

Dear Providers

Welcome to Autumn 2021!

We have caught the rays of an Indian summer. We hope you are all settling in and that the children are excited to be back if you were closed for the holidays. For those of all year round – we hope you had a great bank holiday weekend. This e-bulletin is packed full of news, funding, updates and training offers for the new term.



We have also included useful information about vaccinations to support increasing the numbers of vaccinated staff in your settings. This will reduce outbreaks and keep everyone safe as part of your duties and responsibilities. Please do watch the Public Health Panel talk during working hours or at a special session with your staff who may have questions about being vaccinated. You can also encourage them to book a 10 minute virtual or phone appointment with Dr Tom.

We look forward to visiting (in person) and virtually some of you and seeing others at trainings or briefings.

Happy start of term!

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

The Early Years and Childcare Service provide information, support and guidance to all providers.

Areas of support include:

- ☀ advice and guidance for new providers
- ☀ monitoring and guidance to those delivering early learning funded provision
- ☀ pre and post Ofsted inspection advice, challenge and support
- ☀ inclusion in the Community Directory to promote services offered by individual settings
- ☀ safeguarding and welfare guidance
- ☀ a programme of Continuing Professional Development training to support high-quality, safe and inclusive practice



ACTION FOR ALL OFSTED REGISTERED PROVIDERS WORKING IN GREENWICH

Please read & sign
Royal Greenwich & Provider Service Level Agreement

Please find attached the Service Level Agreement (SLA) and the term dates. The SLA covers a 2 year period so that you don't need to worry about signing it again next year.

If there are any changes, we will send you an addendum

1. read the SLA attached and then sign the page to sign

https://drive.google.com/file/d/1Utu9iYVUu5GyYvwxWnvQ4_EfZm-6TJ5P/view?usp=sharing

<p>1.3 Section 11 of the Children Act 2004 places a duty on the local authority to provide information, advice and assistance to parents and prospective parents.</p> <p>1.3 This provider agreement adheres to the Department for Education expectations on what should be included in provider agreements and refers to early years provision free of charge (sections 7 and 7A of the Children Act 2004) and free childcare (section 2 of the Children Act 2016) as the 'free entitlement' or 'free hours' or a 'free place' or 'funded place' or 'free early learning entitlement place'.</p> <p>1.4 This agreement applies to all Ofsted registered early years and childcare providers including those offering the 15 hour entitlement for eligible two-year-olds (Together for Two), the 15 hour entitlement for parents of three- and four-year-olds (for universal entitlement) and the 30 hours entitlement for eligible working parents of three- and four-year-olds (the extended entitlement), in safeguarding, welfare, and quality of education, staff wellbeing, parent partnership and business planning matters it refers to all children in the care of registered providers in Greenwich, allowing provision whether they are "funded" children or fee paying.</p> <p>1.5 This agreement has been developed in partnership with the DfE, early years providers and the local authority and is intended to bring greater consistency and clarity to all types of providers.</p> <p>1.6 This document does not provide guidance on how providers operate their private businesses including charges for provision over and above a child's free hours providing that purchase of additional hours of provision or additional services does not affect the parent's access to take up</p>	<p>RBG and Early Years Provider Service Level Agreement 2021-23.pdf drive.google.com</p>
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2. Sign the digital declaration below for ease which is automatically sent to us **or** sign the 'page to sign' attached and return by email (you only need to choose one way to sign your agreement)

<https://forms.gle/4uIzG5tr6JryeF7j9>

[Service Level Agreement 2021/2023](#)

Please complete this provider declaration after reading the Service Level Agreement.

Terms	School Term dates 2021 to 2022	Funded weeks
Autumn 2021	Term time: Wednesday 1 September to Friday 22 October 2021 Half-term holiday: Monday 25 October to Friday 29 October 2021 Term time: Monday 1 November to Friday 17 December 2021 Christmas and New Year holiday: Monday 20 December 2021 to Monday 3 January 2022	73 days less 3 INSET Days 14 weeks
Spring 2022	Term time: Tuesday 4 January to Friday 11 February 2022 Half-term holiday: Monday 14 February to Friday 18 February 2022 Term time: Monday 21 February to Friday 1 April 2022 Easter holiday: Monday 4 April to Monday 18 April 2022	59 days 12 weeks
Summer 2022	Term time: Tuesday 19 April to Friday 27 May 2022 (except May Day bank holiday on 2 May) Half-term holiday: Monday 30 May to Friday 3 June 2022 (spring bank holiday on June 2 and 3) Term time: Monday 6 June to Friday 22 July 2022	63 days less 2 INSET days 12 weeks
	Term dates include INSET dates	195 days 39 weeks
	Less 5 INSET days over the year for staff training	190 days / 38 weeks

2021-2022 Early Years & School Calendar

AUTUMN 2021																				
September 2021							October 2021							November 2021						
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa
			1	2	3	4						1	2	31 Oct	1	2	3	4	5	6
5	6	7	8	9	10	11	3	4	5	6	7	8	9	7	8	9	10	11	12	13
12	13	14	15	16	17	18	10	11	12	13	14	15	16	14	15	16	17	18	19	20
19	20	21	22	23	24	25	17	18	19	20	21	22	23	21	22	23	24	25	26	27
26	27	28	29	30			24	25	26	27	28	29	30	28	29	30				
AUTUMN 2021							SPRING 2022													
December 2021							January 2022							February 2022						
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa
			1	2	3	4						1				1	2	3	4	5
5	6	7	8	9	10	11	2	3	4	5	6	7	8	6	7	8	9	10	11	12
12	13	14	15	16	17	18	9	10	11	12	13	14	15	13	14	15	16	17	18	19
19	20	21	22	23	24	25	16	17	18	19	20	21	22	20	21	22	23	24	25	26
26	27	28	29	30	31		23	24	25	26	27	28	29	27	28					
							30	31												
SPRING 2022							SUMMER 2022													
March 2022							April 2022							May 2022						
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5						1	2	1	2	3	4	5	6	7
6	7	8	9	10	11	12	3	4	5	6	7	8	9	8	9	10	11	12	13	14
13	14	15	16	17	18	19	10	11	12	13	14	15	16	15	16	17	18	19	20	21
20	21	22	23	24	25	26	17	18	19	20	21	22	23	22	23	24	25	26	27	28
27	28	29	30	31			24	25	26	27	28	29	30	29	30	31				
SUMMER 2022																				
June 2022							July 2022							August 2022						
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa
			1	2	3	4						1	2	31 Jul	1	2	3	4	5	6
5	6	7	8	9	10	11	3	4	5	6	7	8	9	7	8	9	10	11	12	13
12	13	14	15	16	17	18	10	11	12	13	14	15	16	14	15	16	17	18	19	20
19	20	21	22	23	24	25	17	18	19	20	21	22	23	21	22	23	24	25	26	27
26	27	28	29	30			24	25	26	27	28	29	30	28	29	30	31			
Autumn 14 weeks	Funded Entitlements		School holidays		Bank Holidays in RED															
Spring 12 weeks	15 / 30 hours per wk x		Headcount/ EY Census Day																	
Summer 12 weeks	38 weeks		Less 5 INSET training days over the year																	
School Yr 38 weeks	570 / 1140 hours per yr		Eyc-funding@royalgreenwich.gov.uk																	

HEADCOUNT & CENSUS DATES 2021/22

FUNDING CLAIMS SUBMISSION DATES

<p>Autumn 2021: 1 September to 31 December School Term Dates: Wednesday 1 September to Friday 17 December (3 INSET days)</p>	
<p>Main Funding Claim Submission Period Monday 6 September to Wednesday 20 October</p>	
<p>Autumn 2021 Headcount Day <u>Thursday 7 October</u></p>	<ul style="list-style-type: none"> • Pupils <u>must</u> be in your setting on <u>Thursday 7 October</u> to make a funding claim • All claims must be submitted by Wednesday 20 October • Any late starters and leavers <u>must</u> be notified to eyc-funding@royalgreenwich.gov.uk by email
<p>Spring 2022: 1 January to 31 March School Term Dates: Tuesday 4 January to Friday 1 April</p>	
<p>Main Funding Claim Submission Period Wednesday 1 December to Monday 31 January</p>	
<p>Spring 2022 Headcount * EY Census Day <u>Thursday 20 January</u></p>	<ul style="list-style-type: none"> • Pupils <u>must</u> be in your setting on <u>Thursday 20 January</u> to make a funding claim • All claims must be submitted by Monday 31 January • Any late starters and leavers <u>must</u> be notified to eyc-funding@royalgreenwich.gov.uk by email
<p>Summer 2022: 1 April to 31 August School Term Dates: Tuesday 19 April to Friday 22 July (2 INSET days)</p>	
<p>Main Funding Claim Submission Period Monday 18 April to Thursday 26 May</p>	
<p>Summer 2022 Headcount Day <u>Thursday 19 May</u></p>	<ul style="list-style-type: none"> • Pupils <u>must</u> be in your setting on <u>Thursday 19 May</u> to make a funding claim • All main claims must be submitted by Thursday 26 May • Any later starters and leavers <u>must</u> be notified to eyc-funding@royalgreenwich.gov.uk by email



FUNDING CLAIMS - FREQUENTLY ASKED QUESTIONS

1. When does the provider portal open for funding claims?

Synergy opened on Monday 6 September so you start NOW

- checking your pupils,
- adding new pupils,
- deleting those who have left to go to school or another setting.
- check eligibility of 30 hour codes (before 7 October!)
- submit your funding claim

2. What is the eligible start date for 30 hour code?

30 hour codes must have start date no later than 31 August 2021. Please contact eyc.funding@royalgreenwich.gov.uk if you think 30 hour code is not eligible.

3. Can a child keep or take up their 30 hour place if the code is in the grace period?

When a code has expired and the parent/carer has not renewed their code or are no longer income eligible, the child gets to keep their place during the grace period (which is usually until the end of the term). If it is a NEW 30 hour place and the code has fallen into the grace period, then the child cannot take up the extended part of the 30 hour place.

4. I can't remember my password to log in to Synergy, the Early Years Provider Portal

Email Rachel.dunn@royalgreenwich.gov.uk or eyc.funding@royalgreenwich.gov.uk for help to reset your password.

5. Can a parent/carer split their funded hours between different providers?

Yes, funded hours can be divided between more than one provider as long as everyone has agreed the way the hours are split and it is recorded in the Parental Declaration.

6. I have entered the 30 hour code into Synergy to verify and it doesn't work.

Usually, there is an error in the numbers typed in – check very carefully with the parent/carer - the date of birth of child, the 30 hour code (usually starts with 500) and which National Insurance or NASS number was used to make the application.

7. Once I have submitted my funding claim on Synergy, do I need to do anything else?

NO. We will contact you if there are any issues. We have hundreds of emails at this time and we are working hard to check and process every claim. So we ask that you do not send to confirm you have submitted your claim, unless we specifically ask you.

8. How long do I have to submit Autumn funding claims?

Synergy, the provider portal, will be open until 20 October. All claims must be submitted by this date.

9. What do I have to do if a child leaves my setting before 20 October but I have already submitted a funding claim for them?

If a child has left your setting, delete their record and send us an email confirming the date they left. We will adjust payment either in the current term if you have not yet been paid or send you an invoice for the overpayment.

We check for duplicate funding applications for children. Remember that if a child goes to school by 20 October, the school usually gets the whole term's funding automatically. You will need to speak directly to the school to split the funding. Please contact eyc-funding@royalgreenwich.gov.uk if you need help.

10. A new child has started but I have already submitted my funding claim or it is after 20 October

Add the child to your claim as we do a final check before the funding period closes (even if you have been paid) and send us an email with the child's start date. If a child starts after 20 October, you can make an additional claim by requesting a form.

Please contact eyc-funding@royalgreenwich.gov.uk

11. I haven't signed the Service Level agreement, can I make a funding claim?

No. You will need to read the SLA and agree it. Here's the place where you can do a digital signature. You may complete a digital declaration here <https://forms.gle/4u1zG5tr6jryeF7j9>

12. How many weeks are there in the term and what is the hourly rate?

There are 14 weeks in the Autumn term. The hourly rate is £6.08 for two year olds and £5.55 for three and four year olds

13. How do I claim Early Years Pupil Premium?

We automatically check every child for eligibility as long as you have provided the parent/carer details including National Insurance number and checked the consent box for EYPP.

14. Do I need to complete a Parental Declaration for every child?

If a child is new to your or has now become eligible for a funded place, you will need to complete a parental declaration form or update the one you already have. We don't need to see this as long as you have copy for audits and added a note/scanned signed page to the pupil record

If you have any more questions or queries about funding, please clearly label your email with your name and the nature of your query so we can respond efficiently.

Email eyc-funding@royalgreenwich.gov.uk



HM Government



Taking your child to an early years setting: information for parents



The [leaflet](#), entitled “Taking your child to an early years setting: information for parents”, outlines the importance of children attending early years settings and includes a wide-ranging FAQ. Please do share with parents (*a copy is attached or find at link below*)

<https://coronavirusresources.phe.gov.uk/schools/resources/Leaflets/>

Did you miss the “Virus, vaccines and vaccination” Talk



CATCH UP HERE IF YOU MISSED LIVE SESSIONS

Copy and paste the link below onto your browser or double click

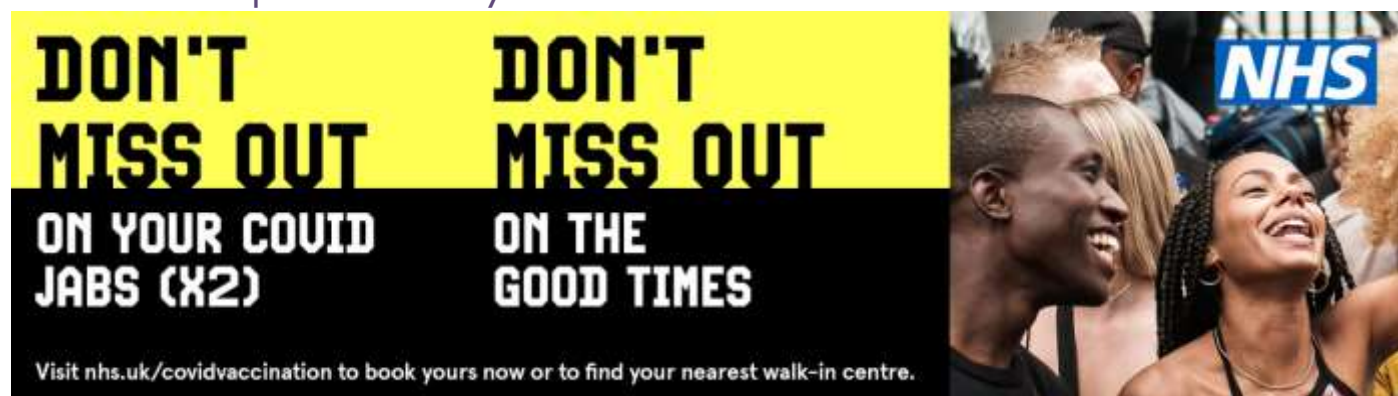
https://us02web.zoom.us/j/88828398765?pwd=Z2Z8DFy9wDTyKau8R8hI5IMrMXJD-vrPEwjSI_xbVJgbArh.Z2z8DFy9wDTyKau8

Passcode: mX2#=#^88

Everyone in England can now be vaccinated against Covid. So far more than 47 million people in the UK have received at least one dose of a coronavirus vaccine. It's free, safe and easy to access. Whilst this is an opportunity to protect yourself from serious illness, and to protect your families and the children you look after, we know that childcare staff have many questions, and some have concerns about vaccination. More than two thirds of 18-30 have now had their jab!

This is YOUR chance to hear about

- ☀ latest on Covid 19 virus
- ☀ how vaccines work
- ☀ how they can protect you,
- ☀ listen to questions already asked





**DON'T
MISS
OUT
ON BIG
EVENTS**

Over two thirds of 18-30 year olds have already had their 1st Covid jab. It's easy to get yours done quickly, so you don't miss out on anything. Visit nhs.uk/covidvaccination to book yours now or to find your nearest walk-in centre.

Virtual "Face to Face" Appointments with our GP

Book yourself a chat with Dr Tom

Care-staff-vaccinations@royalgreenwich.gov.uk

You may have questions and concerns you would like to discuss with Dr Tom on the phone

Book a ten minute virtual conversation with a local GP

Email here to book

Care-staff-vaccinations@royalgreenwich.gov.uk

He won't be able to give individual clinical advice, but he can speak confidentially, offer reassurance and help you think through the issues.

1. Provide your contact number
2. Indicate a convenient half hour timeframe
3. Dr Tom will text you to confirm a time

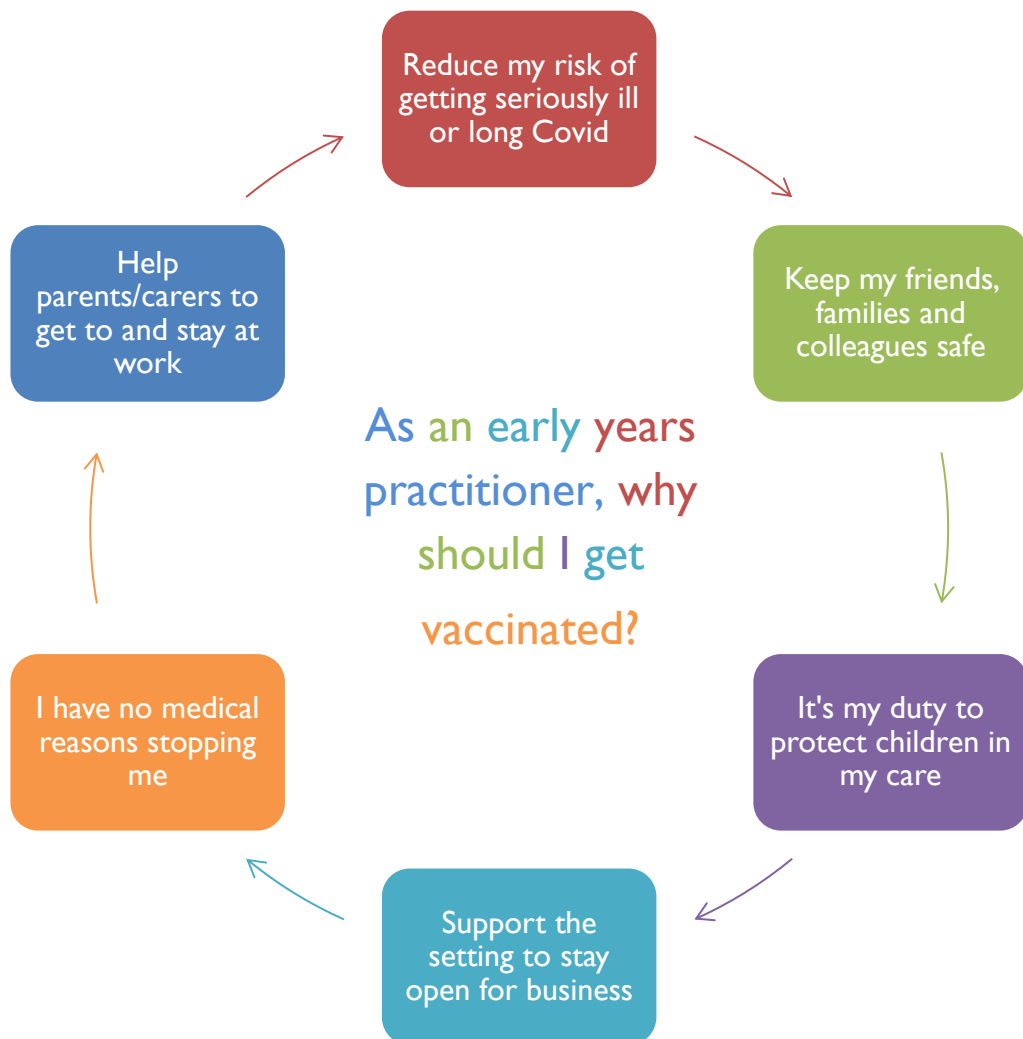
If you are ready to get vaccinated, but just haven't got around to it, details of walk-in clinics in South East London are here

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

You can book your first and second dose

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

Why is it important for staff to get vaccinated in the early years?



The provider **must promote the good health**, including the oral health, of children attending the setting. They must have a procedure, discussed with parents and/or carers, for responding to children who are ill or infectious, take **necessary steps to prevent the spread of infection**, and take appropriate action if children are ill

Good health of the children is paramount and all necessary steps must be taken to prevent the spread of infection – this includes Covid 19

What is the duty of care?

The duty of care rests upon an individual or organisation to **ensure that all reasonable steps are taken** to ensure the safety of a child involved in any activity or interaction for which that individual or organisation is responsible.

Providers “**must ensure that they take all reasonable steps to ensure staff and children in their care are not exposed to risks and must be able to demonstrate how they are managing risks...how the risk will be removed or minimised.**”

A reminder about what it says in the EYFS for those working in early years

What it says in the EYFS	Impact on children
Children develop quickly in the early years and a child’s experiences between birth and age five have a major impact on their future life chances . A secure, safe and happy childhood is important in its own right.	<i>Ongoing full or partial closures and staff absences have significant impact on young children – the first 5 years are a window of opportunity for rapid brain development and growth and provide a template for secure attachments with adults</i>
The Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe .	<i>All providers and practitioners working with the under 5s must adhere to the duty set out in the EYFS to keep children healthy and safe.</i>
The EYFS seeks to provide: <ul style="list-style-type: none"> • quality and consistency in all early years settings, so that every child makes good progress and no child gets left behind • partnership working between practitioners and with parents and/or carers • equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported 	<i>Children should not be disproportionately impacted by absence from learning, left behind or be excluded</i> <ul style="list-style-type: none"> • Disadvantaged children • children with SEND • children who need extra help • children who are more vulnerable
The safeguarding and welfare requirements cover the steps that providers must take to keep children safe and promote their welfare	<i>Providers and practitioners must take steps to keep children safe</i>
Early years providers must guide the development of children’s capabilities with a view to ensuring that children in their care complete the EYFS ready to benefit fully from the opportunities ahead of them.	<i>When children miss time and crucial next steps in early learning, their capacity to be ready to benefit fully from opportunities ahead is adversely affected</i>
Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial .	<i>When children are not able to attend their setting due to a closure or an outbreak, they have fewer opportunities for conversations and numbers of interactions with peers and key person are reduced</i>
Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world	<i>Social environments help children to form strong attachments and learn that the world is a safe place. With more uncertainty and less predictability, children’s sense of security is affected</i>
Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives	<i>With setting fully or partially closed, children will have fewer opportunities to be physically</i>

	<p>active, especially where they do not easy access to gardens or parks</p>
<p>Children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them. The safeguarding and welfare requirements, specified in this section, are designed to help providers create high quality settings which are welcoming, safe and stimulating, and where children are able to enjoy learning and grow in confidence</p>	<p>An enabling environment and positive relationships in which children's needs take primacy creates a safe setting.</p>
<p>Providers must take all necessary steps to keep children safe and well. The requirements in this section explain what early years providers must do to: safeguard children; ensure the suitability of adults who have contact with children; promote good health; manage behaviour; and maintain records, policies and procedures</p>	<p>This is a very clear duty for providers and practitioners to keep children safe</p>
<p>The provider must promote the good health, including the oral health, of children attending the setting. They must have a procedure, discussed with parents and/or carers, for responding to children who are ill or infectious, take necessary steps to prevent the spread of infection, and take appropriate action if children are ill</p>	<p>Good health of the children is paramount and all necessary steps must be taken to prevent the spread of infection – this includes Covid 19.</p>
<p>Providers must comply with requirements of health and safety legislation (including fire safety and hygiene requirements)</p>	<p>There is repetition throughout the EYFS about the focus on health and safety requirements. It everyone's responsibility to prioritise health and safety</p>
<p>Providers must ensure that they take all reasonable steps to ensure staff and children in their care are not exposed to risks and must be able to demonstrate how they are managing risks...how the risk will be removed or minimised.</p>	<p>Getting double vaccinated reduces the risk to everyone – including children.</p>
<p>The EYFS requirements sit alongside other legal obligations and do not supersede or replace any other legislation which providers must still meet.</p> <p>Other duties on providers include:</p> <ul style="list-style-type: none"> • health and safety legislation; • duty of care 	<p>Duty of care is everyone's responsibility even when not stated explicitly</p> <p>What is duty of care?</p> <p>https://www.youtube.com/watch?v=DetfsLhiju8</p> <p>https://www.educare.co.uk/news/what-is-duty-of-care</p> <p>https://youtu.be/vdnwla4FLYI</p>



Talk to your staff about

- ☀ how working with children places extra duties and responsibilities on childcare workers to keep children healthy and safe
- ☀ how much income your business is at risk of losing and how that might affect your financial sustainability
- ☀ parents/carers are worried and raise concerns about Covid 19 and impact of childcare gaps on their employment
- ☀ how clinically vulnerable staff and children are affected (may not share their health status)
- ☀ how questions about a new vaccine are understandable and where to get reliable information

<https://coronavirusresources.phe.gov.uk/covid-19-vaccine/resources/employer-toolkit/>

Key messages for employers to share with staff

- Join the millions already vaccinated.
- Vaccines are the way out of this pandemic. Vaccines are the best way to protect yourself and those around you from the virus.
- The Covid-19 vaccine has already saved thousands of lives by preventing the spread of the virus.
- All those aged 18 and over can book their vaccination through the NHS booking service. You can also call 119 free of charge or go to a local walk-in clinic.
- Vaccinated people are far less likely to get symptoms from Covid-19. They are even more unlikely to get seriously ill, be admitted to hospital or die from it. Vaccinated people are also less likely to pass the virus to others.
- The first dose of the vaccine offers good levels of protection, but to get maximum protection everyone must get a second dose, so we are urging all people to come back. Second doses have now been accelerated for all over 18s, by reducing the dosing interval from 12 weeks to 8 weeks. Book, or re-book, an existing appointment to make sure you get your second dose after 8 weeks.
- There are many resources available to people who have questions about the vaccine. The NHS urges everyone to be cautious of misinformation. Use trusted sources like **nhs.uk** to answer any questions.

For accurate information, visit <https://www.nhs.uk/conditions/coronavirus-covid-19/coronavirus-vaccination/coronavirus-vaccine/>



[COVID-19 vaccine resources](#)

Public Health England have produced a library of online resources on the COVID-19 vaccine.

These resources can help you support staff in early years settings to access official information about the COVID-19 vaccine. They include:

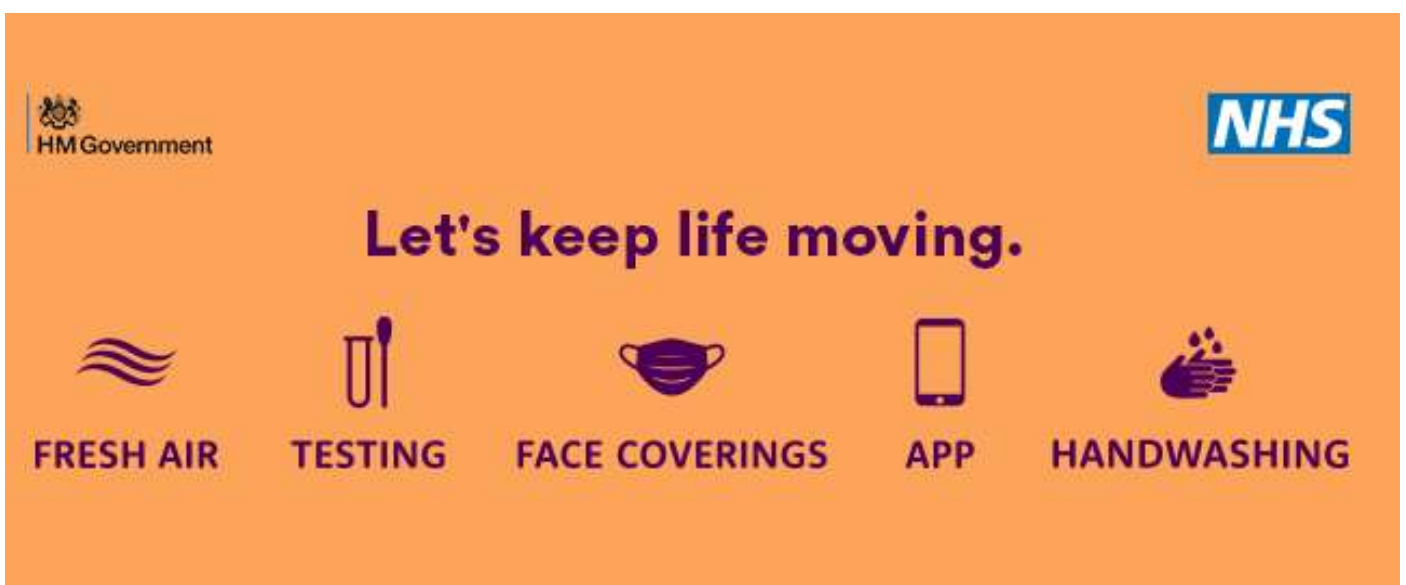
- Posters
- Social media assets
- Video content
- Factsheets and an FAQ document

There are new campaign resources available for *(double click or copy and paste links below)*

- [Isolation](#)
- [Covid-19 Vaccine](#)
- [Let's Keep Life Moving](#)
- [Let's Keep Life Moving - Translations](#)
- [Young People Vaccines](#)

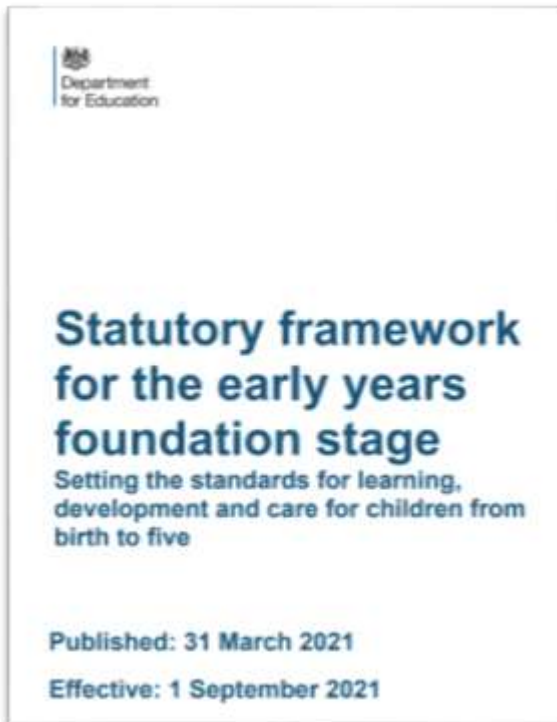
Here is where you can get resources to share with staff, parents and carers

<https://coronavirusresources.phe.gov.uk/covid-19-health-behaviours/resources/>



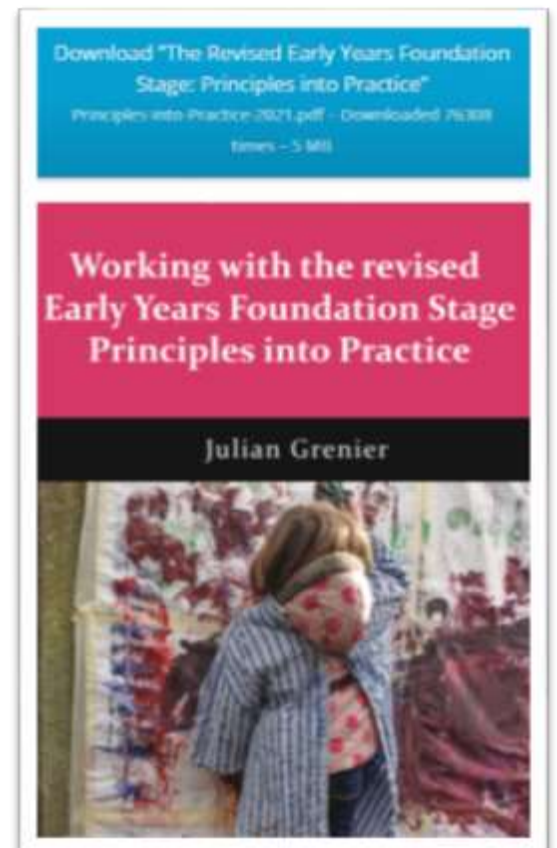
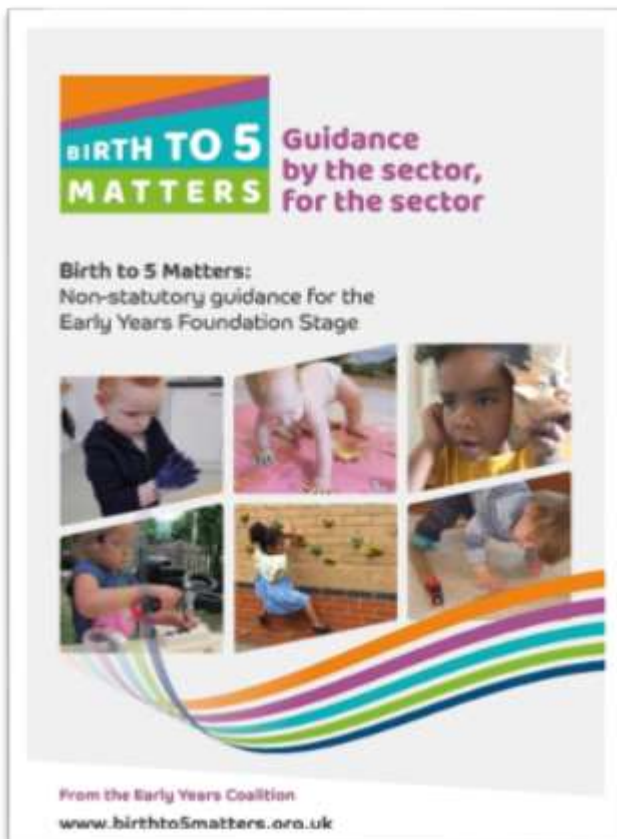


NEW EYFS NOW IN EFFECT!



https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1007446/6.7534_DfE_Development_Matters_Report_and_illustrations_web_2.pdf

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf



<https://www.birthto5matters.org.uk/download-or-buy-a-copy/>

<http://development-matters.org.uk>



Access previous local authority briefings here by double clicking on links or copying and pasting into your browsers



https://www.youtube.com/watch?v=7QENX0_qej4



<https://youtu.be/nM6MKOaDEjw>



<https://youtu.be/gAvn3qUQ3IE>



New vodcast on EYFS implementation

<https://youtu.be/BjzBM9iqVbw>

<https://foundationyears.org.uk/wp-content/uploads/2021/07/Implementing-the-Early-Years-Foundation-Stage-EYFS-Reforms.pdf>

[New vodcast on implementing the revised EYFS](#)

Foundation Years is pleased to share with you a new vodcast on implementing the Early Years Foundation Stage (EYFS) reforms in infant and primary schools.

Anna Jones, from the Department for Education (DfE), will take you through some of the key messages and what the aims of the reforms are. You'll then hear from early adopter schools about their experience of delivering the revised EYFS framework during this academic year. First, you'll hear from school leaders at early adopter schools on their experiences of the EYFS reforms and how they have implemented them in their school. Then, you'll hear from reception class teachers about how the reforms have impacted their assessment practices and what has been important in their assessments during the early adopter year.

Further support for implementation

DfE have recently launched a [new service](#), packed with resources and practical support, aimed at helping childminders, nursery leaders and pre-school practitioners implement changes.

<https://help-for-early-years-providers.education.gov.uk/>

Help for early years providers

Get ready for the Early Years Foundation Stage (EYFS) changes in September 2021 with this guidance and practical support.

These resources are for childminders, nursery leaders and pre-school practitioners.

Areas of learning

Find information about each area of learning in the EYFS and get ideas for activities you can do with early years children.

- Communication and language
- Physical development
- Personal, social and emotional development
- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

The *Learn - Explore - Debate* events, hosted by Foundation Years in March, which focused on the revised EYFS and had sessions on reducing unnecessary workload and self-regulation in the early years. The recordings and case studies from the events can be found [here](#).

<https://foundationyears.org.uk/2021/03/learn-explore-debate-march-2021-implementing-the-revised-eyfs/>

Self-regulation in the early years

In this interview, Dr Suzanne Zeedyk gives us an overview of self-regulation and co-regulation, helping us to understand the early learning goal and the role adults play in children's lives by talking about the science, thinking about real-life experiences and providing practical tips.

<https://youtu.be/8ng3UfkdaIM>

Self-regulation case study – Lullaby Lane Nursery
In this case study, Lullaby Lane Nursey, an attachment-led setting, expand on some of the points Dr Suzanne Zeedyk made around focusing on the adults around the children to support with children's emotions and wellbeing.

Attachment Led practice

<https://youtu.be/f8a7CoSTUqE>

Early Years & Childcare AUTUMN Training Events

Training Courses and Workshops	Dates	Start	End
Safeguarding & Welfare			
Intermediate Safeguarding – Level 2	18/09/2021	09:30	12:45
Intermediate Safeguarding – Level 2	11/11/2021	13:30	16:45
Designated Safeguarding person – Level 3	25/09/2021	09:30	12:45
Designated Safeguarding person – Level 3	18/11/2021	13:30	16:45
Domestic Abuse Awareness	04/11/2021	19:00	21:00
Attachment & Attunement	23/09/2021	19:00	21:00
Healthy Early Years			
HEYL – Making Every Opportunity Count	21/09/2021	19:00	21:00
Welcome Induction for Newly Registered			
Welcome to Greenwich Early Years Induction	13/09/2021	19:00	21:00
Welcome to Greenwich Early Years Induction	09/10/2021	09:30	11:30
New EYFS			
Looking Ahead to Ofsted	27/09/2021	19:00	21:00
Looking Ahead to Ofsted	01/11/2021	19:00	21:00
Focus on EYFS (Learning & Development)	16/09/2021	19:00	21:00
Focus on EYFS (Learning & Development)	07/10/2021	14:00	16:00
Focus on EYFS (Safeguarding)	14/10/2021	19:00	21:00
Paediatric First Aid			
Paediatric First Aid – blended course	08/09/2021	08:45	16:00
Paediatric First Aid – blended course	25/09/2021	08:45	16:00
Paediatric First Aid – blended course	06/10/2021	08:45	16:00
Paediatric First Aid – blended course	23/10/2021	08:45	16:00
Paediatric First Aid – blended course	06/11/2021	08:45	16:00
Paediatric First Aid – blended course	17/11/2021	08:45	16:00
Paediatric First Aid – blended course	08/12/2021	08:45	16:00
Paediatric First Aid – blended course	18/12/2021	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://servicestoschools.royalgreenwich.gov.uk/courses/pvi)

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



An Inspector Calls

Ofsted updates and news

<https://www.gov.uk/guidance/ofsted-coronavirus-covid-19-rolling-update>

Early years and childcare

Ofsted resumed on-site inspections of registered early years providers under the education inspection framework on 4 May.

[Early years inspection handbook](#) | September 2021

[Ofsted EIF inspections and the EYFS](#) | 16 August 2021

[Carrying out Childcare Register inspections](#) | 2 December 2020

[Childminder agencies: inspection guidance](#) | 17 June 2021

Trainings & Briefings.

Book a free virtual meeting with your EYC advisor if you have an inspection due or book subsidised Looking Ahead – Ofsted Inspection INSET day/evening

- 🔒 Book a virtual meeting with your EYC Advisor childcare.support@royalgreenwich.gov.uk
- 🔒 Book tailored INSET training for your setting eyc.training@royalgreenwich.gov.uk
- 🔒 Book any of our subsidised training courses and briefings [Courses \(royalgreenwich.gov.uk\)](#)
<https://servicestoschools.royalgreenwich.gov.uk/courses/pvi>

Guidance

Actions for early years and childcare providers during the COVID-19 pandemic

Updated 17 August 2021

<https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/actions-for-early-years-and-childcare-providers-during-the-covid-19-pandemic>

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7. [Stepping measures up and down](#)
8. [Control measures](#)
9. [Other considerations for operating the setting](#)
10. [Parent and child groups](#)
11. [Charging parents and carers if their child is unable to take up their place](#)
12. [Insurance](#)
13. [Other guidance available](#)

Some of the key changes at Step 4 include:

- No longer recommending that it is necessary to keep groups apart as much as possible.
- Settings will no longer be expected to undertake contact tracing but may be contacted to help with identifying close contacts. DfE have produced guidance, FAQs and a template letter for settings to send to parents. These can be found [here Contact Tracing From Step 4 Onwards - Google Drive](#)
- Children under the age of 18 no longer required to self-isolate if they are contacted by NHS Test and Trace as a close contact of a positive COVID-19 case but they will need to take a PCR test.

- Unvaccinated children and young people up to the age of 18 years and 6 months and fully vaccinated adults, are no longer required to self-isolate if they live in the same household as someone with COVID-19, or are a close contact of someone with COVID-19.
- Those identified as a close contact will be informed by NHS Test and Trace that they have been in close contact with a positive case and advised to take a PCR test. There is no requirement to self-isolate while awaiting PCR test results and so individuals can attend their setting as usual.
- Children and young people who attend an education or childcare setting and who have been identified as a close contact, should continue to attend their setting as normal.

DFE Frequently Asked Questions

1. July FAQs

<https://foundationyears.org.uk/wp-content/uploads/2021/07/Early-Years-QA-July-2021.pdf>

2. August FAQs

In addition to the last set of FAQs released on 16 July, the Department for Education (DfE) have developed a new **FAQs document** to answer any outstanding questions from the early years sector following the move to Step 4. This covers:

- Outbreak management
- Information for childminders
- Soft furnishings

<https://foundationyears.org.uk/wp-content/uploads/2021/08/Early-Years-Additional-QA-August-2021.pdf>


3. DfE webinar

To help keep early years settings informed on what Step 4 changes mean for them, DfE have recorded a webinar which provides information on the key changes to COVID-19 measures. The information in the video applies to all early years settings.


https://drive.google.com/drive/folders/1kfzz19EMjrGX_pzIF63x2gBlQzxCEH-9

COVID-19 Response Measures Directorate

What Step 4 changes mean for Education and Childcare Settings



Thursday 15th July 2021

 Department for Education

Guidance

Schools COVID-19 operational guidance

Updated 27 August 2021

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/schools-covid-19-operational-guidance>

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Guidance

What parents and carers need to know about early years providers, schools and colleges

Updated 17 August 2021

[What parents and carers need to know about early years providers, schools and colleges - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

Main messages

From 19 July the government continues to manage the risk of serious illness from the spread of the virus. This marks a new phase in the government's response to the pandemic, moving away from stringent restrictions on everyone's day-to-day lives, towards advising people on how to protect themselves and others, alongside targeted interventions to reduce risk.

As COVID-19 becomes a virus that we learn to live with, there is now an imperative to reduce the disruption to children and young people's education - particularly given that the direct clinical risks to children are extremely low, and every adult has been offered a first vaccine and the opportunity for 2 doses by mid-September.

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8. [Assessments, awards and results](#)
9. [Education recovery](#)
10. [Elective home education](#)
11. [Holidays and travel abroad](#)
12. [Boarding and residential schools and colleges](#)
13. [School and college food](#)
14. [Mental health and wellbeing](#)

Guidance

COVID-19: Actions for out-of-school settings

Updated 27 August 2021

[COVID-19: Actions for out-of-school settings - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/covid-19-actions-for-out-of-school-settings)

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16. [Control measures](#)
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18. [Safeguarding](#)

Sector Guidance Quick Links

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 \(www.gov.uk\)](#)

<https://www.gov.uk/government/publications/what-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges-during-the-coronavirus-covid-19-outbreak/what-parents-need-to-know-about-early-years-providers-schools-and-colleges-during-covid-19>

New EYFS 2021

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf

Development Matters

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1004234/Development_Matters_Non-statutory_Curriculum_Guidance_Revised_July_2021.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

<https://www.gov.uk/government/publications/what-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges-during-the-coronavirus-covid-19-outbreak/what-parents-need-to-know-about-early-years-providers-schools-and-colleges-during-covid-19>

The Cookery Clubs are back!

Eat well for less, meet new people, learn fresh skills!

GCDA runs FREE 5-week face to face cooking sessions showing you how to make small changes that can make a big difference to your health and your pocket!

Join us in person with our incredible tutors who will show you how to prepare delicious, mouth-watering and healthy meals.

Where: Abbeywood Community Centre, 4 Knee Hill, Abbeywood, SE2 0YS

When: Every **Thursday** for 5 weeks, starting 9th September – 7th October

Time: 10.30am – 1.00pm

Or

Where: GCDA, Unit 6, Greenwich Centre Business Park, 53 Norman Road,
Greenwich, SE10 9QF

When: Every **Monday** for 5 weeks, starting 20th September – 18th October

Time: 6.30pm – 8.30pm

Or

Where: Trinity Methodist Church, 265 Burrage Road, Plumstead, SE18 7JW

When: Every **Tuesday**, for 5 weeks, starting 21st September – 19th October

Time: 10.30am – 1.00pm

Or

Where: Eltham Green Community Church, 542 Westhorne Avenue, SE9 6DH

When: Every **Wednesday** for 5 weeks starting 15th September – 13th October

Time: 10.30am – 1.00pm

Or

Where: Clockhouse Community Centre, Defiance Walk, Woolwich Dockyard, SE18
5QL

When: Every **Saturday** for 5 weeks starting 18th September – 16th October

Time: 12.30pm – 3.00pm

**For more info or to book a place, please call 0800 470 4831
and ask for cookery clubs or
email cookeryclubs@gcda.org.uk**

Please watch our [short promotional video](#) to give you a flavour of what to expect!



GCDA Learning

Expand Your Skills, Grow your Horizons

GCDA is delighted to announce they have been re-commissioned to continue with and to expand their range of [training programmes](#). GCDA's highly successful courses are all taught by qualified trainers and industry experts with substantial teaching experience. They offer courses in a wide range of subjects across four areas:

- [Support for New Businesses](#)
 - Generic and Food Business start-up courses
 - Financial management
 - Making Social Media work
 - Creating the perfect website
 - Effective market research
 - Becoming a Market Trader
 - Telling your Story – using PR to build your brand
 - Creating a Social Enterprise
 - Accessing Finance
 - Food Safety Systems
 - Menu Analysis for small food businesses
- [Cooking Skills](#)
 - Introduction to a Commercial Kitchen
 - Culinary Skills
 - Knife Skills
 - Basic and Intermediate Cooking Skills
 - Eat your way around the world
- [Feeding your Children](#)
 - Nourishing Nippers
 - Fun with Food
 - Managing Challenging Mealtimes
- [Creative & Horticultural skills](#)
 - All Sewn up
 - Gardening for Biodiversity
 - Setting up a Community Garden
 - Organic Food Growing

So, if you'd like to know more, or book onto a course, please [check out website](#) for courses and dates, or email or call Georgia on georgia@gcda.org.uk or 0208 2694895 to find out more.



Greenwich
Get Active

A great way to get active!

Download the app and get families, staff teams and individuals walking or cycling to your setting !



[Street Tag](#)

Street Tag turns the streets and parks of Greenwich into a giant virtual playground. Making physical activity a game, converting walking, running and cycling into Street Tag points.

When playing [Street Tag](#), you can record the distance you've walked, ran or cycled by scanning virtual tags with your smartphone at various geographic locations. You collect tags as you walk around your local area – more tags you get, the more points you get and the higher up the leader board you go. You can keep your phone or fob in your pocket/bag off line and it will automatically sync and gathers the tags when open the app.

This scheme has been funded by Royal Greenwich.

By walking, scooting or cycling round your neighbourhood and visiting places, you can earn points. The top teams will win fantastic prizes including vouchers for sports equipment as you compete to be the most active team!

- ★ Download the free Street Tag app from the [Play Store](#) or [App Store](#). You can add up to two children to your app – there are also fobs available if you don't have a mobile phone in the family.
[Street Tag Walk and Earn Rewards - Apps on Google Play](#)
<https://apps.apple.com/gb/app/street-tag/id1331479079>
- ★ You can plot your route and collect and the tags will mostly be around parks and open spaces, cycling and walking routes
- ★ You can even add your own tags at every 150 metres part – on your own route to work, nursery or the shops. Nobody will know who made the tag!

For registration and any questions please contact Meenakshi at meenakshi@streettag.co.uk

Healthy Early Years London – more important than ever!

Good Mental and Emotional Health for All

Make Every Opportunity Count now...



FREE online training for all staff and childminders
working with Greenwich children and families

Tues 21 Sept 7pm

Everyday you are having conversations with Greenwich residents. Within these conversations there might be opportunities to signpost people to the information and different types of support they might need right now.

Come along to our one hour virtual 'Make Every Opportunity Count Now' training session to:

- Find out more about important health and wellbeing issues for local residents in the context of the pandemic
- Learn more about the local signposting resources available to support you, your staff and your families in your work



Highly recommended free Zero Suicide Alliance Online Training
[ZSA Full Training \(relias.co.uk\)](https://relias.co.uk)





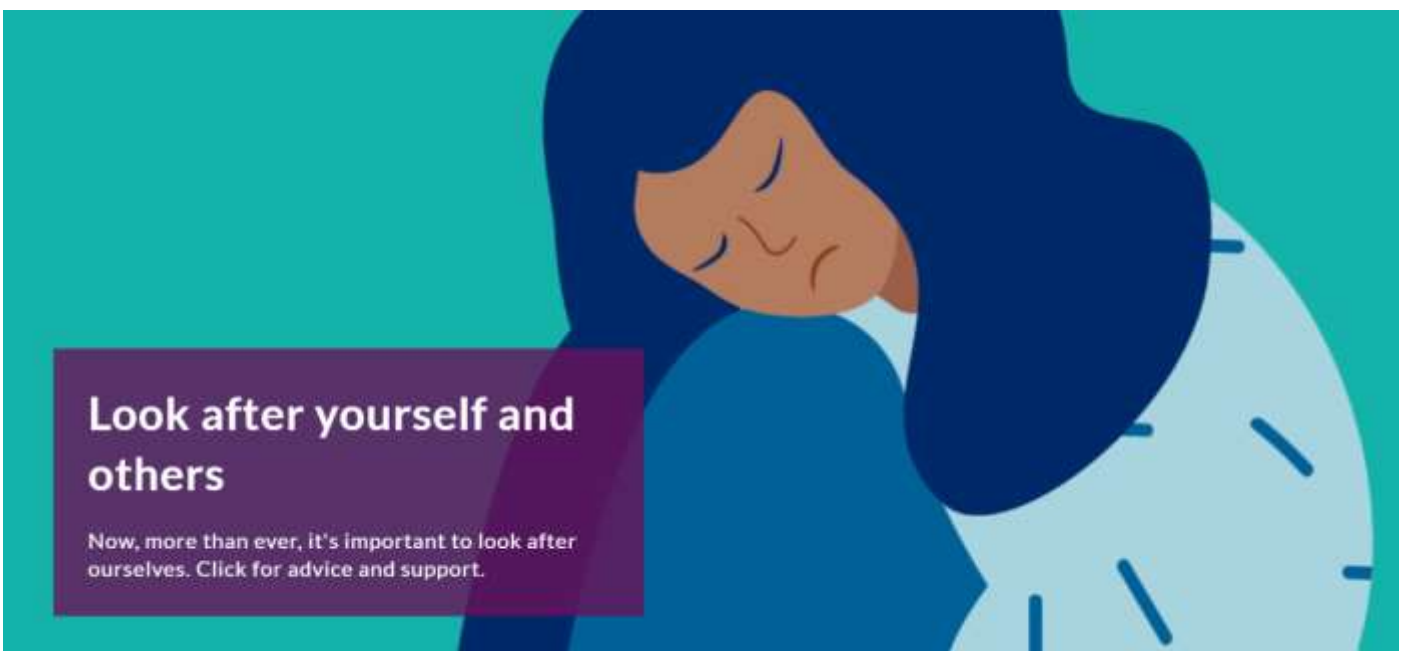
[Faith and belief communities | Good Thinking \(good-thinking.uk\)](#)

Londoners have told Good Thinking that there is no ‘one size fits all’ solution when it comes to their health – they want information and support that reflects how they live and what their values are. So, Good Thinking, the London-wide digital mental health and wellbeing resource that RBG helps fund, is working on some culturally appropriate MHWB resources for different faith groups, based on the 5 ways to wellbeing. It is work in progress, with Islam, Judaism and Humanism completed; Christianity, Buddhism, Hinduism and Sikhism on the way. In the link above, you’ll find guides, videos and podcasts for specific faith and belief communities. You might also find other Good Thinking resources, such as their [self-assessment](#) too and [free apps](#), helpful.



[Live Well Greenwich | Healthy living activities around Greenwich, London](#)

Local information to support your health



Everyone’s mental health is different – resources are here to help you find your own path to improve your wellbeing. If the advice and support doesn’t seem helpful for you, please talk to your GP about other options.

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

DBS Regional Office : 0300 105 3081 / Kiranpreet.rehal@db.gov.uk

DBSRegionaloutreach@db.gov.uk

Keeping Children Safe



Guidance

Inspecting safeguarding in early years, education and skills

Updated 24 August 2021

<https://www.gov.uk/government/publications/inspecting-safeguarding-in-early-years-education-and-skills>

Guidance for Ofsted inspectors to use when inspecting safeguarding under the education inspection framework.

Change made:

A new section has been added to the policy about Ofsted's review of sexual abuse in schools and colleges and there are further references throughout the guidance outlining expectations of providers. Updates throughout to align with the Department of Education's updated guidance 'Keeping children safe in education'.

The guidance sets out what inspectors must consider when inspecting safeguarding. It outlines the evidence that inspectors will look for during inspections and sets out the judgements they will make. It needs to be read alongside the [education inspection framework \(EIF\) guidance](#).

For further reading, see [Ofsted's safeguarding policy](#).

Contents

1. [Introduction](#)
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3. [Sexual abuse in schools and colleges](#)
4. [Definition of safeguarding](#)
5. [The signs of successful safeguarding arrangements](#)
6. [Evidence to look for when inspecting safeguarding arrangements](#)
7. [Arriving at judgements about safeguarding arrangements](#)
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10. [Annex 2. Pre-appointment checks, including DBS checks and Secretary of State prohibition orders](#)
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14. [Annex 6. Assessment of risk in settings that children attend because individuals reside on the premises or have access to children and young people](#)

Sometimes we forget! After all, we are busy with little people all day long!

So here's a reminder to always check in on your data security and protection

<https://www.gov.uk/data-protection>

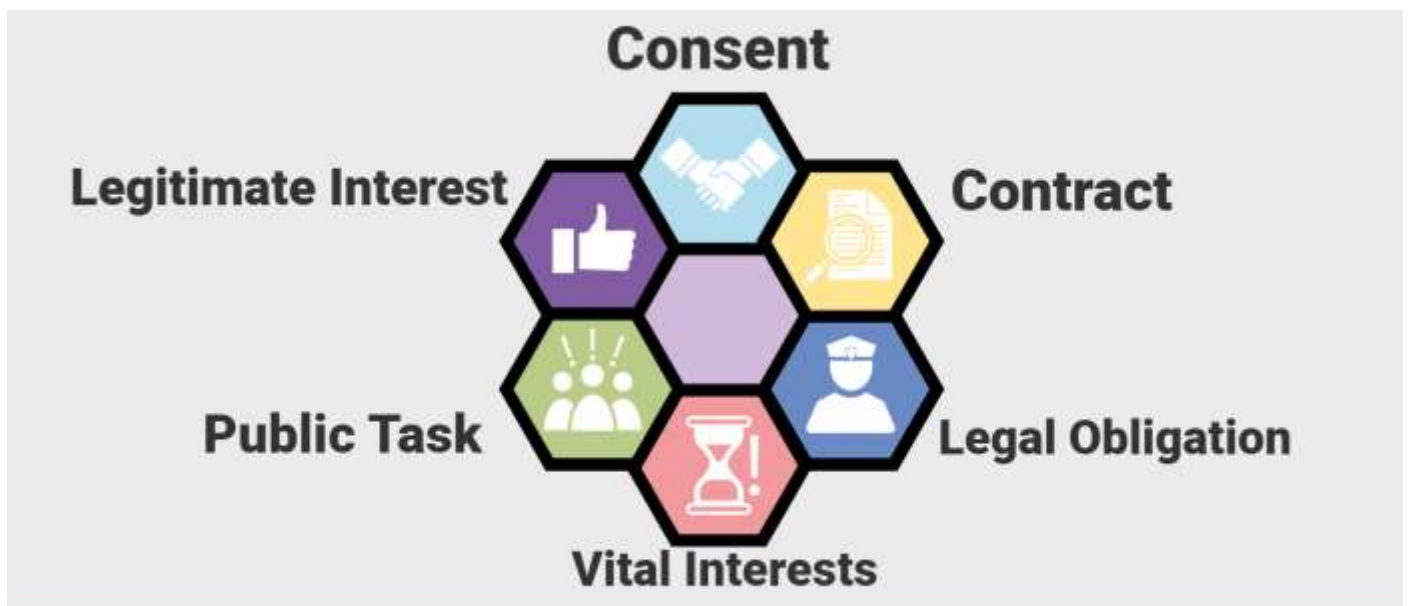
<https://ico.org.uk/>



Key principles of data handling



Under which reason are you collecting data for families and children?





The Children's code (or Age appropriate design code to give its formal title) is a data protection code of practice for online services, such as apps, online games, and web and social media sites, likely to be accessed by children. This is great news for those of us who worry about online safety and the quality of what children are able to access online.

The research carried out has been impressive and the expectations centre the needs and interests of the child.

<https://ico.org.uk/for-organisations/childrens-code-hub/>

There are 15 standards of the Children's code. Companies who create online services which may be accessed by children will need to comply. They must ask themselves - how can we make sure that we meet the 'best interest of the child' standard?

They will need to think about what's appropriate and in the best interest for children visiting or using their service. They must ask themselves - How can we make sure that we are not using their data in a way that isn't in their best interests?

They should consider how, in their use of personal data, they can:

- keep them safe from exploitation risks, including the risks of commercial or sexual exploitation and sexual abuse;
- protect and support their health and wellbeing;
- protect and support their physical, psychological and emotional development;
- protect and support their need to develop their own views and identity;
- protect and support their right to freedom of association and play;
- support the needs of children with disabilities in line with your obligations under the relevant equality legislation for England, Scotland, Wales and Northern Ireland;
- recognise the role of parents in protecting and promoting the best interests of the child and support them in this task; and
- recognise the evolving capacity of the child to form their own view, and give due weight to that view.

Children are individuals, and age ranges are not a perfect guide to the interests, needs and evolving capacity of an individual child. However, they can use age ranges as a guide to the capacity, skills and behaviours a child might be expected to display at each stage of their development, to help them assess what is appropriate for children of broadly that age.

This annex provides some guidance on key considerations relevant at different ages. This has been developed drawing on responses to the ICO's call for evidence on the age appropriate design code, ICO funded research by Sonia Livingstone at the London School of Economics and on the following sources:

- [UKCCIS report Education for a connected world](#)
- [UKCCIS report Children's online activities, risks and safety](#)
- [UKCCIS guide Child Safety Online](#)
- [Children's Commissioner for England report Life in Likes](#)
- [5Rights Foundation report Digital Childhood](#)
- [Revealing Reality report Towards a better digital future Informing the Age Appropriate Design Code](#)

Children with disabilities may have additional needs and companies should consider any additional responsibilities they may have under the applicable equality legislation for England, Scotland, Wales and Northern Ireland.

Age/Stage	Key considerations
0-5 Pre-literate & early literacy	<p>There is relatively little evidence on the understanding of the digital environment of children in this age range, particularly for 0-3 years old. However anecdotal evidence suggests that significant numbers of children are online from the earliest of ages and that any understanding and awareness of online risks that have children within this age range is very limited.</p> <p>At age 3-5 children start to develop the ability to 'put themselves in others shoes', but are easily fooled by appearances. They are developing friendships, although peer pressure is relatively low and parental or family guidance or influence is key. They are learning to follow clear and simple rules but are unlikely to have the cognitive ability to understand or follow more nuanced rules or instructions, or to make anything but the simplest of decisions. They have limited capacity for self-control or ability to manage their own time online. They are pre-dominantly engaged in adult-guided activities, playing within 'walled' environments, or watching video streams.</p> <p>Children in this age range are less likely than older children to have their own device, although significant numbers do, and often play on their parents' devices which may or may not be set up with child specific profiles. They may use connected toys (such as talking teddies or dolls) and may also mimic parents' use of voice activated devices such as 'home hubs'.</p> <p>Children within this age range are pre-literate or in the earliest stages of literacy, so text based information is of very limited use in communicating with them.</p> <p>UK children in this age range cannot provide their own consent to the processing of their personal data in the context of an online service offered directly to a child (by virtue of Article 8(1) of the GDPR and s9 of the DPA 2018). So if you wish to rely on consent as your lawful basis for processing their personal data you need parental consent.</p>



Blog: As the Children's code comes in – what's next? by Stephen Bonner, ICO's Executive Director of Regulatory Futures and Innovation (25 August 2021)

The transition year is up and [the Children's code](#) comes fully into force on 2 September. It's a ground breaking code that creates a better internet for children by ensuring online services likely to be accessed by children, respect a child's rights and freedoms when using their personal data.

As you'd expect it's already having an impact on these services. Facebook, Google, Instagram, TikTok and others have all made significant changes to their child privacy and safety measures recently.

As the first-of-its kind, it's also having an influence globally. Members of the US Senate and Congress have called on major US tech and gaming companies to voluntarily adopt the standards in the ICO's code for children in America. The Data Protection Commission in Ireland is preparing to introduce the Children's Fundamentals to protect children online, which links closely to the code and follows similar core principles.

Post 2 September the risks to children are not removed overnight, and the work doesn't stop.

We have identified that currently, some of the biggest risks come from social media platforms, video and music streaming sites and video gaming platforms. In these sectors, children's personal data is being used and shared, to bombard them with content and personalised service features. This may include inappropriate adverts; unsolicited messages and friend requests; and privacy-eroding nudges urging children to stay online. We're concerned with a number of harms that could be created as a consequence of this data use, which are physical, emotional and psychological, and financial.

Children's rights must be respected and we expect organisations to prove that children's best interests are a primary concern. The code gives clarity on how organisations can use children's data in line with the law, and we want to see organisations committed to protecting children through the development of designs and services in accordance with the code.

We will be proactive in requiring social media platforms, video and music streaming sites and the gaming industry to tell us how their services are designed in line with the code. We will identify areas where we may need to provide support, or should the circumstances require, we have powers to investigate or audit organisations.

Separately, we are considering how organisations in scope of the Children's code can tackle age assurance, whether that's verifying ages or age estimation. The ICO will be formally setting out its position on age assurance in the autumn.

Our commitment to working with other regulators through the Digital Regulation Cooperation Forum (DRCF) will help ensure consistency between the code and the incoming online safety laws that will jointly protect children online.

Ultimately the Children's code will help industry innovate to ensure that the best interests of the child are a primary concern online and built into the design from the beginning. This will grow the trust between online services, children, parents and society.

If you do need to contact the Health Visiting Service directly, please do get in touch on the details below:

Duty Line

Monday – Friday – 9.00am – 5.00pm

 020 8161 0530

 bromh.greenwich0to4admin@nhs.net

Professionals

 0208 161 0532

Please note that this line is currently open Monday-Friday 1.00-4.00pm



You can also find more information on their website

www.startwelltrust.org



Children's Centres & Timetables

Children's Centres | Start Well Trust

<https://startwelltrust.org/childrens-centres/>

Digital Offer by Greenwich Libraries

Wonderful storytelling and rhyme sharing

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

