginning 22 March. Staff will be asked to take their test kits home and carry out the test twice a week, preferably in the morning. Please note that you should not offer testing to children in early years settings.

Further guidance on asymptomatic home testing is now available for you to view on our document sharing platform [here](#). This platform has the latest testing guidance, which includes:

- Guidance to support set-up of testing for staff, including a [‘How To Guide’](#)

[How to self test at home.pdf - Google Drive](#)



- In-depth information and videos on how to self-test from home
- Clinical standard operating procedure for the tests. This provides comprehensive step by step information for settings delivering the testing programme.

Frequently asked questions

A [delivery schedule](#) providing you with your expected delivery dates and testing supplies

Here's the delivery schedule [RP75 PVI Delivery Dates and Allocation.xlsx - Google Drive](#)

If you have any queries about your expected delivery date and supplies, please check the delivery schedule in the first instance. You will be able to report any delivery issues using an online form from 15th March and more information will be shared on that day.

Going forward, the Department will be providing PVIs with the latest information and announcements using your Ofsted registered email account. They can also view the guidance on the document sharing platform here - [Primary Schools Document Sharing Platform - Google Drive](#)

If you have **any questions, concerns or issues** call

DfE coronavirus helpline 0800 046 8687
Opening hours are Monday to Friday 8am to 6pm
Saturday and Sunday from 10am to 6pm.



Guidance

Understanding lateral flow antigen testing for people without symptoms

An explanation of the technology behind asymptomatic testing and the role these tests play in the national COVID-19 testing programme.

<https://www.gov.uk/guidance/understanding-lateral-flow-antigen-testing-for-people-without-symptoms>

Testing at home throughout the Easter holidays

It is vital to keep testing at home throughout the Easter holidays and into the summer term. Please pass on this message to all of your staff:

- test twice a week at home from now on (all those who are able to)
- report results [online](#) as positive, negative or void
- continue to test twice weekly over the Easter holidays
- test before returning for the summer term, either the night before, or morning of, the first day back, to find and isolate any positive cases

Families and households can also access [home test kits for adults](#).

Test kits for staff should be accessed via the education testing programme

Further deliveries of self-test kits for schools will arrive this week, which should include enough kits to last over the Easter holiday. If you need a replenishment of lateral flow device (LFD) test kits or want to report any issues with a delivery, you can do this by using the dedicated routes detailed below:

- maintained nursery schools should use this [contact us form](#)
- private, voluntary and independent nurseries (PVI) should use this [contact us form](#). Please note that you will receive further test kit deliveries between 24 to 26 March, which will accommodate testing until early May

All orders are processed on a weekly basis. Unless specified otherwise, you need to submit your request by 5pm on Wednesday for a delivery during the following week.

PVI nurseries are advised to check for a “Sorry we missed you” card, which provides further information on how to arrange a re-delivery or pick up



Guidance

Claiming financial support under the Test and Trace Support Payment scheme

Updated 22 March 2021

<https://www.gov.uk/government/publications/test-and-trace-support-payment-scheme-claiming-financial-support/claiming-financial-support-under-the-test-and-trace-support-payment-scheme>

1. [Who can apply](#)
2. [How to apply](#)
3. [Tax and the Test and Trace Support Payment scheme](#)

Parents whose children are asked to self-isolate after contact with a positive case of Covid-19 will now be included in the Test and Trace Support Payment Scheme if they are unable to work as a result.

The [Test and Trace Support Payment scheme](#), which provides a £500 payment to those on certain benefits or low incomes who are required to self-isolate, has been extended to the parents and carers of children who cannot work because their child or children are required to self-isolate.

This is limited to one parent or guardian per household for the child's self-isolation period, and parents must meet all the relevant means-tested eligibility criteria. The payment ensures that parents receive the financial support they need if they are unable to attend work due to childcare responsibilities.

Nurseries and schools are required to provide a letter to all parents or carers of the children advised to self-isolate, to support their application to the Test and Trace Support Payment scheme. The letter must detail the child's name and date of self-isolation. Parents or carers will then be able to provide this letter to their local authority as evidence that their child is required to self-isolate.

Parents and carers will need to apply via the local authority in which they live to receive a payment and will need to either provide their child's NHS Test and Trace Account ID, or a communication from their early years provider/school informing them that their child needs to self-isolate.

These payments in Greenwich are being administered by the Advice and Benefits Service and are currently implementing the new rules into the scheme. The online application form will be available by 7 April 2021.

You can share page overleaf with parents/carers

Guidance

Claiming financial support under the Test and Trace Support Payment scheme

Updated 22 March 2021

If you're the parent or guardian of a child who's been told to self-isolate

If you're not legally required to self-isolate, but you are the parent or guardian of a child who has been told to self-isolate, you could be eligible for a £500 Test and Trace Support Payment or discretionary payment if all the following apply:

- you're the parent or guardian of a child in your household who is self-isolating, and you need to take time off work to care for them
- your child is aged 15 or under, or aged 25 or under with an Education, Health and Care (EHC) Plan, normally attends an education or childcare setting, and has been told to self-isolate by NHS Test and Trace or by their education or childcare setting
- you're unable to work from home and will lose income because you have to care for your child while they are self-isolating
- you meet all the other eligibility criteria for a Test and Trace Support Payment or discretionary payment

How to apply

If you think you meet the eligibility criteria for either the Test and Trace Support Payment or a discretionary payment, you apply through the council

[Test and Trace support payments](#) | [Benefits and hardship support](#) | [Royal Borough of Greenwich \(royalgreenwich.gov.uk\)](#)



Home | Coronavirus

Benefits and hardship support

You can claim up to 42 days after the first day of your self-isolation period.

For the application, you will need to provide the following:

- an NHS Test and Trace Account ID, sometimes referred to as a CTAS number. If you test positive for COVID-19, or are told to self-isolate by contact tracers, you will be provided with an NHS Test and Trace Account ID
- proof that you receive one of the qualifying benefits
- a bank statement
- proof of employment or, if you're self-employed, evidence of self-assessment returns, trading income and proof that your business delivers services that cannot be undertaken without social contact

If you're applying because you're a parent or guardian who needs to care for a child who is self-isolating, you will also need to provide your child's NHS Test and Trace Account ID **or** a communication from the education or childcare setting telling them to self-isolate.

Vaccination News



Click on blue hyperlinks for information

- [COVID-19 vaccine](#)
 - [FAQs – Vaccine coverage and eligibility](#)
 - [FAQs – Vaccine safety and components](#)
 - [FAQs – Vaccine efficacy/effectiveness](#)
 - [FAQs – Practical queries around getting the vaccine](#)
 - [FAQs – Operational plans](#)
 - [Public resources](#)
 - [Get Involved](#)
- [Our COVID-19 response](#)
- [Reporting COVID-19 scams](#)

<https://selondonccg.nhs.uk/what-we-do/covid-19/covid-19-vaccine/>



IMPORTANT MESSAGE:

The NHS in south east London is working hard to vaccinate those most at-risk from COVID-19.

If you are aged 64 and over, a frontline health or social care worker, a carer (you are eligible for a [Carer's Allowance](#)) or clinically extremely vulnerable (high risk) – you can book your vaccine online at www.nhs.uk/covid-vaccination or call 119 without needing an invitation.

If you are on the learning disability register or clinically vulnerable (moderate risk) from COVID-19 please wait to be contacted by the NHS.

See the full list of priority groups [here](#) and guidance on the high and moderate risk categories [here](#)

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

From 15 March 2021

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/969359/Actions_for_early_years_and_childcare_providers_during_the_coronavirus_COVID-19_outbreak.pdf

The main areas of update to note

- system of controls: the need to book a polymerase chain reaction (PCR) test after having a positive lateral flow device (LFD) test at home
- minimise contact: when travelling to the setting
- minimise contact: equipment
- visitors to the setting: external professionals - notably those supporting SEND children
- sets out time lines for parent-child groups for the benefit of children may begin to restart

Free school meals claims process for schools

The government provides support with food and other essentials through the COVID Winter Grant Scheme. This scheme, run by local authorities, has operated successfully since November including over the Christmas and February half term holidays. The scheme ensures that individuals, families and children who require it, including those eligible for free school meals, can receive the support they need.

Further information on the provision of free school meals and the COVID Winter Grant Scheme can be found in our guidance on [providing school meals during the coronavirus \(COVID-19\) outbreak](#).

Guidance

Holiday activities and food programme

Information for local authorities who will receive funding to support disadvantaged children during the 2021 Easter, summer and Christmas holidays.

[Holiday activities and food programme 2021 - GOV.UK \(www.gov.uk\)](#)

Schemes must meet



UK Chief Medical Officers' Physical Activity Guidelines

[Physical activity guidelines: UK Chief Medical Officers' report - GOV.UK \(www.gov.uk\)](#)

To participate or find out more, email Families Information Service

fis@royalgreenwich.gov.uk



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.

[Best start in speech, language and communication \(SLC\) - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

Public Health England (PHE) and the Department for Education's (DfE) Best Start in Speech, Language and Communication Programme aims to improve the rate of early identification of need in the early years and increase the number of children who are ready for school by the age of 5.

In December, PHE and DfE published a suite of resources to support this work, including guidance to support local commissioners and service leads, case studies and an early language identification measure (ELIM) and intervention tool.

The gap in the cognitive development and specifically oral language skills between children from different social backgrounds is widely acknowledged.

This gap is identifiable very early in life and well established by school entry and can have long term consequences in terms of educational attainment and outcomes in adulthood.

Importantly, early communication difficulties may also be indicators of a wider range of neurodevelopmental conditions. Effective interventions are available but matching the right intervention to the child's needs is sometimes a challenge, in part because the rate at which children's language develops naturally varies and it can be difficult to know when to consider intervention

Look out for more local information and training

Identifying and supporting children's early language needs

Summary report

[Identifying and Supporting Children's Early Language Needs: summary report \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

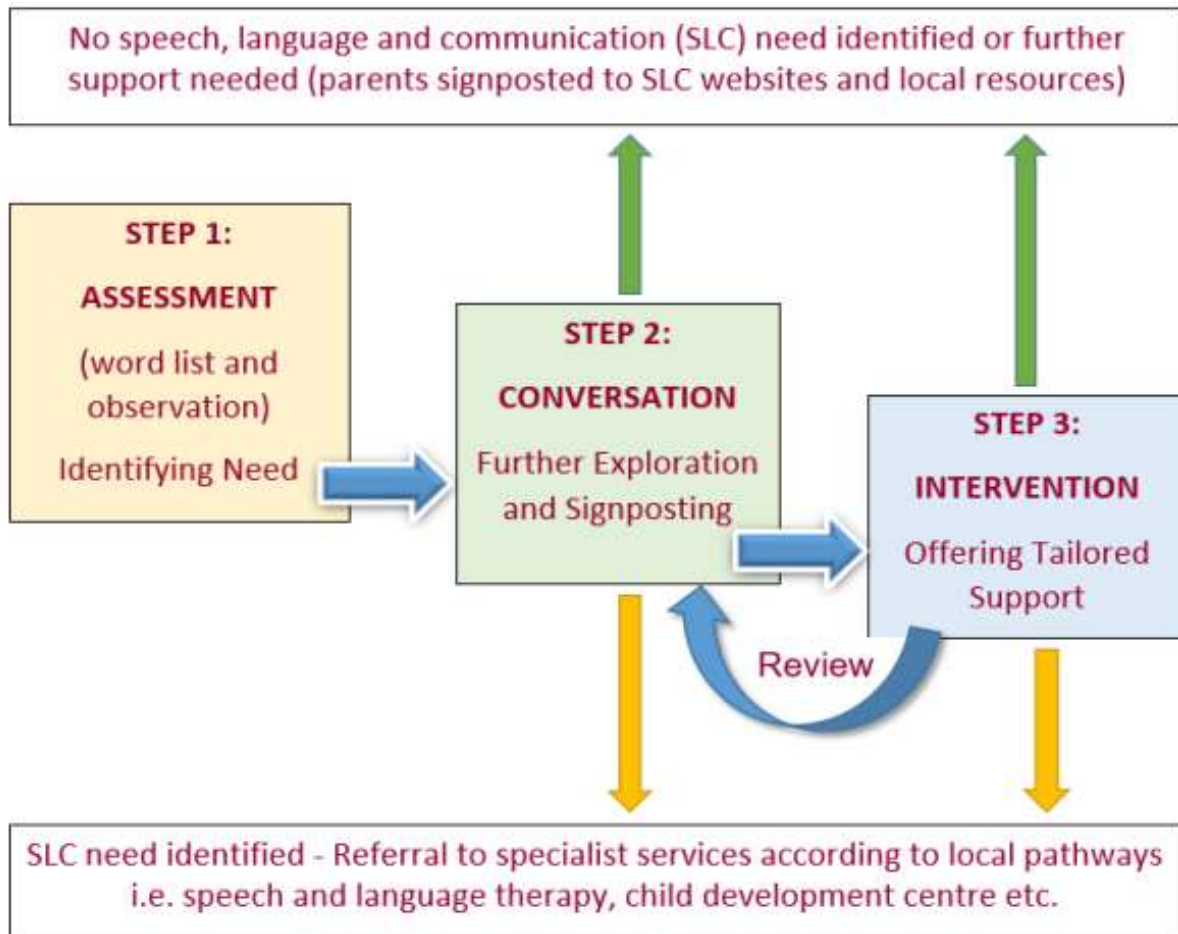
Early language identification measure and intervention

Guidance handbook

To support children's speech, language, and communication development as part of the 2 to 2½ year review in England

[Early language identification measure and intervention: guidance handbook \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

Figure 1: Early Language Identification Measure and intervention flowchart



Step 1 ELIM Assessment – where need is identified using the word list and practitioner observation

Step 2 Conversation between practitioner and parent/carer. Any parent/carer concerns are discussed, and there is further exploration where a need has been identified in step 1, the assessment. If there is a pronounced need, consider referral to specialist services. If there is no need identified, parents/carers are signposted to SLC websites and local resources

Step 3 Intervention – where a risk of language and or communication need is identified, the practitioner offers tailored support to parents/carers. If a speech, language and communication need is identified, referral is made to specialist services according to local pathways, that is speech and language therapy, child development centres etc.

Languages that the child is exposed to

- Bilingualism or multilingualism can be of benefit to children later in life
- **Parents should use the language that they are most comfortable with,** and should not be guided to speak their child in English (especially if they lack confidence in their own use of the language)
- It is important that **parents/carers foster interaction with their child,** e.g. through songs/nursery rhymes, **in the language in which they feel most comfortable** which is **most immediately important to the child** (used by other family members).

[Learn grandma's language - BBC Tiny Happy People](#)



The screenshot shows the top of a webpage from 'TINY Happy PEOPLE'. The header is purple with the text 'Your words build their world'. Navigation links include Home, About, Activities, Tips and advice, and Science and facts. The main heading is 'Learn grandma's language'. Below the heading are social media sharing icons for Twitter, Facebook, and a 'Share' button. A breadcrumb trail reads 'Home > Activities > 2-3 years'. The main image shows a woman with curly hair smiling, with a young child and another person partially visible in the background.

The ELIM word list

Please tick which of the following words you have heard your child say:

1. Mummy/mum		11. (Aero)plane		21. Towel		31. Fit (can have different meanings)		41. Wet	
2. Bye/bye bye		12. Car		22. Bed		32. Like		42. After	
3. No		13. Book		23. Settee/sofa		33. Rip/tear		43. Day	
4. Ball		14. Milk		24. School		34. Shake		44. This	
5. Juice		15. Hat		25. Friend		35. Think		45. Our	
6. Ouch/ow		16. Shoe		26. Person		36. Gentle		46. Where	
7. Cat		17. Leg		27. Hello/hi		37. Fast		47. All	
8. Thank you		18. Pillow		28. Shopping		38. Happy		48. Much	
9. Cold		19. Rubbish		29. Carry		39. Last		49. Need to	
10. Hug/cuddle		20. Plate		30. Finish		40. Tiny		50. If	
Column Total		Column Total		Column Total		Column Total		Column Total	

ELIM word list	Please tick	
Total number of words the child says	17 or under	18 or over
/50		

For parents and carers to do with their home visitor or with practitioner in a face to face intervention – virtually if know family and room is set up with children need. Words used by child rather than repeated after parent – must have **said** the word in actual context or routine. If there child has 18 words then stop at Stage I.

Child must be using words in context and conversation with real understanding (not just repetition) – in English or home language or local regional dialect.

The ELIM observation

The ELIM process also includes recording of a specific set of observations. Use this table to record what **you have seen** during the 2 to 2½ year review, rather than what the parent/carer reports. Observations should be carried out during the review with this section completed towards the end of the review. You may decide to let the child have some toys to play with while carrying out the review with the parent/carer, to help you observe what the child does and how they interact with their parent/carer. Below the ELIM observation checklist are some guidance notes for the observation questions. Please make sure you are familiar with them before completing the observation:

Please tick which of the following behaviours you (the practitioner) observed or heard from the child when speaking with his/her parent/carer during the 2 to 2½ year review.

		Yes	No
1	Observed communicative intent (child means to communicate something verbally to parent/carer)		
2	Speech mostly intelligible to parent/carers		
3	Observed putting words together (mummy up, more dinner)		
4	Do the parent/carer and child take turns when communicating?		
5	Does the child understand what is being said to him/her when their parent/carer asks them something which is NOT obvious from the context?		
6	Attention: (please circle which one you observe the child doing)		
	Fleeting (flits from one thing to another)	Single channelled (attention can't easily be shifted)	Accepts adult direction when playing

Guidance for the observations

ELIM observation guidance notes for each behaviour

- 1. Communicative intent:** What you are looking for here is evidence that the child is relating to the parent/carer e.g. showing them a toy of interest, perhaps pointing to something familiar in the room.
- 2. Intelligibility:** This refers to the child's ability to convey meaning verbally to the parent/carer.

You want to detect any situation in which the child's speech is very difficult to understand – even for the parent/carer

- 3. Combining words:** Have you seen and heard the child putting 2 words together. These are not full sentences often just 2 ideas put together – for example, 'mum dinner', 'dad go', 'blue fish', 'dog bark'.
- 4. Turn-taking:** This question refers to the child's reciprocal turn taking with the parent/carer, whether verbally or non-verbally. Do they have more than 1 "exchange" – can they keep a turn going?
- 5. Understanding:** You are looking for an indication that the child is able to understand what an adult says to them.

It is important that **you observe** rather than relying solely on what the parent/carer says they understand

- 6. Attention:** The final observation focuses on the child's attention.

Do they just buzz around the room (fleeting) or do they focus on one thing/toy for a period of time (single channelled)?

The Conversation

- Engage parents/carers and give them a sense of ownership and involvement in their child's development
- Address parent/carer concerns
- Explain the assessment outcome and whether there is any need for intervention
- Signpost all parents/carers to resources to help them support their child's speech, language and communication development
- * This step is followed by the Step 3 Intervention, Offering Tailored Support for **some** children

Parent/Carer Concerns

- **Always** ask about parent/carer concerns and include this in your decision about whether additional support is required
- If parents/carers express concern about their child's speech language and communication despite the assessment indicating that the child has no identified speech and language needs – listen to the concerns and signpost to local resources and relevant on-line materials (Tiny Happy People etc).
- If parents do not express concerns but the word list and your observations suggest there may be a need, this should be discussed with the parent in the conversation and actions agreed with them.

Actions Post Assessment & Conversation

OUTCOME		ACTION†
1	You have observed <i>all</i> the interactions indicated in the observation section, <i>and</i> the child says 18 or more words on the vocabulary list <i>and</i> there are no parent/carer concerns.	The parent/carer is given the universal offer as part of Step 2 – the Conversation between you and the parent/carer. Inform them about the Tiny Happy People and Hungry Little Minds resources, and signpost to local facilities that they might like to use to encourage ongoing language development. See also www.nhs.uk/start4life/baby/learning-to-talk/
2	You have <i>not</i> observed 1 or more of the behaviours listed in the observation section, <i>and/or</i> the child has a vocabulary score falling at or below 17 words on the vocabulary list.	Move on to Step 2 – the Conversation between you and the parent/carer. This includes further exploration and signposting. Move on to Step 3 – Offering Tailored Support/ potential onward referral according to local pathways.
3	You have observed <i>all</i> the interactions indicated in the observation section, <i>and</i> the child says 18 or more words on the vocabulary list <i>but</i> there are parent/carer concerns.	The concerns of the parent/carer are investigated further as part of the Step 2 Conversation with parent/carer, in which these concerns are fully and appropriately addressed.
4	You have <i>not</i> observed 1 or more of the behaviours listed in the observation section, <i>and</i> the child has a vocabulary score falling at or below 17 words on the vocabulary list AND they meet the criteria of the local SLCN pathway for immediate support from SLT or other services due to broader developmental, vision or hearing concerns or severity of language or social communication difficulties.	Make an immediate decision of onward referral for support. Move on to Step 2 – the Conversation between you and the parent/carer, further exploration and signposting and then onto Step 3 – Offering Tailored Support.

Where to go for advice

- Health Visiting Service
- Children's Centre
- Speech & Language Therapy Service
- Early Years Inclusion team (Area SENCo)
- Websites below



Oxleas

NHS Foundation Trust

Services At

Home > Services Search > Children's Speech and Language Therapy Service

Children's Speech and Language Therapy Service

<http://oxleas.nhs.uk/services/service/childrens-speech-and-language-/>

Greenwich Community Directory

Your online information and support directory

Special Educational Needs and Disabilities (SEND) Local Offer

For children and young people with Special Educational Needs and Disabilities

<https://www.greenwichcommunitydirectory.org.uk/kb5/greenwich/directory/localoffer.page?localofferchannel=1>

Early Years

A children's centre is somewhere local families with young children can go to enjoy facilities and receive any needed support. The facilities and activities that are offered are designed especially for parents who may be expecting a new baby, or for those with a child under the age of five.



Click on the Children's Centres button below to find out more

Choosing early learning and childcare is a big step for you and your child. There is a variety of childcare on offer, these include childminders, nurseries, pre-school, playgroup, nursery classes and out-of-school clubs.



Click on the Free Early Learning and Childcare button below to find out more

Need extra support to find childcare?

Some parents need a helping hand to find the right care for their child. This could be for many reasons, perhaps your child has a disability.



Children who have complex disabilities, aged between birth and three years old, may be entitled to receive our support to arrange and coordinate services across health and education as well as to access their free entitlement to early learning.

Click on the SEND Early Years Keyworker (0-3 yrs) button below to find out more

Your child can receive support from the Early Years Inclusion Team if they have an identified or emerging complex special educational need/disability and are a Greenwich resident aged 2-5yrs who attends an early education or care setting that is in the Private, Voluntary or Independent (PVI) sector (i.e. not a local authority school), this includes childminders.



Click on the Early Years Inclusion Team button below to find out more

Moving from into a Primary school is a key time in a child's education. Royal Greenwich provides a range of information and support to help this process.

Click the Support for transition to Primary School button below



Tops Tips for Parents

<https://www.bbc.co.uk/tiny-happy-people/taking-turns-tips/z74jwty>

Responsive Interaction



What do we mean by responsive interaction?




- Watch the video of Dr Michelle Peters working with parents and their children.

Responsive Behaviours for Parents:

- get down to your child's level
- follow your child's lead and interests
- pause and wait for your child to show you what they are interested in
- listen watch and respond to their communication – this can be words, points, sounds or movements
- describe what your child is doing or looking at – imagine what they are thinking and feeling and say that
- show them you are having fun and use an interesting voice
- if they do communicate copy what they say or mean to say and add a word
- try to use fewer questions and instead describe what is happening.
- when you do ask questions try to keep them open – where, who, when and why rather than Yes/No questions

Ideas for Responsive Behaviour discussion

A picture list or cards of the responsive behaviours can 'scaffold' this discussion.

<p>Responsive Behaviours</p>	<ul style="list-style-type: none"> • Get down to your child's level • Follow your child's lead and interests • Pause and wait for your child to show you what they are interested in • Listen watch and respond to their communication – this can be words, points, sounds or movements • Describe what your child is doing or looking at – imagine what they are thinking and feeling and say that. 	<ul style="list-style-type: none"> • Show them you are having fun and use an interesting voice • If they do communicate copy what they say or mean to say and add a word • Try to use fewer questions and instead describe what is happening. • When you do ask questions try to keep them open – where, who when and why rather than Yes No questions 	
<p>Example cards</p>			

A picture list of the contexts and recording the outcome of your discussions could support reflection and goal setting

<p>Contexts</p>	<ul style="list-style-type: none"> • Bath time • Getting out and about in the pram to the shops or park • Breakfast, lunch or tea time 	<ul style="list-style-type: none"> • Nappy change time • Playing with toys • Sharing books 	<ul style="list-style-type: none"> • At the library or toddler group • Bedtimes • Any other 'together time'
-----------------	---	---	--

Most helpful sites for parents and you

- ⚙ <https://www.bbc.co.uk/tiny-happy-people>
- ⚙ <https://hungrylittleminds.campaign.gov.uk/>
- ⚙ <https://ican.org.uk/>
- ⚙ <https://www.thecommunicationtrust.org.uk/>
- ⚙ <https://literacytrust.org.uk/early-years/>
- ⚙ <https://www.booktrust.org.uk/what-we-do/programmes-and-campaigns/bookstart/>
- ⚙ **Black Country Early Outcomes**
<http://www.blackcountryearlyoutcomes.co.uk/>
- ⚙ <https://www.nhs.uk/start4life/baby/learning-to-talk>

start 4 life

Pregnancy

Baby

Toddler

Search

Learning to talk



0 to 6 months

6 to 12 months

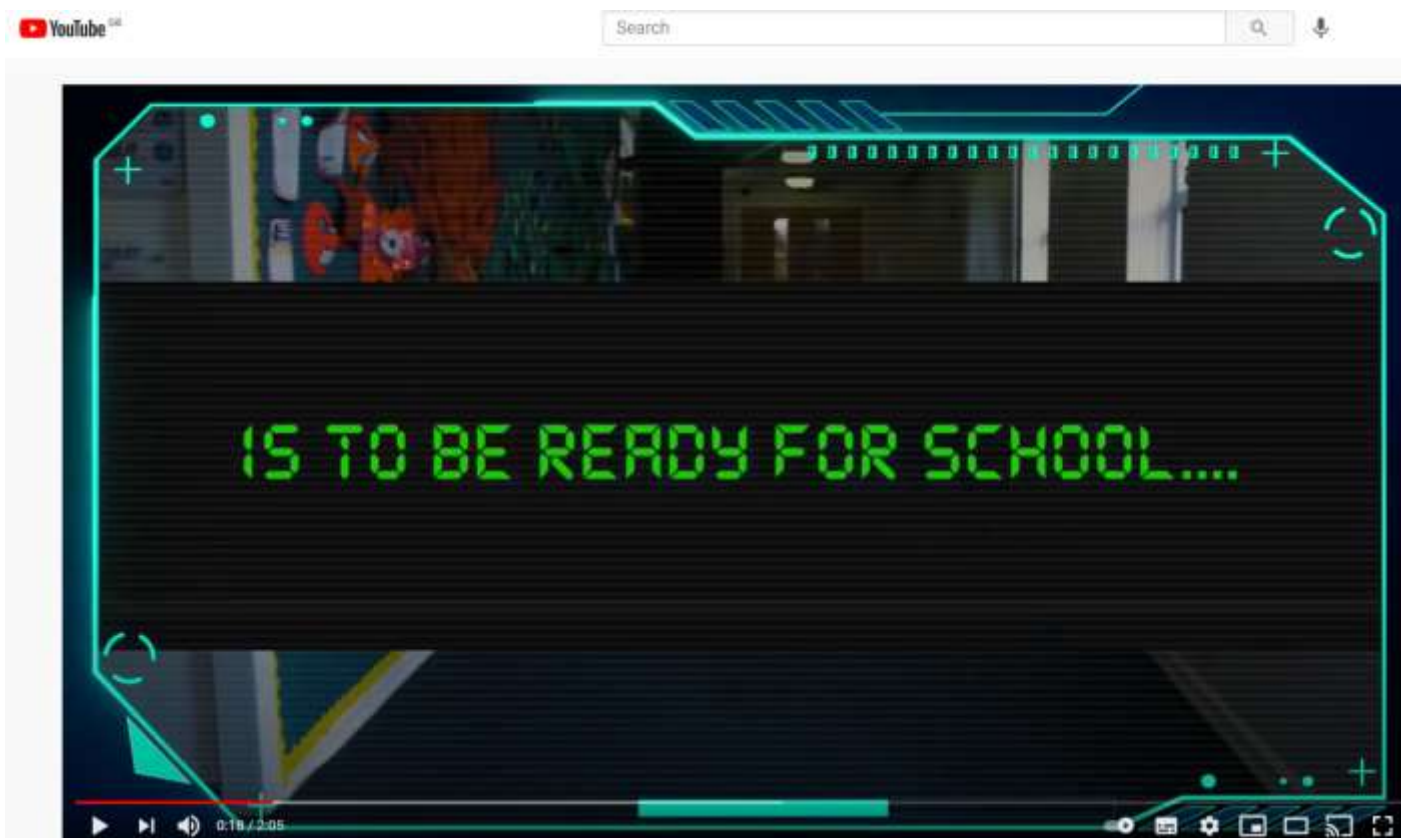
1 to 2 years

2 to 3 years

3 to 5 years

School Readiness - A mission possible

<https://youtu.be/RK85GXs3qVo>



Access EYCA Attachment & Transitions training on 15 July 2021

Home Learning Environment

Expressive Art & Design



What to do

Make symmetrical butterflies by folding and cutting

Before the activity, make a butterfly shape by folding a piece of paper in half and then cutting out one side of the shape (top wing and bottom wing). Unfold it.

- ☀ Show your child the shape. Asking questions like: What do they think it is? Can they make it flap? How do they think you made it so that it is the same on both sides?
- ☀ Refold the shape and explore it. Can you make a new butterfly shape together?
- ☀ Fold a new piece of paper and draw a new butterfly together on one side of the fold (the centre of the butterfly will be along the fold).
- ☀ Remind your child how to use scissors safely. Cut out the shape while still folded. Can your child imagine what it will look like when they open it?

Extension Decorate the butterflies

If you blob thick paint on one side and fold, you can create a symmetrical pattern. Explore other symmetrical shapes which can be made by folding and cutting (heart shapes, triangles, rectangles -harder than they look-, 'gingerbread' men, stars)

What you need

Paper, pencil and scissors Optional – pens to decorate (or paint)



Questions to ask

- How do you think I made this shape?
- What is the crease for?
- What happens when we fold it?
- Can you see that we have folded the shape in half? – it is the same on both sides. How could we make a different butterfly?
- Can you draw half of the shape?
- What will it look like when we unfold the shape?

What to do

Create an 'Andy Goldsworthy' (artist) style picture

- ☀️ Collect the items on a walk or over several walks
- ☀️ Look at some of the images of art by or inspired by Andy Goldsworthy
- ☀️ Create a picture together by arranging the items – this can be inside or outside – on the ground, paper or on a table etc. Resist fixing with glue or tape.
- ☀️ Photograph it and explain that you can reuse the things to make as many different pictures as you wish.
- ☀️ Why not send images the pictures as gifts or greetings.

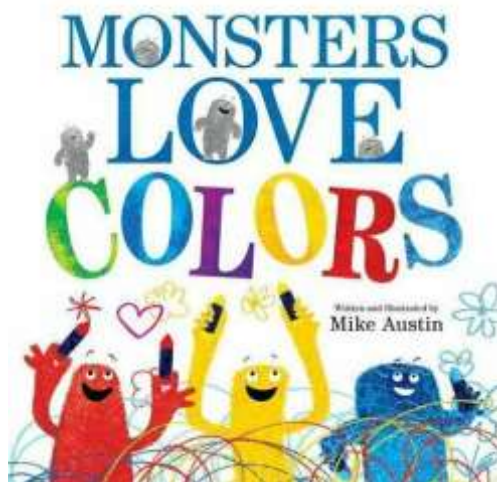
Extension

Introduce the challenge to create a specified effect for example Can you make a calm/happy/spooky picture? Create a gallery of different pictures – involve the whole household. This is accessible at any level.

Questions to ask

What can we find which would make a good picture? What colours/shapes/textures can you see? What sort of pattern can you make? Who are you making your picture for? How does your picture make you feel?

Why not read... **Monsters Love Colours** Written and illustrated by Mike Austin



What you need

Images of Andy Goldsworthy art and inspired art

—
see below: Natural objects such as twigs, leaves, pinecones, petals, pebbles, shells, feathers



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=pfXAIW2tXu8>


Putting children and families at the heart of everything we do.



We deliver health and wellbeing services in our local communities for children under five and their families, giving every child the best possible start for their future.

From the start of April, Start Well Trust will provide Health Visiting services at local Children's Centres for children under five and their families, giving every child the best possible start for their future. Click on the link below for a communications update from Start Well Trust.

Info

 020 8319 5320

 hello@startwelltrust.org

If you have any questions regarding the information from Start Well Trust, please contact them on hello@startwelltrust.org

You can also find more information on their website www.startwelltrust.org



Children's Centres & Timetables

What's on?

If you know your local children's centre and want to find out what's on or maybe just want an updated timetable, please see the link's below. Our timetables are updated regularly, so please watch out for new and additional sessions.

Support for up to 1 year

121 Career Coaching

Links to employers

Support to find part-time work

SUCCESSFUL MUMS
Career Academy
Career Coaching & Webinars for Mums
Courses starting every month
Delivered over 3 weeks
Flexible around family and home schooling
Apply online now
www.successfulmums.co.uk

Confidence building

FREE online & flexible

Please share attached flyer with parents in your setting

<https://successfulmums.co.uk/>



<https://www.gingerbread.org.uk/policy-campaigns/employment-and-skills/>

Some of the challenges for lone parents – signpost to support here and our local children’s centres.

Local community college courses



<https://www.lsec.ac.uk/courses>

Making Every Opportunity Count with Parents



- ✓ For more information about the Royal Greenwich Community Hub, as well as a broad range of support available in relation to the pandemic visit royalgreenwich.gov.uk/coronavirus
- ✓ For more information and support for mental wellbeing, being active, eating well, drinking less and stopping smoking visit livewellgreenwich.org.uk/lookafteryou
- ✓ For further, free e-learning for Health training in developing conversation skills for supporting people with behaviour change click [here](#).
- ✓ To register interest in free, local RSPH 'Understanding Health Improvement' Training click [here](#).
- ✓ For free NCSCT e-learning for giving very brief advice for smoking cessation click [here](#).

<https://livewellgreenwich.org.uk/ways-to-stay-healthy/>



Ways to look after ourselves



Connect with others: Stay in touch regularly and safely. Catch up with friends or family or talk about your worries with someone you trust.



Do things you enjoy, find relaxing and that keep your mind active: This can help with difficult feelings, worries and boost your mood



Focus on what you can control: In these changing and uncertain times, it may be helpful to plan daily routines and set small goals to give you some structure and sense of achievement.



Be kind to yourself and others: Helping others can improve our own wellbeing. It's also important to set boundaries though, take breaks and don't worry if you're not as productive as you feel you should be during this very challenging time.



Don't be afraid to **ask for emotional and/or practical help** if you need it.



Limit negative news and media exposure about the pandemic if it is causing anxiety, and only use reliable sources like the NHS and Government websites.



It's also important to look after your body – for better physical and mental health.

Be active in the fresh air if you can but there are lots of simple ways to move indoors too.



Try to eat a **healthy, balanced diet**.



Get enough **sleep**.



If you're thinking about **quitting smoking** or **drinking less alcohol** there is local help available

Healthy Early Years London – more important than ever!



FOOD AND MOOD



Food plays a significant and important role in our physical health, as well as our mental and emotional health. When you are struggling with low mood or mental health, it can feel overwhelming to think about eating the right foods. However, there are some small changes you can make that may help to improve your wellbeing and have a positive effect on your daily life. Follow this 8-part series on food and mood for tips on supporting your mental health and wellbeing with healthy eating.

Part 1: Eating Regularly

The ability to concentrate and focus comes from the adequate supply of energy to the brain. Your brain uses energy in the form of blood sugar or blood glucose. If your blood sugar drops, you might feel tired, irritable and depressed. The glucose in our blood comes from all the carbohydrates we eat. Eating regularly and choosing foods that release energy slowly will help to keep your blood sugar levels steady.

Carbohydrate = Glucose = Brain Power

Eating breakfast and regular meals containing some carbohydrates ensures you will have enough glucose in your blood. Healthy carbohydrates that release energy slowly include wholegrains, vegetables, fruits, legumes and lower fat dairy. These foods also contain vitamins and minerals that support your energy, mood and brain function.

Top Tip → Start your day by feeding your brain with a healthy, balanced breakfast.

Remember – breakfast can look different for everyone! Here are some examples of balanced breakfast ideas.

- Porridge made with milk, berries (blueberries, raspberries, blackberries), nuts (walnuts, brazil nuts, almonds) and seeds (chia seeds, pumpkin seeds, sunflower seeds)
- Boiled/poached/scrambled egg on wholemeal toast with mushrooms/tomato
- Natural yoghurt with porridge oats and chopped fruit
- Wholemeal Pancakes topped with fruit and yoghurt

Healthy Early Years London – more important than ever!



FOOD AND MOOD



Food plays a significant and important role in our physical health, as well as our mental and emotional health. When you are struggling with low mood or mental health, it can feel overwhelming to think about eating the right foods. However, there are some small changes you can make that may help to improve your wellbeing and have a positive effect on your daily life. Follow this 8-part series on food and mood for tips on supporting your mental health and wellbeing with healthy eating.

Part 2: Fruit and Vegetables – 5 a day!

If you don't eat enough nutrient-rich foods, your body may lack important vitamins and minerals. This can affect your energy, mood and brain function. Vegetables and fruit are nutrient-rich foods that contain a lot of the minerals, vitamins and fibre we need to keep us physically and mentally healthy.

Fresh, frozen, tinned and dried fruit and vegetables all count towards your 5 a day. As a general rule, one portion is about a handful, small bowl or small glass. For ideas on how to get your 5 a day, visit [NHS Choices](#).

Top Tip → Eat a Rainbow of Fruit and Vegetables

This ensures you are getting all the nutrients your body and brain need. Different colours of fruit and vegetables provide different vitamins and minerals, all contributing to good health.

Red: Strawberry, cherry, apple, radish, red pepper, rhubarb, red onion, tomatoes

Orange: Carrots, oranges, sweet potatoes, orange pepper, pumpkin

Yellow: Banana, squash, pineapple, corn, mangoes, peaches

Green: Kiwi, avocado, broccoli, celery, spinach, brussels sprouts, cucumber, peas, zucchini

Blue: blueberries, plumes, grapes, blackberries

Purple: aubergine, beet, red cabbage, figs, grapes, raisins

White: Cauliflower, turnip, onions, pears, mushrooms











Healthy Early Years London – more important than ever! Mental Health and Wellbeing Resources

HeadScape is a website developed by Oxleas for young people who live in Greenwich, offering information and signposting for a whole range of emotional health topics.

Good thinking is a new, NHS approved online wellbeing service. You can find tools and resources on the site to help yourself and others to feel better. Access to self-assessment tools and online forums is also available.

Physical Activity Resources

Click on links below

-  [Children's Centres](#)
-  [Greenwich Community Directory](#)
-  [Livewell Greenwich – Get moving](#)
-  [Greenwich Get Active](#)
-  [Hungry Little Minds](#) – simple, fun activities from newborn to five
-  [Start 4 Life](#) – activities for toddlers
-  [Better UK app](#) – at home fitness classes for adults
-  [Better UK](#) - 20 Fun things to do at home with kids
-  [Early Movers](#) – Activities for under 5s
-  [Play Scotland](#) – resources and ideas for active play

Healthy Early Years London – more important than ever!

Dates for your Diary

Join Gillian and the advisors for termly info sessions

- ☆ Q&A,
- ☆ support offer
- ☆ case study sharing
- ☆ key HEYL themes
- ☆ briefings
- ☆ sugar smart
- ☆ menu examples
- ☆ getting ready for Bronze award

HEYL Information Evenings Start 19:00	Dates for you to submit your Bronze award application Eyc.training@royalgreenwich.gov.uk
Wednesday 21 April	10 May
Thursday 10 June	28 June
Thursday 29 July	16 August
Thursday 2 Sept	27 September
Thursday 4 Nov	22 November
Thursday 6 Jan	24 January
Thursday 23 Feb	14 March

Gillian Bennett

Infant Nutrition Advisor

Public Health & Wellbeing - Food & Health
Royal Borough of Greenwich



Please take a moment to read and share these key messages about Healthy Start

1. Healthy Start food vouchers are increasing to £4.25 from April, 2021
2. A signature from a health professional is NOT required on the application form
3. FREE vouchers are available for pregnant women, and children under age 4
 - Pregnant women receive one voucher each week (£4.25)
 - Babies under one year old get two vouchers each week (£8.50 in total)
 - Children aged from one to four years get one voucher a week (£4.25)
4. Eligible families could be claiming £221 -£442 each year, per child.
5. Free vitamins are available at Greenwich Children's Centres
6. Vouchers also benefit participating retailers and local market stalls
7. For more information and how apply, please refer to: [Livewell Greenwich Healthy Start](#)

Please e-mail Healthystart@royalgreenwich.gov.uk if you have any questions:

- About the scheme
- How to talk to families about the scheme
- How to help families apply for the scheme
- Would like to attend a 30 minute training on Healthy Start

Healthy Early Years London

Mental Health & Wellbeing



HM Government



Anna Freud
National Centre for
Children and Families



MindEd
e-learning to support healthy minds

WELLBEING FOR EDUCATION RETURN: RESOURCES FOR EDUCATION STAFF INFORMATION SHEET AND FREQUENTLY ASKED QUESTIONS



New and updated [Wellbeing for Education Return](#) resources are now available for education staff who do not have access to locally adapted training and support, or to supplement existing local offers. You will need to set up an account and access a code.

These include a short, recorded webinar - '[Every interaction matters](#)'. It introduces a simple framework for promoting wellbeing, resilience and mental health, building on education staff's existing roles, skills and personal qualities. It is intended for use by education leaders with all staff in staff or INSET sessions, or for education staff to work through individually.

This sits alongside the original Wellbeing for Education Return [content](#) covering issues such as bereavement, loss, anxiety, stress and trauma and signposting to [free information and resources](#) for education staff, children and young people, parents and carers.

[Information sheet and FAQ's](#) attached



Looking after your mental health as a teacher

[Looking after your mental health as a teacher | Mental Health Foundation](#)



Psychological First Aid: Supporting Children and Young People

FREE ONLINE COURSE

By Public Health England



 Duration
3 weeks

 Weekly study
1 hour

 100% online
Try this course for free

Learn how to support children and young people using psychological first aid

On this 3-week free course you will explore the techniques of psychological first aid (PFA), the globally recommended training for supporting people during emergencies. You'll focus on children and young people's mental health, and what you can do to help them cope and access the support they need during and after emergencies and crisis situations. The course has been produced by

Identify how emergencies like COVID-19 affect children and young people's mental health

Crises can severely impact mental health and it's important that people have access to the support they need. During this course, you'll explore how emergencies affect mental health and what you can do to help the children, young people, and families you come into contact with. You'll learn how to recognise the common signs of distress across different age groups and be able to identify who might be at an increased risk. PFA will also teach you helpful strategies to determine when people require additional support.

What topics will you cover?

- What is Psychological First Aid?
- How do children and young people respond to emergencies and crisis situations?
- The PFA stages to supporting people: Prepare, Look, Listen, Link
- Supporting yourself and your colleagues

What will you achieve?

By the end of the course, you'll be able to...

- Explain what psychological first aid is
- Identify children, young people and families for whom it is suited and how you can help them
- Describe how children and young people of different ages react to traumatic experiences
- Identify ways to look after yourself and your peers when working in the context of an emergency
- Engage with further reading into psychosocial support during emergencies

Who is the course for? And what skills do you need?

- Be a good listener. An important part of PFA is identifying what help and support each person requires.
- Understand the importance of accurate information during the pandemic and where to access it.
- Have the ability to encourage active coping by, for instance, helping people make plans.
- Encourage and help people to connect to others (in line with current regulations).
- Be aware of people's cultural preferences and needs.
- Be aware that some people may be extremely distraught and tearful and that you may become upset too

Keeping Children Safe



020 8921 4477

safeguardingchildren@royalgreenwich.gov.uk

Contact Children's Services

Emergency Duty Team (out of office hours only): 020 8854 8888

Referral team: 020 8921 3172

Email: mash-referrals@royalgreenwich.gov.uk

LADO : 020 8921 3930 / childrens-LADO@royalgreenwich.gov.uk

Early Years & Childcare : 020 8921 3877 / childcare-support@royalgreenwich.gov.uk

Ofsted : 0300 123 4666 / enquiries@ofsted.gov.uk

Mental Health & Wellbeing of Parents

As you are acutely aware there is increased concern regarding Parental Mental Health. The GCSP have been focussed on this area of concern for some time but it has been a particular priority during the pandemic and the increase in cases (including child deaths) that may be linked to Parental Mental Health.

The GSCP Schools Sub Group have procured the following training and support materials (please see below and attached) which you may find useful.

This is **FREE training** accessible immediately online, please make available to all your staff working with families and parents and then evaluate its impact

WEBINAR: Raising Awareness about Parental Mental Health during COVID

https://mega.nz/file/G1Ik2lqb#UR_Z_7sYIGncNZN6b_1y98XM9ZLZIKR6OcJ7vO6Kh5k

A screenshot of a presentation slide with a light blue background. The title is 'Type of parental mental disorders' in green. Below the title is a list of disorders: Anxiety disorders, Depression including postnatal, Bi-polar disorder, Schizophrenia, and Personality Disorders. A large red play button icon is overlaid on the list. Below the list, it says 'This presentation and supporting reference will focus on the 3 most commonly experienced among parents.' In the bottom right corner of the slide, there is a small video thumbnail showing a person speaking.

Here are links to [PowerPoint Presentation](#), [research paper](#) & [CRIB sheet](#) including a list of useful local support services which may be of use for your community.

The RBG MASH Team is always available to support and advise should you be concerned for a child's safety/wellbeing. Please do not hesitate to contact them should you have any concerns or wish to discuss a particular case.

To request specialist safeguarding training on PMH email eyc.training@royalgreenwich.gov.uk

Black and Ethnic Minority Families and Mental Health

Background

There have sadly been three serious safeguarding incidents in Greenwich since December 2020 involving parents. All the families were Black. In all of the families there was at least one parent struggling with their mental health or with a mental health diagnosis. For two of the mothers this appears to have involved stopping their prescribed mental health medication.

Extracts from the Greenwich Safeguarding Children's Board (GSCB) Mental Health Deep Dive in 2019 – 2020 (picked up by the GSCP)

“A number of the young people spoken to were from BAME communities and expressed that for them talking to their parents about mental health was particularly difficult and thinking that they would be told if they tried to seek support would discourage them from talking. They recognised that in some cultures there is much greater stigma around mental health and other issues such as sexuality. Some children who grew up in Britain but whose parents didn't, felt a sense of disconnection around the way they view mental health. They were clear that this doesn't mean they don't have a close and loving relationship, but it isn't something that they want to talk to them about – they felt that this would cause more stress for the whole family.”

“Another focus group recognised that in some cultures, you're not supposed to talk about personal problems at all, it's seen as weakness, and people are expected to keep it all to themselves. This group raised a similar problem for boys – it's much harder for them to talk about abuse and they need additional support to do so. One of the groups discussed the children in the surveys who had said that they found talking to their dad's difficult – it was thought that this may be because men are more likely to find it difficult to speak about emotional issues due to being culturally conditioned to repress emotion.”

GSCP Recommendation

GSCP would like to explore the barriers within the community to seeking/obtaining mental health support and raise awareness within the community.

Previous work in other areas that the GSCP has done to raise awareness include:

- Webcast regarding parental mental health
- Leaflet / poster regarding safe sofa sleeping

GSCP could support producing resources to raise awareness, similar to above, but would like to work with the communities / public to design the most effective way to raise awareness around mental health, seeking and getting support, reaching out to support people.

If you would like to get involved please contact childcare-support@royalgreenwich.gov.uk

REMINDER TO DO THE CENSUS

SHAPES LOCAL FUNDING & SERVICES

Remind staff and parents/carers



census 2021

<https://census.gov.uk/>



What is the census?

The census is a survey that happens every 10 years and gives us a picture of all the people and households in England and Wales. The census takes place on Sunday 21 March 2021. But you can still complete it – you record those in your house on that date.

Your answers to the census questions will help organisations make decisions on planning and funding public services in your area, including transport, education and healthcare. Organisations such as local authorities and charities use this picture to plan and fund the services we all need, including transport, education and healthcare. Without the census, it'd be much more difficult to do this.

When to complete your census

Every household should complete the census on **Sunday 21 March 2021** or as soon as possible after.

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](#)