



Dear Providers

This is a bumper edition for October!

- ☆ All your vaccination questions answered
- ☆ Updated Covid 19 guidance and self isolation guidance
- ☆ new What to Expect, When for parents
- ☆ Training programme
- ☆ Ofsted inspection actions
- ☆ London Business Support
- ☆ Black History Month 365
- ☆ Food safety
- ☆ Prevent Duty
- ☆ Tackling violence against women and girls

We also have an **important Covid 19 survey** - please complete yourself and ask all your staff and childminding assistants to fill. This will provide us with vital information about vaccination rates!

🔗 Control and right click on links / copy and paste into browser

<https://forms.gle/8BofppFaomLtLUuv8>

At the annual Nursery World award ceremony, More2Childcare, a local provider, won both the Community Support and Working with Parents awards – we are very proud of them and send our congratulations to the whole team! [Nursery World Awards 2021: the winners revealed - with photos! | Nursery World](#)



Best wishes **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](mailto:FIS@royalgreenwich.gov.uk)

Providers [Childcare-support@royalgreenwich.gov.uk](mailto:Childcare-support@royalgreenwich.gov.uk)

**Miss a copy of the e-bulletin?** Catch up here and check out links to important information sources

🔗 Control and right click on links / copy and paste into browser

[https://www.royalgreenwich.gov.uk/info/200283/nurseries\\_and\\_early\\_learning/2183/early\\_years\\_team\\_information\\_for\\_providers/2](https://www.royalgreenwich.gov.uk/info/200283/nurseries_and_early_learning/2183/early_years_team_information_for_providers/2)



**ACTION**  
**Complete the**  
**Covid 19 survey**

HM Government

NHS

**Answering your**  
**questions about the**  
**Covid-19 vaccine**

**For all staff, managers, childminding assistants & childminders**

- ✳ Over 90% of people who can have a vaccination have had their jab.
- ✳ However there is still about 5 million people who are choosing not to get vaccinated yet.
- ✳ Please help us with this survey so we can support staff and practitioners in a way that is right for them here in Royal Greenwich
- ✳ Managers please allow your staff to do the survey, watch the webinar and attend vaccine appointments during work time to encourage greatest take up. Remember it is your duty to staff and children to do everything you can to keep them safe and your priority is to prevent public health outbreaks in your provision. Make it as easy as possible for your staff to get vaccinated.

**This survey is completely anonymous** unless you choose to book an appointment with Dr Tom –

🔗 [Control and right click on links / copy and paste into browser](https://forms.gle/8BofppFaomLtLUuv8)  
<https://forms.gle/8BofppFaomLtLUuv8>

Meet our very own Dr Tom who is available to answer all your vaccine questions – see survey to book your 1:1 appointment



You can also watch 4 videos below

🔗 [Control and right click on links / copy and paste into browser](#)



**Watch Dr Tom's 2 min video**

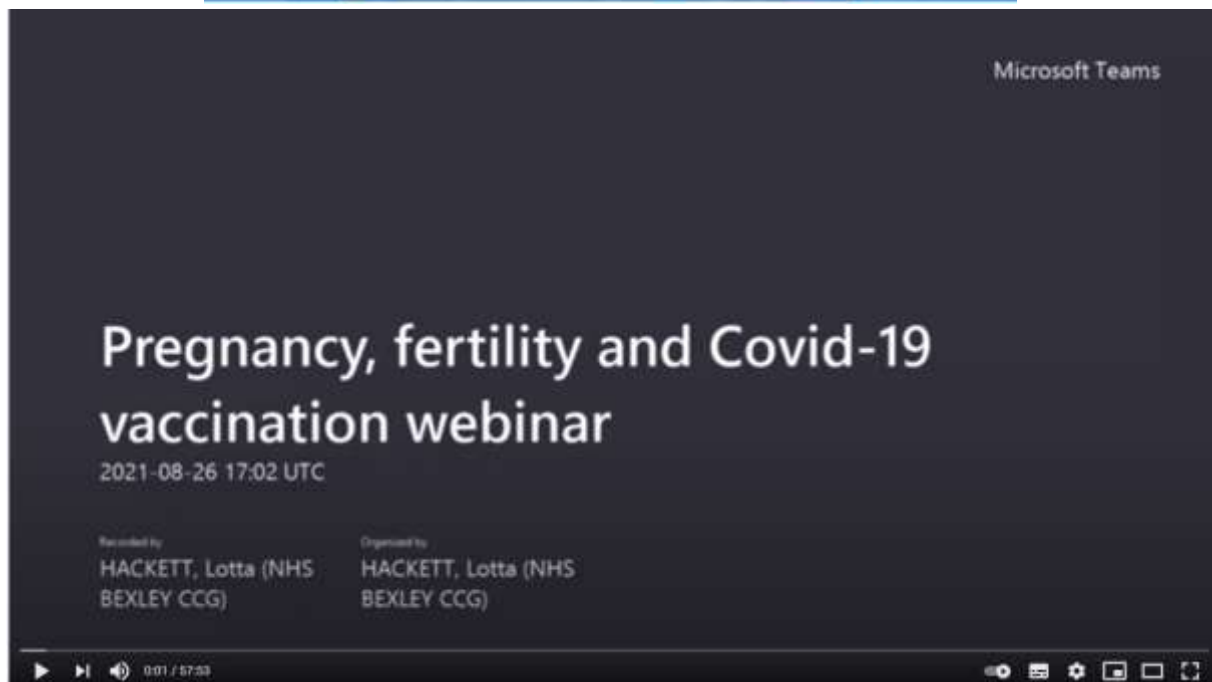
<https://vimeo.com/612595684/44ae559c54>

Contact Dr Tom directly to book 10 min slot [tom.husselbee@royalgreenwich.gov.uk](mailto:tom.husselbee@royalgreenwich.gov.uk)

**Watch the 50 minute Covid 19 webinar**

[www.tinyurl.com/wab3nsh6](http://www.tinyurl.com/wab3nsh6)

Passcode: mX2#=#^88



All your questions answered about fertility, pregnancy and Covid 19 vaccination by a panel of health professionals

<https://www.youtube.com/watch?v=6s3HiMZF7RE>



## Jacqui Kempen

Midwife and Local Maternity System Programme  
Lead, South East London



## Linda Machakaire

Head of Midwifery at Lewisham and co-chair of  
Local Maternity System, South East London



## Dr Ogechukwu Ilozue

GP Trainer, Partner and Clinical Advisor to the  
London COVID-19 programme,  
North Central London



## Dr Gurjinder Sandhu

Consultant Infectious Diseases and General  
Medicine  
King's College Hospital NHS Foundation Trust



<https://covid.joinzoe.com/post/covid-19-pregnancy-questions>

Professor Emma Duncan, professor of clinical endocrinology at King's College London was joined by Professor Laura Magee, an obstetric physician specialising in medical problems during pregnancy.

They took a look at the evidence around COVID-19 infection and COVID-19 vaccination in pregnancy and whether vaccines can affect fertility

 Control and right click on links / copy and paste into browser

- [Does the COVID-19 vaccine affect fertility?](#)
- [Is COVID-19 a risk while pregnant?](#)
- [Are COVID-19 vaccines safe in pregnancy and how well do they work?](#)
- [When is the best time to get a COVID-19 vaccine if I'm pregnant?](#)
- [Is it safe to breastfeed after having a COVID-19 vaccine?](#)
- [Be part of vital COVID-19 research](#)
- [Additional links for COVID-19 and women's health](#)



[Covid 19 Vaccines FAQs.pdf \(britishfertilitysociety.org.uk\)](#)

A row of four logos: the Royal College of Obstetricians &amp; Gynaecologists (a shield with a star), The Royal College of Midwives (a blue square with a white silhouette of a woman and child), uktis (uk teratology information service) in pink and green text, and MOMS (MacDonald Obstetric Medicine Society) (a shield with a caduceus). Below the logos is the text "Information sheet and decision aid: Updated 20 August 2021".

<https://www.britishfertilitysociety.org.uk/wp-content/uploads/2021/07/Covid19-Vaccines-FAQ-2.1.pdf>

## New study into COVID-19 vaccine dose interval for pregnant women

Extensive real-world data shows vaccines are safe and highly effective for pregnant women.



<https://www.gov.uk/government/news/new-study-into-covid-19-vaccine-dose-interval-for-pregnant-women>



# Pregnant?

Have your **COVID-19** vaccines!

- COVID-19 infection is currently circulating and can be serious for pregnant women
- thousands of pregnant women have been safely vaccinated in the UK and worldwide
- it is important to have both doses of your COVID-19 vaccine to protect you and your unborn baby

## Find out more:

COVID-19 vaccinations are recommended for pregnant women by the Royal College of Midwives and Royal College of Obstetricians and Gynaecologists.



You can use this QR code to read more about the COVID-19 vaccine and pregnancy.

[www.gov.uk/government/publications/covid-19-vaccination-women-of-childbearing-age-currently-pregnant-planning-a-pregnancy-or-breastfeeding](https://www.gov.uk/government/publications/covid-19-vaccination-women-of-childbearing-age-currently-pregnant-planning-a-pregnancy-or-breastfeeding)



Use this QR code to see the RCM/RCOG decision aid and videos.

[www.rcog.org.uk/globalassets/documents/guidelines/2021-02-24-combined-info-sheet-and-decision-aid.pdf](https://www.rcog.org.uk/globalassets/documents/guidelines/2021-02-24-combined-info-sheet-and-decision-aid.pdf)

Call 119 or go online to [www.nhs.uk/conditions/coronavirus-covid-19/coronavirus-vaccination/](https://www.nhs.uk/conditions/coronavirus-covid-19/coronavirus-vaccination/) to register for your vaccination appointment. You can also attend walk in, mobile or pop up vaccination clinics in your area.



**COVID-19 immunisation**

Protect yourself and your pregnancy



**FUNDING CLAIMS & TERM DATES**

**Autumn 2021:** 1 September to 31 December

**School Term Dates:** Wednesday 1 September to Friday 17 December (3 INSET days)

**Main Funding Claim Submission Period**  
Monday 6 September to Wednesday 20 October

**Autumn 2021  
Headcount Day**  
**Thursday 7 October**

- Pupils must be in your setting on the pupil roll on **Thursday 7 October** to make a funding claim
- All claims must be submitted by **Wednesday 20 October**
- Make a **nil return** if you have no pupils this term for whom you are making a claim
- Any late starters and leavers must be notified to [eyc-funding@royalgreenwich.gov.uk](mailto:eyc-funding@royalgreenwich.gov.uk) by email

**2021-2022 Early Years & School Calendar**

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
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27	28	29	30	31			24	25	26	27	28	29	30	29	30	31				
SUMMER 2022							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																	

## Early Years & Childcare Training Events

Area of EYFS	Training Courses and Workshops	Day	Dates	Start	End
<b>Learning &amp; Development</b>	Focus on new EYFS (L&D) PM session	Thursday	07/10/2021	14:00	16:00
<b>Ofsted Readiness</b>	Welcome to Greenwich Early Years Induction (NRs)	Saturday	09/10/2021	09:30	11:30
	Potential Childminder Briefing	Thursday	21/10/2021	19:00	20:30
	Looking Ahead to Ofsted – Getting it right	Monday	01/11/2021	19:00	21:00
<b>Paediatric First Aid</b>	Paediatric First Aid – blended course	Wednesday	06/10/2021	08:45	16:00
		Saturday	23/10/2021	08:45	16:00
		Saturday	06/11/2021	08:45	16:00
		Wednesday	17/11/2021	08:45	16:00
		Wednesday	12/08/2021	08:45	16:00
		Saturday	18/12/2021	08:45	16:00
<b>Safeguarding &amp; Welfare</b>	Focus on new EYFS (Safeguarding) Evening session	Thursday	14/10/2021	19:00	21:00
	Domestic Abuse Awareness Training	Thursday	04/11/2021	19:00	21:00
	Intermediate Safeguarding – Level 2	Thursday	11/11/2021	13:30	16:45
	Safer Recruitment Training	Saturday	13/11/2021	09:30	12:45
	Designated Safeguarding Person – Level 3	Thursday	18/11/2021	13:30	16:45
	Managing Allegations against Staff & Childminders	Saturday	27/11/2021	09:30	12:45

EYC Service provides information, support and guidance

- ⚙ 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
- ⚙ safeguarding and welfare guidance
- ⚙ programme of Continuing Professional Development training to support high-quality, safe and inclusive practice

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  
[eyc.training@royalgreenwich.gov.uk](mailto:eyc.training@royalgreenwich.gov.uk)

📄 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

### Recent Ofsted Inspections Actions and recommendations for providers to consider

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](mailto:childcare.support@royalgreenwich.gov.uk)
- 📄 [Book tailored INSET training for your setting  
eyc.training@royalgreenwich.gov.uk](mailto:eyc.training@royalgreenwich.gov.uk)
- 📄 [Book any of our subsidised training courses and briefings  
Courses \(royalgreenwich.gov.uk\)  
https://servicestoschools.royalgreenwich.gov.uk/courses/  
pyi](https://servicestoschools.royalgreenwich.gov.uk/courses/pyi)

To further improve strengthen the supervision and support given to assistants working with children to help identify minor gaps in their practice and raise overall standards in the provision	To further improve planning of activities so all children receive appropriate challenge during their play experiences and make rapid progress in their learning
To further improve provide more opportunities that link to the cultures and languages of the children who attend to enrich their learning experiences	To further improve identify ways to access further training opportunities to extend knowledge and skills to the highest level.
To further improve provide even greater focus on giving time for all children to respond to questions during group activities	To further improve maximise arrangements for staff to access wider professional development opportunities
To further improve encourage staff to use questioning to initiate dialogue and enhance children's communication skills, including extending their vocabulary	To further improve build further on the established systems for sharing information with parents to help them become actively involved in their children's learning
To further improve make greater use of children's individual backgrounds and the community to deepen children's knowledge and understanding of equality and diversity	To further improve ensure that children are given opportunities to make their own decisions regarding their play and learning
To further improve use the information gathered from observations and assessments to make sure that any gaps in children's development are targeted effectively and support is given quickly	To further improve support staff to enhance their interactions during activities and daily routines to extend children's mathematical knowledge
To further improve build on opportunities for staff to consistently extend children's language skills to challenge their learning further	To further improve reflect on practice, to identify suitable training and development opportunities to enhance the quality of education further.
To further improve allow children more time to think about and respond to questions during adult led activities, to enhance their learning further	To further improve increase the use of further training opportunities to strengthen existing knowledge and teaching skills further.



## A MONTH IN TO THE NEW EYFS

- How are you and staff getting on with your training?
- Have you watched all of the RBG and Foundations Years EYFS webinars yet with your staff?
- Have you downloaded your copies of the super useful resources including Development Matters or Birth to 5 matters?
- Have you seen this new version of What to Expect?



<https://foundationyears.org.uk/wp-content/uploads/2021/09/What-to-expect-in-the-EYFS-complete-FINAL-16.09-compressed.pdf>

### Contents of new **What to Expect!**

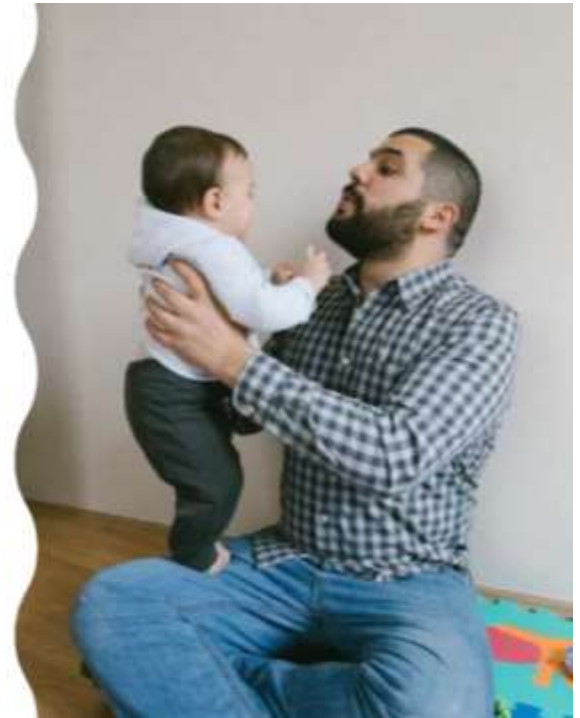
It really is a **MARVELLOUS** resource – see tasters overleaf

1. Seven areas of learning and development
2. Understanding your child's development
3. What happens early, matters for a lifetime
4. Partnership with parents
5. The three Characteristics of Effective Teaching and Learning
6. Development Matters: Birth to three
7. Birth to three: how you can help me with my learning
8. Development Matters: 3 & 4-year-olds
9. 3 & 4-year-olds: how you can help me with my learning
10. Development Matters: 4 & 5-year-olds
11. 4 & 5-year-olds: how you can help me with my learning
12. Checkpoints
13. Where to go to learn more

## Birth to three: Communication and Language

*When I am a baby...*

- [I like to copy what you do and take 'turns' in joining in with conversations by babbling.](#)
- I try to copy the lip movements that you make.
- I enjoy singing, music and toys that make sounds.
- I can recognise your voice and it makes me feel calm when I hear it.
- I can listen and respond to a simple instruction.
- I make sounds to get your attention. I do this in different ways such as crying when I'm hungry or unhappy and making gurgling sounds, laughing, cooing or babbling.



## Birth to three: Communication and Language

*When I am a bit older...*

- I can understand single words such as 'cup', 'milk', 'daddy' when they are used in meaningful situations.
- I can understand frequently used words such as 'all gone', 'no' and 'bye-bye'.
- I can understand simple instructions like: "Give to nanny" or "Stop".
- I can recognise and point to objects when you ask me about them.
- I like to focus on an activity that I have chosen. I can find it hard it when you move me away from something I find fun.
- I like to listen to you when you talk, but I can find it hard to pay attention when I see something interesting.



## Birth to three: Communication and Language

*When I am a bit older...*

- I like to listen to simple stories. I can understand what is happening, with the help of the pictures.
- I can identify familiar objects when you describe them. I can point to the big boat in a book we're sharing. I can get an apple when you ask me to.
- I can understand longer sentences. I can "Make teddy jump." When you say that as we're playing. When you say: "Find your coat." I can do that.
- I can understand simple questions about 'who', 'what' and 'where' (but generally not 'why').



# What happens early, matters for a lifetime

- [Research](#) tells us that what happens at home makes the biggest difference to your child's early learning and development.
- Playing together, singing, enjoying books, visiting the library, painting, drawing and finding out through play about letters, numbers and shapes are important activities to do at home. These activities are learning opportunities.
- These learning activities will make a difference to your child's learning right up to secondary school.

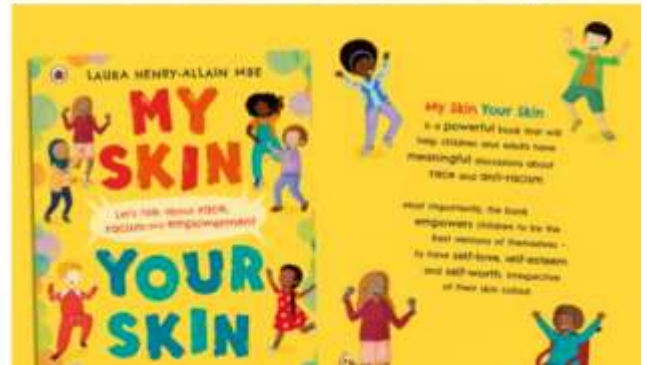


## Building a brighter, fairer future for all

- The early years are vital for shaping children's views and attitudes. You can make a difference to how your child sees the world.
- It is important for you to think about your own views and be open to exploring your thinking.
- Boys and girls can do everything! But they are often treated differently, from an early age. Limitations can start early and hold children back.



## What happens early, matters for a lifetime



- Parents of all races, ethnicities and cultures need to work together to understand how harmful racism is to everyone. Talking about race is the first step in challenging racism.
- Helping your child to develop anti-racist attitudes is so important: every child and family should have a sense of belonging irrespective of their race, ethnicity or culture.
- From three months, babies are aware of other races. Children are inquisitive. Your child might notice differences in skin colour or ask questions that make you feel uncomfortable. It is important that your response is calm, positive and well-informed.

### How you can help your child to talk about race:

- Between the ages of birth to three, children are naturally curious about the world around them. Giving your child books and toys that show people from a range of ethnicities positively is so important.
- [From the age of three](#), children start to notice if things aren't shared fairly. They start to show us they don't like this.
- From around the age of five children can talk about unfairness. You can start to have conversations about how unfair things can happen because of the colour of somebody's skin.
- Children of this age love to engage in role play and pretend play. This will help your child to learn about other peoples' ideas, feelings and actions.



## The three Characteristics of Effective Teaching and Learning

[When we see a baby in their cot](#), we're looking at 'the greatest mind that has ever existed, the most powerful learning machine in the universe.'

We can help children become even more powerful learners through three **Characteristics of Effective Teaching and Learning**:

- **playing and exploring** - I investigate and experience things, and 'have a go'.
- **active learning** - I concentrate and keep on trying even when I encounter difficulties. I enjoy achieving.
- **creating and thinking critically** - I am learning to develop my own ideas, make links between ideas, and develop strategies for doing things.



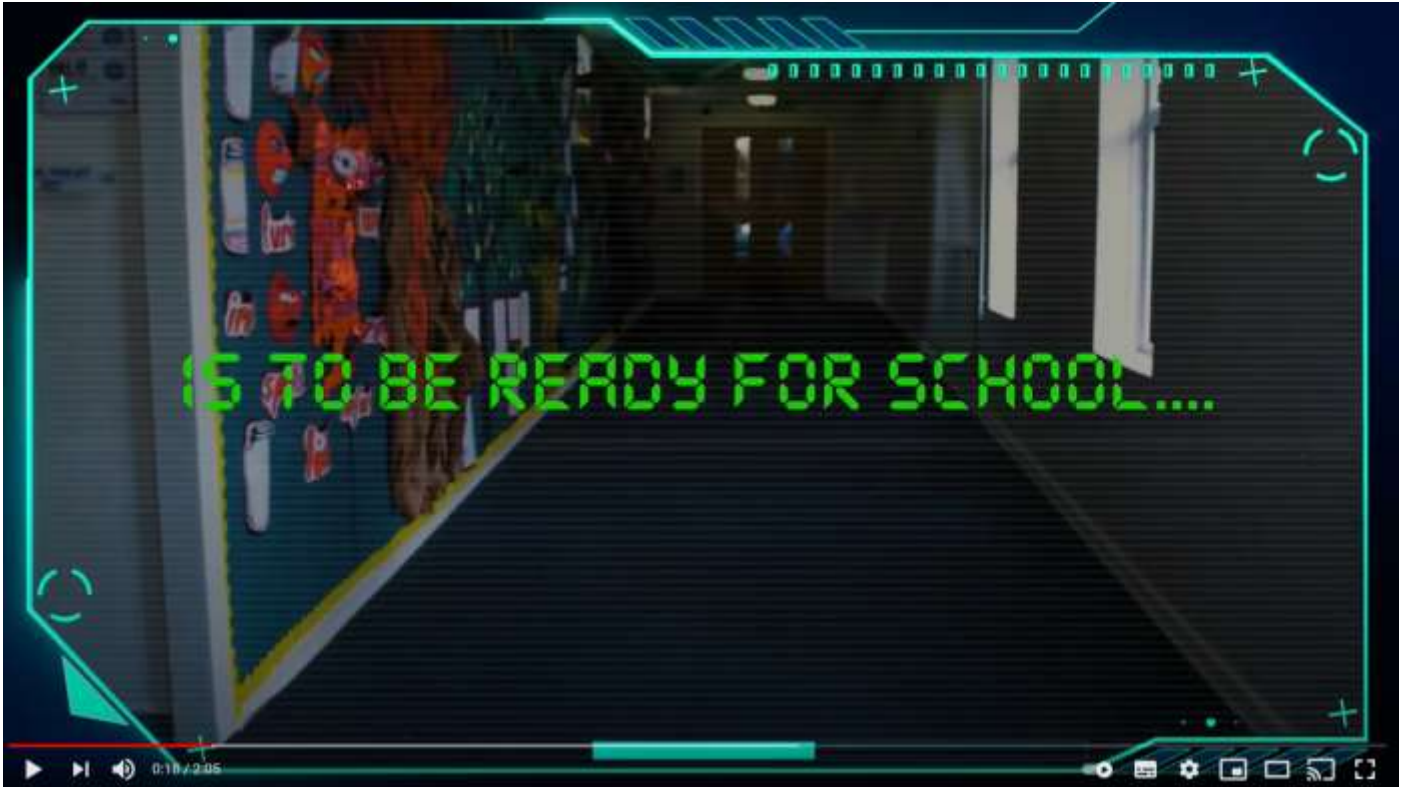


Have you seen this great video?

School Readiness - A mission possible

 Control and right click on links / copy and paste into browser

<https://youtu.be/RK85GXs3qVo>



## Guidance

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

Updated 27 September 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>

## Main changes to previous guidance

On 27 September 2021, DFE updated the guidance as follows:

- set out the latest policy on asymptomatic testing
- reflected changes to advice around individuals previously considered clinically extremely vulnerable
- reflected that disapplications to the EYFS ended on 31 August

## Tracing close contacts and self-isolation

Close contacts in early years settings are now being identified by NHS Test and Trace and education, and childcare settings will no longer be expected to undertake contact tracing.

As with positive cases in any other setting, NHS Test and Trace will work with the positive case to identify close contacts. Contacts from a setting will only be traced by NHS Test and Trace where the positive case and/or their parent or carer specifically identifies the individual as being a close contact. This is likely to be a small number of individuals who would be most at risk of contracting COVID-19 due to the nature of the close contact. You may be contacted in exceptional cases to help with identifying close contacts, as currently happens in managing other infectious diseases.

### Self-isolation

Individuals are not required to self-isolate if they live in the same household as someone with COVID-19, or are a close contact of a positive COVID-19 case, and any of the following apply:

- fully vaccinated
- below the age of 18 years 6 months
- taken part in or are currently part of an approved COVID-19 vaccine trial
- not able to get vaccinated for medical reasons

Instead they will be contacted by NHS Test and Trace, informed they have been in close contact with a positive case and advised to **take a PCR test**

Children under 5 years old who are identified as close contacts will only be advised to take a PCR test if the positive case is in their own household.

Staff who do not need to self-isolate, and children who usually attend the setting, and have been identified as a close contact, should continue to attend the setting as normal.

## Self-isolating Guidance

- [if you need to self-isolate or cannot attend work due to coronavirus](#)
- [COVID-19: what to do if you're employed and cannot work](#)
- [COVID-19 restrictions: what you can and cannot do](#)
- the [guidance for contacts of people with confirmed coronavirus \(COVID-19\) infection who do not live with the person](#)

Settings will continue to have a role in **working with health protection teams in the case of a local outbreak**. If there is a substantial increase in the number of positive cases in a setting an enhanced response package by public health might advise a setting to temporarily reintroduce some control measures.

## Control measures

You should:

1. ensure good hygiene for everyone
2. maintain appropriate cleaning regimes
3. keep occupied spaces well ventilated
4. follow public health advice on testing, self-isolation and managing confirmed cases of COVID-19

### 1. Ensure good hygiene for everyone

**Hand hygiene** Frequent and thorough hand cleaning should now be regular practice. You should continue to ensure that children clean their hands regularly. This can be done with soap and water or hand sanitiser.

**Respiratory hygiene** the 'catch it, bin it, kill it' approach continues to be very important.

The [e-Bug website](#) contains free resources for you, including materials to encourage good hand and respiratory hygiene.

**Use of personal protective equipment (PPE)** most staff in settings will not require PPE beyond what they would normally need for their work.

More information on the use of PPE for COVID-19 can be found in [use of PPE in education, childcare and children's social care](#).

### 2. Maintain appropriate cleaning regimes, using standard products such as detergents

You should put in place and maintain an appropriate cleaning schedule. This should include regular cleaning of areas and equipment (for example, twice per day) with a particular focus on frequently touched surfaces.

PHE has published guidance on [COVID-19: cleaning of non-healthcare settings outside the home](#).

### 3. Keep occupied spaces well ventilated

When your setting is in operation, it is important to ensure it is well ventilated and that a comfortable environment is maintained.



You should identify any poorly ventilated spaces as part of your risk assessment and take steps to improve fresh air flow in these areas, giving particular consideration when holding events where visitors such as parents are on site, for example for a show or play.

Where it is safe to do so, opening external windows can improve natural ventilation and, in addition, opening internal doors, can also assist with creating a throughput of air. If necessary, external opening doors may also be used (if they are not fire doors and where safe to do so).

You should balance the need for increased ventilation while maintaining a comfortable temperature.

The Health and Safety Executive guidance on [ventilation and air conditioning during the coronavirus \(COVID-19\) pandemic](#) and the [Chartered Institution of Building Services Engineers' coronavirus \(COVID-19\) advice](#) provide more information.

#### **4. Follow public health advice on testing, self-isolation and managing confirmed cases of COVID-19**

##### **When an individual develops COVID-19 symptoms or has a positive test**

Children, staff and other adults should follow public health advice on [when to self-isolate and what to do](#). They should not come into the setting if they have [symptoms of coronavirus \(COVID-19\)](#) or other reasons requiring them to stay at home due to the risk of them passing on COVID-19 (for example, they are required to quarantine).

If anyone in your setting develops [symptoms of coronavirus \(COVID-19\)](#), however mild, you should send them home and they should follow public health advice.

For everyone with symptoms, they should avoid using public transport and, wherever possible, be collected by a member of their family or household.

If a child is awaiting collection, appropriate PPE should be used if close contact is necessary. Further information on this can be found in [use of PPE in education, childcare and children's social care](#). Any rooms they use should be cleaned after they have left.

The household (including any siblings) should follow PHE's [stay at home: guidance for households with possible or confirmed coronavirus \(COVID-19\) infection](#).

##### **Asymptomatic testing**

Testing remains important in reducing the risk of transmission of infection within settings. That is why, while some measures are relaxed, others will remain, and if necessary, in response to the latest epidemiological data, we all need to be prepared to step measures up or down in future depending on local circumstances.

Staff should continue to test twice weekly at home with rapid lateral flow device (LFD) test kits, 3 to 4 days apart. Testing remains voluntary but is strongly encouraged.

Early years children are not included in the rapid testing programme. PHE has advised there are limited public health benefits attached to testing early years children with [rapid lateral flow coronavirus \(COVID-19\) tests](#). Young children may find the rapid lateral flow testing process unpleasant and are unable to self-swab.

## **Confirmatory polymerase chain reaction (PCR) tests**

Staff and children with a positive rapid lateral flow test result should self-isolate in line with [COVID-19: guidance for households with possible coronavirus infection](#). They will also need to [get a free PCR test](#) to check if they have COVID-19.

While awaiting the PCR result, the individual should continue to self-isolate.

If the PCR test is taken within 2 days of the positive rapid lateral flow test, and is negative, it overrides the rapid lateral flow test and they can return to the setting, as long as the individual does not have [COVID-19 symptoms](#).

## **Test and Trace Support Payments**

Some staff, parents and carers may be eligible for a one-off Test and Trace Support Payment of £500 if they have been told to self-isolate by their education setting. This is payable in one lump sum from the local authority. Further information is available on [claiming financial support under the Test and Trace Support Payment scheme](#).

## **Admitting children back to the setting**

In most cases, parents and carers will agree that a child with [symptoms](#) should not attend the setting, given the potential risk to others. If a parent or carer insists on a child attending your setting, you can take the decision to refuse the child if, in your reasonable judgement, it is necessary to protect other children and staff from possible infection with COVID-19. Your decision would need to be carefully considered in light of all the circumstances and current public health advice.

## **Staying in touch with parents or carers whose child is at home**

All children should be able to attend as normal, with the exception of those children who may still have to self-isolate.

You should consider how:

- to continue to support the learning of children who do not attend settings, including how these children can maintain contact with their key person and peers through the early years setting
- parents and carers can be supported to provide a positive learning environment at home

You can also direct parents and carers to:

- [Hungry Little Minds](#) - provides simple fun, activities for parents of kids aged 0 to 5 to do at home to support their early learning
- [BBC Tiny Happy People](#) - activities for babies, toddlers and children
- [Words for Life](#)
- [Help children aged 2 to 4 to learn at home: coronavirus \(COVID-19\)](#)

You should work with local authorities to monitor the welfare of:

- vulnerable children who are not attending provision
- other children they might wish to keep in touch with, for safeguarding purpose

## Guidance

# COVID-19: guidance for households with possible coronavirus infection

Stay at home guidance for households with possible coronavirus (COVID-19) infection.

<https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance>

Available in easy read and community languages

### **If you have COVID-19 symptoms or have received a positive COVID-19 test result**

Stay at home and self-isolate

If you develop symptoms of COVID-19, stay at home and self-isolate immediately. If you have a positive test result but do not have [symptoms](#), stay at home and self-isolate as soon as you receive the results.

Your household needs to isolate too. Please see section below for information [on what the other members of your household need to do](#).

[Arrange to have a PCR test online](#) or by phone by calling 119 if you have not already had one. Stay at home while you are waiting for a home test kit, a test site appointment or a test result. You can leave your home in a few specific circumstances, but do not go to work, school, or public areas and do not use public transport or taxis

### **If you have a negative COVID-19 PCR test result after being tested because you had symptoms**

If your PCR test result is negative but you still have symptoms, you may have another viral illness such as a cold, flu or a stomach bug. You should stay at home until you feel well and for at least 2 more days if you have had [diarrhoea or vomiting](#). Seek medical attention if you are concerned about your symptoms.

You can stop isolating as long as:

- you are well and have not had diarrhoea or vomiting for at least 2 days
- no one else in your household has symptoms
- no one else in your household has tested positive for COVID-19
- you have not been advised by [NHS Test and Trace that you are legally required to self-isolate](#)

Anyone in your household who is isolating because of your symptoms can also stop isolating.

## Household contacts who are not required to self-isolate

You will not be required to self-isolate if you live in the same household as someone with COVID-19 and any of the following apply:

- you are fully vaccinated
- you are below the age of 18 years 6 months
- you have taken part in or are currently part of an approved COVID-19 vaccine trial
- you are not able to get vaccinated for medical reasons

Fully vaccinated means that you have been vaccinated with an MHRA approved COVID-19 vaccine in the UK, and at least 14 days have passed since you received the recommended doses of that vaccine.

NHS Test and Trace will contact you to let you know that you have been identified as a contact and check whether you are legally required to self-isolate. If you are not legally required to self-isolate, you will be provided with advice on testing and given guidance on preventing the spread of COVID-19. Even if you do not have symptoms, [you will be advised to have a PCR test as soon as possible](#).

You should not arrange to have a PCR test if you have previously received a positive PCR test result in the last 90 days, unless you develop any new symptoms of COVID-19, as it is possible for PCR tests to remain positive for some time after COVID-19 infection.

Even if you are vaccinated, you can still be infected with COVID-19 and pass it on to others. If you are identified as a contact of someone with COVID-19 but you are not required to self-isolate, you can help protect others by following the [guidance on how to stay safe and help prevent the spread](#). As well as getting a PCR test, you may also consider:

- limiting close contact with other people outside your household, especially in enclosed spaces
- wearing a face covering in enclosed spaces and where you are unable to maintain social distancing
- limiting contact with anyone who is clinically extremely vulnerable
- taking part in twice weekly [LFD testing](#)

This advice applies while the person in your household with COVID-19 is self-isolating.

Children and young people aged under 18 years 6 months who usually attend an education or childcare setting and who have been identified as a close contact should continue to attend the setting as normal.



UK Health  
Security  
Agency

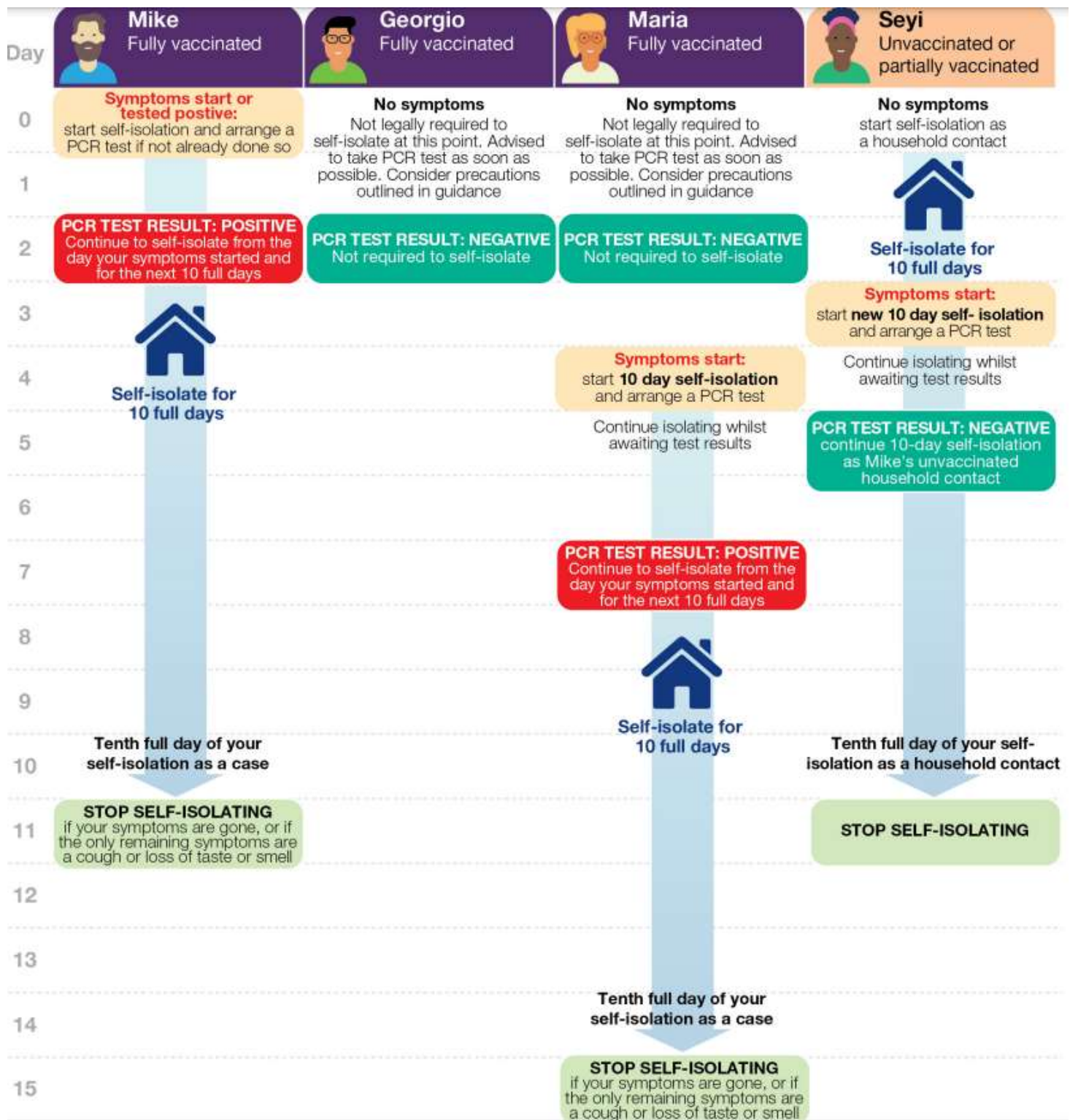
# Stay at home and self-isolate.

Please see [detailed guidance online](#).

In this household, Mike lives with Georgio, Maria and Seyi. Mike is the first case of COVID-19 in this household and is required to self-isolate. This illustration provides examples of when other household members would, or would not need to self-isolate.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1020868/20210922\\_COVID19\\_Stay\\_at\\_home\\_Illustrated\\_household\\_guide.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1020868/20210922_COVID19_Stay_at_home_Illustrated_household_guide.pdf)

In this household, Mike lives with Georgio, Maria and Seyi. Mike is the first case of COVID-19 in this household and is required to self-isolate. This illustration provides examples of when other household members would, or would not need to self-isolate.



### Self-isolate for 10 full days.

You need to self-isolate from the day the first person in your household started symptoms and for the next 10 full days. If they did not have symptoms, self-isolate from the day of their test and for the next 10 full days.

### To self-isolate means:

Do not go to work, school, or public areas and do not use public transport or taxis. Only leave your home to get to your test if you need to, observe strict social distancing advice and return immediately afterwards.

**Covid 19  
Responding to a  
Suspected  
/Confirmed  
Case**

**Child / staff member develops Covid-19 symptoms:**

- High temperature
- New continuous cough
- Loss of or change to sense of smell or taste

Send child / staff member home immediately to isolate for at least **10 full 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 arrange to have a free PCR test**  
<https://www.gov.uk/get-coronavirus-test> or call NHS 119

**Staff – positive household member or close contact (in or out of setting)**  
To self isolate for 10 days unless

- fully vaccinated
- below the age of 18 years 6 months
- not able to get vaccinated for medical reasons

Must take **PCR test**

**NEGATIVE**  
Child / staff member can **return** to setting

**POSITIVE**  
To self isolate for 10 days

**Children under 5 - close contact / positive household**  
Attend setting as usual and not required to self-isolate where close contact in setting – look out for symptoms  
Must take PCR if positive case in household

**You must IMMEDIATELY NOTIFY**

1. DFE helpline **0800 046 8687** select Option 1 where positive result only
2. Local Authority Early Years and Childcare and Public Health team via notification form [childcare-support@royalgreenwich.gov.uk](mailto:childcare-support@royalgreenwich.gov.uk) & [healthprotection@royalgreenwich.gov.uk](mailto:healthprotection@royalgreenwich.gov.uk) for advice
3. Ofsted <https://www.report-childcare-incident.service.gov.uk/serious-incident/childcare/update-incident/>

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](mailto:phe.slhpt@nhs.net) or [slhpt.oncall@phe.gov.uk](mailto:slhpt.oncall@phe.gov.uk) out of hours



Guidance

# Nursery and early years sector: COVID-19 restrictions and consumer law advice

Published 28 July 2020

<https://www.gov.uk/government/publications/nursery-and-early-years-sector-covid-19-restrictions-and-consumer-law/nursery-and-early-years-sector-covid-19-restrictions-and-consumer-law-advice>

## Contents

1. [The agreements \(contracts\) between early years settings and parents](#)
2. [Issue 1: charging high or full fees for services not provided during lockdown](#)
3. [Issue 2: Using cancellation policies as a barrier to prevent parents from exercising choice](#)
4. [Issue 3: Applying unfair pressure on parents to continue to pay](#)
5. [Further information](#)

# Home Learning Environment

## Celebrate African Caribbean history



October is known as Black History Month, an annual celebration to mark achievements and contributions of Black people across the UK. It puts the spotlight on Black history, heritage, tradition and culture. Settings may review planning for equalities and organise some extra special events and activities.



It's important to avoid a once a year only approach to celebrate African Caribbean history.

Valuing and celebrating diversity should be an integral part of everyday practice in the early years, not just focussed on at certain times or dates.

Help children make connections between different lives, cultures and experiences and offer starting points for discussion around similarities and differences.

### GET CREATIVE

#### Cotton bowls

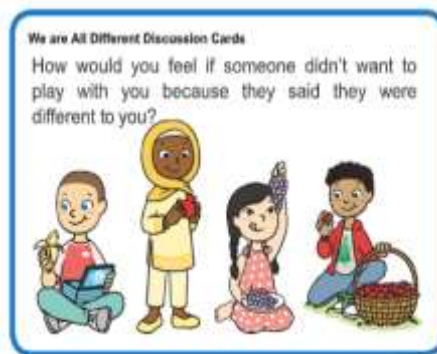


#### Method

This is a good activity for letting children just 'have a go' with the glue on their own, as they can't go far wrong. The fabric squares can be used to decorate both the inside and outside of bowls. You can use the bowl to put special treats!

<http://www.short-story-time.com/african-crafts-for-children.html>

A series of colourful *We are All Different* discussion cards, prompt children to talk about the colour of their hair and skin and discuss their likes and dislikes and similarities and differences.



said they were different to you?

They also contain thought-provoking questions like, 'How would you feel if someone didn't want to play with you because they

<https://www.twinkl.co.uk/resource/t-tp-987-we-are-all-different-discussion-cards>



## Bead threading

Bead jewellery plays a big part in the lives of many men, women and children right across Africa, with the Kwanzaa necklace being particularly significant. Kwanzaa is a celebration of family, community and culture.

Kwanzaa bead necklaces are worn in celebration of all things African and are made with beads in the traditional holiday colours: black – to symbolise the people of Africa; red – to remind people of the African people's struggles for freedom; and green – to symbolise growth.

### You will need:

- Coloured drinking straws
- Dried pasta tubes
- Coloured paint (black, red & green)
- String or elastic for threading
- Playdough (optional)



### Method

You can make painting the pasta a fun activity in itself by threading the pasta tubes onto drinking straws and standing them upright in playdough, making them easy to paint as they spin round. Once the pasta pieces are dry, help the children thread the coloured pasta onto lengths of string or elastic, long enough to fit over the head as a necklace. Alternatively, cut lengths of coloured or stripy straws and thread these to make your necklace.

This activity can be used to demonstrate pattern building. Show children how to make a repeating pattern by threading a sequence of different colours. To make the traditional Kwanzaa necklace, you will need to paint pasta tubes red, green and black, threading the colours alternately.

<https://www.activityvillage.co.uk/kwanzaa-necklace-craft>

## Music and dance:

Have a collection of different styles of African-Caribbean music to play and allow the children space to dance.

Look out for events where children could go and see different instruments being played such as steel bands, African drums.

Make musical instruments:

<https://www.learningliftoff.com/make-homemade-music-with-these-6-diy-instruments/>

<https://www.wikihow.com/Make-an-African-Drum>

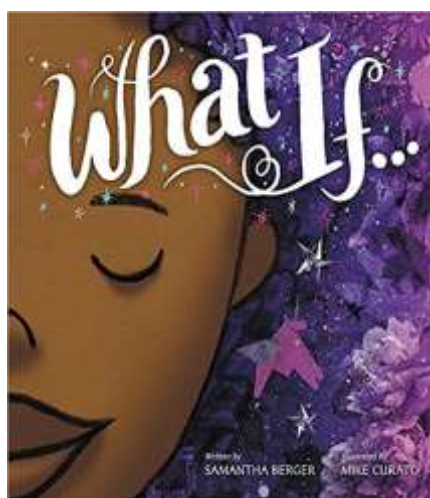
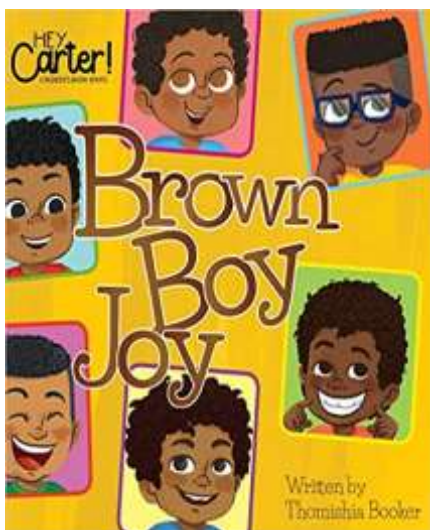
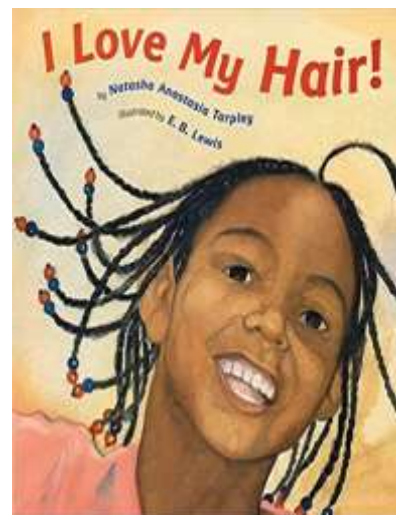
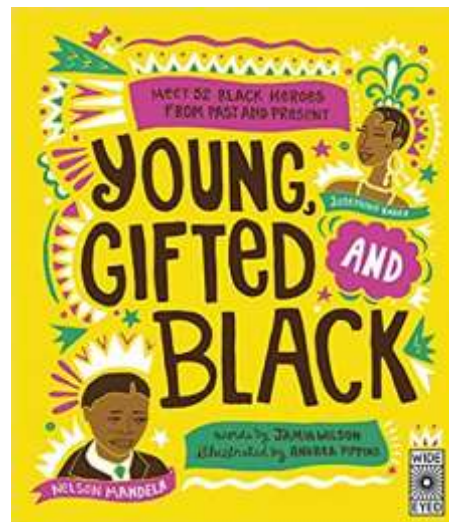
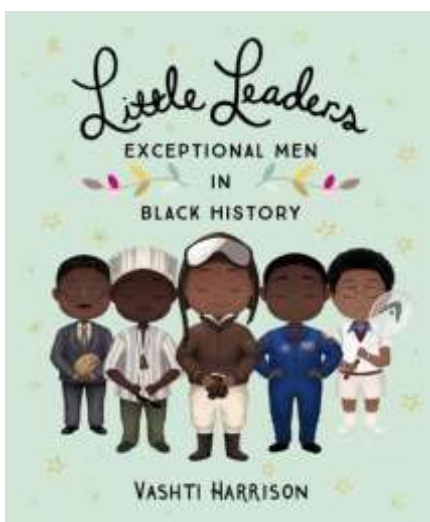
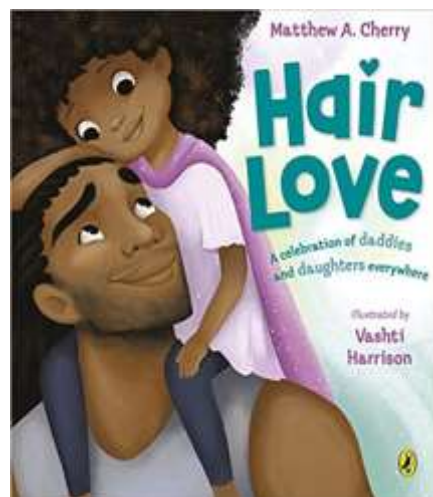
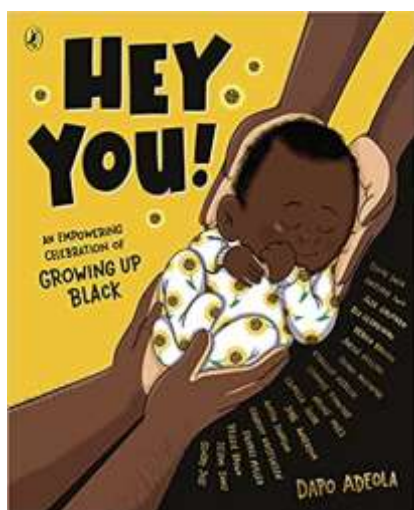
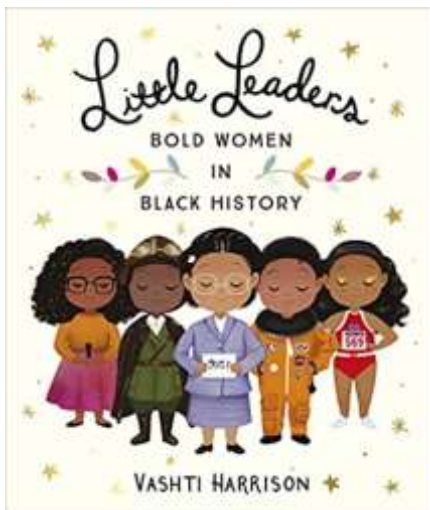


## Books Stories and Magazines

Books and stories are a very powerful way of representing the world for young children, allowing them to explore different aspects of people's lives. Some stories lend themselves really well to being told rather than read. Books and reading can celebrate diversity, champion empowerment and combat racism.



[Supporting you to raise antiracist children2.pdf \(mattel.com\)](https://mattel.com)

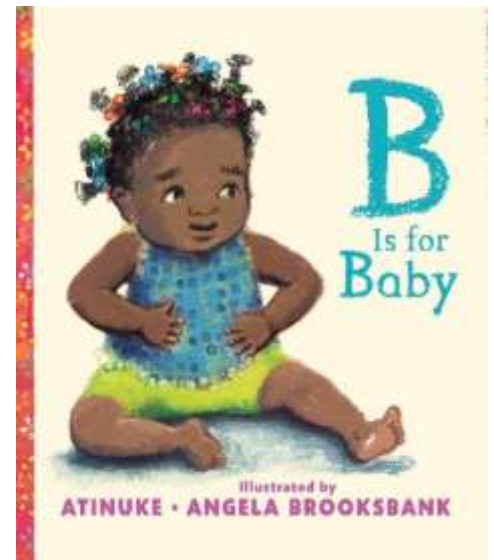


## Books for Infants and Toddlers

### B is for Baby

Atinuke, illustrated by Angela Brooksbank

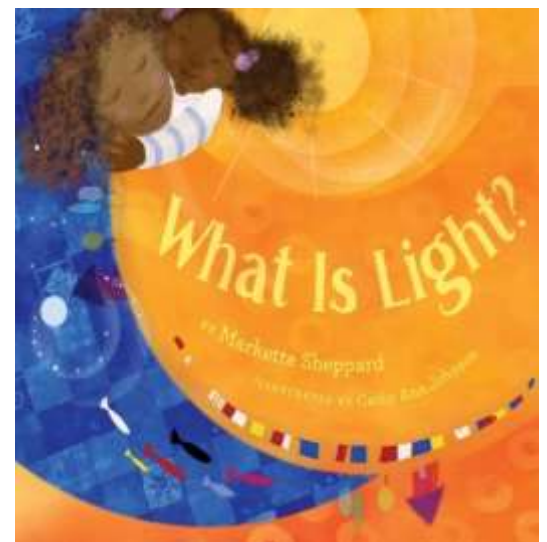
In this vibrantly illustrated book set in West Africa, Baby's big brother sets out to take a basket of bananas to Baba's bungalow. He doesn't realize that his little sibling has stowed away on his bicycle and is along for the adventure. Each page features a different word with the letter B, offering a repetition that appeals to little ones learning language. Atinuke is the recipient of several awards including the Children's Africana Book Award.



### What is Light?

Markette Sheppard, illustrated by Cathy Ann Johnson

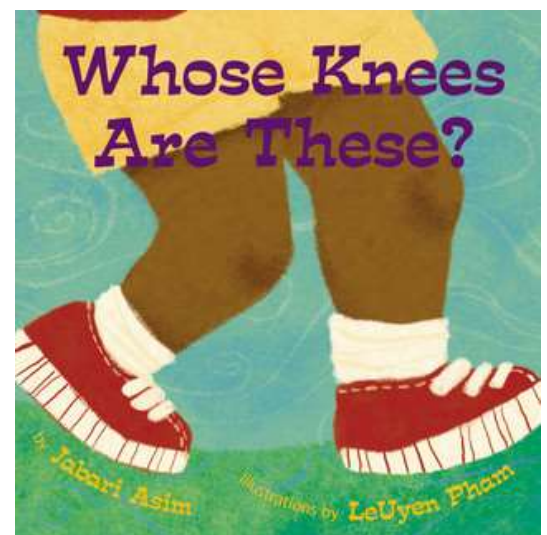
This inspiring board book is an ode to the light that shines within us all, written by Markette Sheppard, a broadcast journalist and an award-winning talk show host in Washington, DC. Light can be so many things—the flicker of a firefly, the radiance of a star, the feeling of friendship and the potential within every child. This book features vibrant illustrations by Cathy Ann Johnson, an award-winning children's book illustrator and the owner of Soul Ah-Mazing Productions, a company dedicated to children's product creations.



### Whose Knees Are These?

Jabari Asim, illustrated by LeUyen Pham

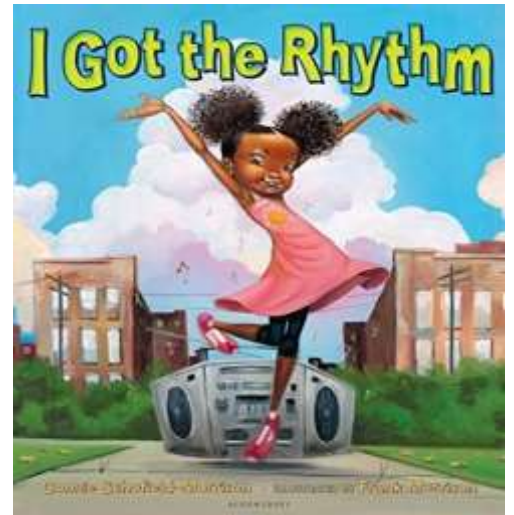
This interactive board book celebrates baby's adorable knees and is sure to delight wee ones with its peek-a-boo ending. Jabari Asim is an author, poet, playwright, and associate professor of writing, literature and publishing at Emerson College as well as a nominee of the NAACP Image Award for Outstanding Literary Work.



## Books for Pre-schoolers

### I Got The Rhythm

Connie Schofield-Morrison, illustrated by Frank Morrison  
This wonderful story about the joy of music was our first-ever Tinkergarten Storytime on Instagram Live! A little girl hears rhythm everywhere she goes, and her trip through the park inspires all the other kids to join her in a joyful dance.



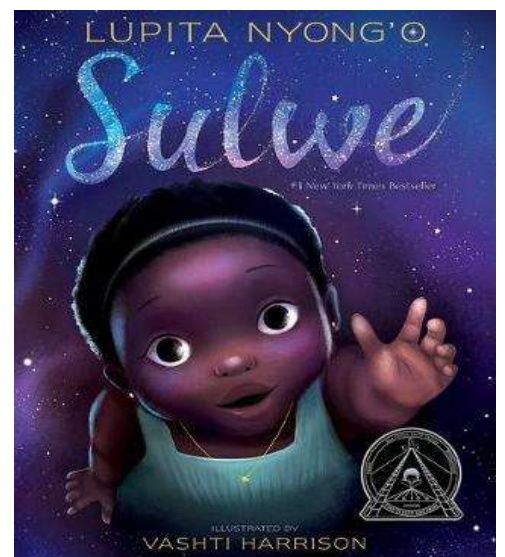
### Thank You, Omu!

Oge Mora  
In her author's note, Mora explains that "Omu" means "Queen" in Igbo, but that she always used it for "Grandma." You can taste the love that goes into Omu's stew in this tale of how the strong women in our lives feed everyone around them. The book's lush art earned it a Caldecott Honor.



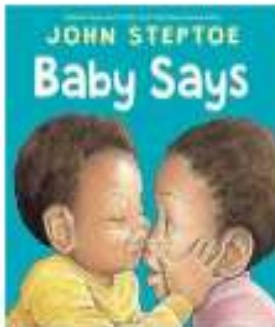
### Sulwe

Lupita Nyong'o, illustrated by Vashti Harrison  
The Oscar-winning actress and author drew from her own life experience for this story of a young girl, Sulwe, who feels like she's treated differently because of her dark skin. We love how Sulwe's magical learning journey teaches her to appreciate her beauty. The book earned an NAACP Image Award for Outstanding Children's Literary Work and a Coretta Scott King Illustrator Honor.





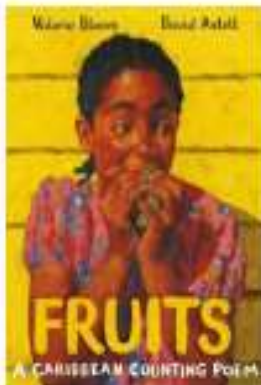
# Book list for ages 0-4



**Baby Says**  
**Author & illustrator:**  
John Steptoe  
**Publisher:** Harper  
Festival  
**Age:** 0-2



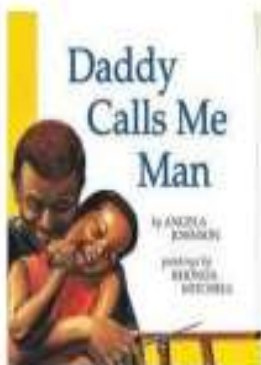
**Whose Toes are Those?**  
**Author:** Jabari Asim  
**Illustrator:** LeUyen Pham  
**Publisher:** Little, Brown &  
Company  
**Age:** 0-3



**Fruits**  
**Author:** Valerie Bloom  
**Illustrator:** David Axtell  
**Publisher:** Pan Macmillan  
**Age:** 2-5



**So Much**  
**Author:** Trish Cooke  
**Illustrator:** Helen  
Oxenbury  
**Publisher:** Walker Books  
**Age:** 3-5



**Daddy Calls Me Man**  
**Author:** Angela Johnson  
**Illustrator:** Rhonda  
Mitchell  
**Publisher:** Scholastic Inc.  
**Age:** 3-5



**The Mega Magic Hair Swap!**  
**Author:** Rochelle Humes  
**Illustrator:** Rachel  
Suzanne  
**Publisher:** Studio Press  
**Age:** 3-5

## Business support for London's early years sector

London Business Hub

### Early Years and Childminding

🔗 Control and right click on links / copy and paste into browser

[Business support for London's early years sector | London City Hall](#)

<https://www.london.gov.uk/what-we-do/education-and-youth/support-families-and-early-years/early-years-and-childcare/business-support-londons-early-years-sector>

**One Stop Shop for business support** <https://www.businesshub.london/early-years/>

There is additional support now available through Strong Early Years London - helping London's PVI sector to survive, thrive and grow. The Mayor launched Strong Early Years London back in May, alongside delivery partners Early Years Alliance and Ceeda. There is an article [Nursery World](#) for online one-stop-shop for early years business support across the capital which is now up and running, alongside a dedicated helpline for early years providers.



Strong Early Years London now offers a comprehensive suite of services, including:

- ✓ [one-stop-shop](#) (hosted on the London Business Hub), where early years providers can access a range of sector-specific business support, advice and guidance
- ✓ series of online workshops and webinars
- ✓ dedicated helpline
- ✓ local group surgeries
- ✓ opportunity for intensive business consultancy for the most at-risk providers

**Don't miss out on this support - [find out more](#)**

Remember, there's also loads of other general business support available through the London Business Hub, including their new [Peer Networks programme](#) - a place for business owners to come together, to share the things they've learned and to help each other make positive, lasting change.

## **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](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](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1004234/Development_Matters_Non-statutory_Curriculum_Guidance_Revised_July_2021.pdf)

### **Birth to 5 Matters**

<https://birthto5matters.org.uk/wp-content/uploads/2021/04/Birthto5Matters-download.pdf>

### **What to Expect**

[What-to-expect-in-the-EYFS-complete-FINAL-16.09-compressed.pdf \(foundationyears.org.uk\)](#)

### **Ofsted Education Inspection Framework**

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/801429/Education\\_inspection\\_framework.pdf](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://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>

## Healthy Early Years London – more important than ever!

### Bereavement and Loss

The Pandemic has brought bereavement and loss experiences for many people. If you feel any of the children and families you work with would benefit from additional support please download the poster and leaflets available below and display to signpost parents and staff to the relevant services. Early Years & Childcare offer a specialist workshop on bereavement, email [eyc.training@royalgreenwich.gov.uk](mailto:eyc.training@royalgreenwich.gov.uk) to express an interest



[Cruse](#) are a national charity providing free support to those who have experienced loss. The [Cruse leaflet and poster](#) can be downloaded and printed on A4 paper. They outline how to contact Cruse for support, and the leaflet also explains a little about grief and offers some suggestions which might help.



[Child Bereavement UK](#) offer free, confidential bereavement support by telephone, video or instant messenger, as well as face to face.



[AtaLoss.org](#) provide signposting to the many specialist bereavement and loss organisations. You can request free posters to be sent to your organisation here: [Starter Pack of Materials | AtaLoss.org](#)

### Food Safety Early Years



Help for early years providers

Safeguarding and welfare

## Food safety

<https://help-for-early-years-providers.education.gov.uk/safeguarding-and-welfare/food-safety>

### Why is food safety so important for young children?

The [EYFS framework](#) requires providers to take all necessary steps to keep children safe and well – and you must be confident that those responsible for preparing and handling food in your setting are competent to do so.

Tragically, a child dies in the UK every month from choking and hundreds more require hospital treatment. It can happen quickly and it can happen to anyone.

Babies and young children's immune systems are not as strong and developed as adult's which means they are more vulnerable to infections which can lead to food poisoning. It is important to take extra care with hygiene and preparing food safely.





## Early years choking hazards food safety advice

.....

For babies and young children, food can be a choking hazard, especially when they do not chew their food well or they try to swallow it whole.

Choking can happen with any foods, but 'firm foods', bones and small round foods that can easily get stuck in the throat present a higher risk. Therefore, care givers should follow these five essential steps:

- 1** Make sure food is **suitably prepared and served** for babies and children under 5 years old. For suitable foods, see <https://www.nhs.uk/start4life/weaning/> Introduce babies to solid foods from around 6 months of age.
- 2** **Think about size, shape and texture of food.** Cut food into narrow batons, avoid round shapes and firm foods. Firm fruit & vegetables can be softened by cooking.
- 3** Ensure that babies and young children are **alert and seated safely upright** in a highchair or appropriately sized low chair whilst eating.
- 4** **Babies and young children should be supervised at all times** while eating. You will be able to identify the early signs of choking and prevent harm.
- 5** **Encourage babies and young children to chew food well.** Teach children how to chew and swallow food properly, and ensure they take their time during meals. This will reduce their risk of choking.

[https://foundationyears.org.uk/wp-content/uploads/2021/09/Early-Years-Choking-Hazards-Poster\\_FINAL-21-Sept-2021.pdf](https://foundationyears.org.uk/wp-content/uploads/2021/09/Early-Years-Choking-Hazards-Poster_FINAL-21-Sept-2021.pdf)

Care givers and parents should be familiar with how to respond to a choking incident in line with guidance on first aid for children:

- How to stop a child from choking: <https://www.nhs.uk/conditions/baby/first-aid-and-safety/first-aid/how-to-stop-a-child-from-choking/>
- How to resuscitate a child: <https://www.nhs.uk/conditions/baby/first-aid-and-safety/firstaid/how-to-resuscitate-a-child>



# Early years food choking hazards

Below is a table of advice on key foods for care givers who are involved with preparing and serving food for babies and young children (under 5 years old)

[https://foundationyears.org.uk/wp-content/uploads/2021/09/Early-Years-Choking-Hazards-Table\\_FINAL\\_21-Sept-2021.pdf](https://foundationyears.org.uk/wp-content/uploads/2021/09/Early-Years-Choking-Hazards-Table_FINAL_21-Sept-2021.pdf)

Make sure food is prepared appropriately for children under 5 years old, see: <https://www.nhs.uk/start4life/weaning/>

Vegetable and fruits	Advice
Pips or stones in fruit	Always check beforehand and remove hard pips or stones from fruit.
Small fruits	Cut small round fruits like grapes, cherries, berries, strawberries and cherry tomatoes, into small pieces: cut lengthways and then again cut them in halves (quarters).
Large fruits and firm fruits	Cut large fruits like melon and firm fruits like apple into slices instead of small chunks. For very young children, consider grating or mashing firm fruits, or softening them up by steaming or simmering.
Vegetables	Cut vegetables like carrots, cucumber and celery into narrow batons. For very young children consider grating or mashing firm vegetables and legumes like butter beans, chickpeas and tofu, or softening them up by steaming or simmering.
Skin on fruit and vegetables	Consider removing the skin from fruit and vegetables, especially for very young children. Peeled fruit and vegetables can be swallowed more easily.
Cooking fruit and vegetables	Consider softening firm fruit and vegetables (such as carrots, broccoli, yam and apples) by steaming or simmering until soft. Serve cut into slices or narrow batons.

<b>Meat and fish</b>	<b>Advice</b>
Sausages and hot dogs	Cut sausages and hot dogs into short strips. Cut them in half and then lengthways or as thinly as possible. Peeling the skin off the sausages helps them to be swallowed more easily.
Meat or fish	Remove bones from meat or fish. Cut meat into strips as thinly as possible. Remove skin and fat from meat and fish, it will help the food pass smoothly down the throat.
<b>Cheese</b>	<b>Advice</b>
Grate or cut cheese	Grate or cut cheese into short strips. Cut lumps of cheese as narrow as possible.
<b>Nuts and seeds</b>	<b>Advice</b>
Chop or flake whole nuts	Chop or flake whole nuts, peanuts and seeds. Whole nuts should not be given to children under five years old.
<b>Bread</b>	<b>Advice</b>
White bread and other breads	White bread can form a ball shape with a dough-like texture at the back of a child's throat, if not chewed properly. Brown bread or toasted white bread are good alternatives. Cut bread, chapatis, naan bread and other breads into narrow strips.
<b>Snacks and other foods</b>	<b>Advice</b>
Popcorn	Do not give babies and young children popcorn.
Chewing gum and marshmallows	Do not give babies and young children chewing gum or marshmallows.
Peanut butter	Do not give babies and young children peanut butter on its own, only use as a spread.
Jelly cubes	Do not give babies and young children raw jelly cubes.
Boiled sweets and ice cubes	Do not give babies and young children boiled, hard, gooey, sticky or cough sweets, or ice cubes.
Raisins and other dried fruits	Do not give babies under the age of 1 whole raisins or dried fruits. Cut them into small pieces.



Accidents can be prevented

<https://www.capt.org.uk/>

## Finger food without the **FEAR**



Breath, chew, swallow – seems simple enough, but babies and toddlers are still learning which comes first!

That's why it's so easy for food to get stuck.

Things to remember:

### Round food is not our friend

- Avoid round food - cut grapes, cherry tomatoes, cherries etc in half lengthways and ideally in quarters
- If you get the fruit bags with grapes when out – ask for a knife to go with it

### Think long and thin

Anything smaller than a two pence piece can get stuck

- Narrow batons are best for vegetables like cucumber, carrots or celery
- Hot dogs are big culprits so cut them in half and lengthways (really narrow)
- Lumps of meat or cheese need to be cut as narrow as you can



### Save the hard stuff for later

- Things like boiled sweets, ice cubes or cough sweets are too big and slippery for young children so avoid them
- Nuts, popcorn and other similar snacks are best kept until children are a bit older and more competent eaters

### Take it easy, tiger

- It's never too soon to start teaching children to sit still when they eat. You're likely to sound like a stuck record, but it's worth the effort as really reduces the risk
- Remind children to chew what they have in their mouths before putting more in ... little, by little



# CHOKING

## Hazards in the home and how to avoid them



A child dies in the UK every month from choking, and hundreds more require hospital treatment. It can happen quickly, and it can happen to anyone. Babies and toddlers are most at risk because they examine things around them by putting them in their mouths. Here are some things you can do to help reduce the risk.

### 1. Keep small objects out of reach:



- Coins, pins, screws, beads
- Button batteries
- Balls smaller than 1¾ inches (4.45 cm)
- Deflated balloons or pieces of a burst balloon

### 2. Watch out for small, round food items.

Children can choke on these things - avoid them under age 4:



- Peanuts
- Whole grapes
- Boiled sweets
- Hot dogs
- Chocolate eggs with small toys inside



### 3. Choose toys from a well-known manufacturer.

Toys which are a choking hazard because of small parts will be marked with this symbol:



**4. Never let children run with objects in their mouths or while they are eating.**

# What to do if your child chokes

Most of the time, an object which disappears into a child's mouth will be swallowed and make its way through the body naturally.

Coughing and breathing difficulties are signs that the object may have gone into the windpipe.

**This is serious - get medical attention straight away.**

**If your child is still awake and breathing, don't do anything apart from encouraging his/her own efforts and calling for medical help.**

Do NOT slap your child on the back whilst he/she is upright

Do NOT put your fingers into your child's mouth to feel for the object  
- you are most likely to push it further down or cause bleeding.

**If your child is losing consciousness or is unable to breathe, do not leave him/her but shout for help immediately**

**1. Give 5 back blows (pictured)**

Lie him/her down with the head below the chest and give 5 sharp slaps in the middle of the back.



**2. Give 5 chest thrusts (pictured)**

Push firmly in the centre of the breastbone. Use 2 fingers for a baby and the palm of your hand for a child.

**3. If he/she stops breathing**

Make 5 attempts to blow air gently into his/her mouth, making a tight seal with your lips.

**4. If the object has not come out, repeat the sequence above**



**5. Try 5 abdominal thrusts (pictured)**

instead of chest thrusts if the child is over 1 year old

**(do NOT do this in babies).** Push firmly inwards and upwards just below the ribs. This can be done lying down (5a) or standing (5b).

## The Cookery Clubs are back!

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

GCD A 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 **Monday** for 5 weeks, starting 8<sup>th</sup> November – 6<sup>th</sup> December

**Time:** 10.30am – 1.00pm

**Or**

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

**When:** Every **Tuesday**, for 5 weeks, starting 9<sup>th</sup> November – 7<sup>th</sup> December

**Time:** 10.30am – 1.00pm

**Or**

**Where:** Roots4Life, The Baker Centre, 245 Footscray Road, SE9 3UL

**When:** Every **Wednesday**, for 5 weeks, starting 10<sup>th</sup> November – 8<sup>th</sup> December

**Time:** 10.30am – 1.00pm

**Or**

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

**When:** Every **Thursday**, for 5 weeks starting 11<sup>th</sup> November - 9<sup>th</sup> December

**Time:** 10.30am – 1.00pm

**Or**

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

**When:** Every **Saturday** for 5 weeks starting 13<sup>th</sup> November – 11<sup>th</sup> December

**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](mailto:cookeryclubs@gcda.org.uk)**

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

GCD A also offer bespoke cookery clubs to community organisations, watch promotional video here [Cookery clubs film.mp4](#), if you would like further information please get in touch on 0208 269 4886 or contact Fay Livingstone email [fayl@gcda.org.uk](mailto:fayl@gcda.org.uk)

## Healthy Early Years London – more important than ever! Good Mental and Emotional Health for All

# DadPad®



The DadPad app is an easy-to-use, freely downloadable resource for new dads and dads-to-be in the Bexley/Bromley/Greenwich area, packed with relevant information, as well as details on local support groups and service providers. Its aim is to provide new fathers with guidance on how to develop the mindset, confidence and practical skills needed to meet their babies' physical and emotional needs.

Building a strong attachment will not only enable dads to better enjoy their new role but also contribute towards positive long-term social, health and educational outcomes for their babies. Crucially, the app also provides dads with guidance on how to support and seek help (when needed) for their partners and themselves as they adjust to their new roles, and cope with the physical and emotional strains that this can place on individuals and relationships.

The app covers topics such as:

- ✪ Feeding, holding, changing and cleaning your baby
- ✪ Surviving without sleep and coping with crying
- ✪ Getting to know your baby
- ✪ Home safety and first aid
- ✪ Looking after yourself and supporting your partner.

[DadPad | The Essential Guide for New Dads | Support Guide for New Dads \(thedadpad.co.uk\)](https://thedadpad.co.uk)

The DadPad app is available for free download for all new dads and dads-to-be in Bexley, Bromley and Greenwich. The [attached poster](#) has some more information on how to search for the term 'DadPad' in the app store for an individual's phone/tablet and download.



# DadPad<sup>®</sup>



## Introducing the DadPad...

The DadPad was created because babies don't come with a set of instructions.

Developed with the NHS, the DadPad gives new dads and dads-to-be the knowledge and practical skills necessary to be able to support themselves and their partner, and give their baby the best possible start in life.

The **DadPad** app is available for free download for all new dads and dads-to-be in your area.

Simply enter the search term '**DadPad**' into the app store for your phone/tablet and download.

Once the app is installed, enter your postcode when prompted and select your local area or hospital.

You can also buy a hard copy version of the DadPad for just **£12.00** via Amazon or the DadPad website: [www.thedadpad.co.uk](http://www.thedadpad.co.uk).

For more information on DadPad:

[www.thedadpad.co.uk](http://www.thedadpad.co.uk)



@dadpaduk



@dadpaduk

## 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](mailto:mash-referrals@royalgreenwich.gov.uk)

LADO : 020 8921 3930 / [childrens-LADO@royalgreenwich.gov.uk](mailto:childrens-LADO@royalgreenwich.gov.uk)

Early Years & Childcare : 020 8921 3877 / [childcare-support@royalgreenwich.gov.uk](mailto:childcare-support@royalgreenwich.gov.uk)

Ofsted : 0300 123 4666 / [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

DBS Regional Office : 0300 105 3081 / [Kiranpreet.rehal@dbs.gov.uk](mailto:Kiranpreet.rehal@dbs.gov.uk)

[DBSRegionaloutreach@dbs.gov.uk](mailto:DBSRegionaloutreach@dbs.gov.uk)

### Carrying out Difficult Conversations



The GSCP has developed and published practice guidance for carrying out difficult conversations with children. The guidance includes advice on:

- Creating the right situation and planning
- Starting the conversation
- The importance of listening
- How to manage the situation if the child or young person has approached you to have a difficult conversation
- Ending and following up on the conversation
- Child Sexual Exploitation

It also includes useful links and resources - [download a copy](#)

<https://www.greenwichsafeguardingchildren.org.uk/wp-content/uploads/2021/07/Carrying-Out-Difficult-Conversations-with-Children-and-Young-People.pdf>

**NSPCC** Talking about difficult topics

<https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/talking-about-difficult-topics/>



Five tips for talking to children about feelings

<https://www.barnardos.org.uk/blog/having-healthy-conversations-about-feelings>

# Prevent and Counter Extremism



## What is Prevent?

- Prevent aims to identify individuals who may be at risk of being radicalised, becoming terrorists or becoming involved in supporting terrorism.
- Prevent is a voluntary 'pre-criminal' service that offers non-compulsory safeguarding support to vulnerable residents.
- Prevent deals with all forms of extremism. This includes violent and non-violent extremism, ISIS Inspired, the Far-Right, Extreme-Right Wing, Anti-Semitism and the Far-Left.

## Prevent in Greenwich

- The Royal Borough of Greenwich has its own dedicated multi agency team that helps to safeguard young people and adults from the risk of radicalisation.
- The team perform outreach work to many establishments across the borough including; schools, community centres, faith settings and adult learning centres.

## What are the warning signs?

- There is no single route to radicalisation. It can occur quickly, or over a longer period of time. Sometimes there are clear warning signs, but sometimes it's much less obvious. Possible signs can include:
- Changes in attitudes or opinions – refusal to engage with peers who are different to themselves.
- Changes in behaviour and peer group – rejecting activities they used to enjoy.
- Secretive behaviour – spending a lot of time online.
- Support for extremist groups and ideology.

## What should I do if I have any concerns about a child or adult?

- Contact the Councils Prevent Team on: 0208 921 8340 or [prevent@royalgreenwich.gov.uk](mailto:prevent@royalgreenwich.gov.uk) to make a referral or request advice & guidance.

## If you think someone is in immediate danger, call 999 or the confidential Anti-Terrorist Hotline on 0800 789 321.

Extremist groups use the internet and social media to spread their ideology and recruit vulnerable young people. Extremist are using sites such as Facebook, Twitter, Instagram or YouTube but young people may be invited to join discussions on less well-known sites such as Kik, Whisper, Messenger, Yik Yak or Telegram. Extremists often use these sites because they are harder to monitor and they can hide their identity.

Download this useful Parent/Carer Guide to share with families you work with '[Parent/Carer Guide – Online Radicalisation](#)'

[Parent-guide-Online-Radicalisation.pdf \(greenwichsafeguardingchildren.org.uk\)](#)

<https://www.greenwichsafeguardingchildren.org.uk/wp-content/uploads/2021/09/Parent-guide-Online-Radicalisation.pdf>

Policy paper

# Tackling violence against women and girls strategy

<https://www.gov.uk/government/publications/tackling-violence-against-women-and-girls-strategy>



The safety of women and girls  
across the country is **our priority**

In July 2021, Home Secretary Priti Patel published the government's new strategy to ensure women and girls are safe everywhere – at home, online and on the streets.

The strategy sets out a clear ambition to increase support for victims and survivors, increase the number of perpetrators brought to justice and reduce the prevalence of violence against women and girls in the long term. Read more on [gov.uk](https://www.gov.uk).



## Contact Safer Communities Team

☎ Telephone: 020 8921 2332

✉ Email: [community-safety@royalgreenwich.gov.uk](mailto:community-safety@royalgreenwich.gov.uk)

[https://www.royalgreenwich.gov.uk/info/200202/community\\_safety/2023/sign\\_up\\_for\\_the\\_womens\\_safety\\_charter](https://www.royalgreenwich.gov.uk/info/200202/community_safety/2023/sign_up_for_the_womens_safety_charter)

## What is the Women's Safety Charter?

The Royal Borough of Greenwich and [Her Centre](#) have produced the borough's first Women's Safety Charter. The Charter sends a clear message to anyone who lives, works, studies or visits the borough that the safety of all women and girls is a priority. It also helps women and girls feel safer in spaces accessed by the public.

## Why you should sign up

Anyone who lives, studies, visits or works in the borough should be free to do so without fear of sexual harassment, intimidation or violence. We will work in partnership with our local communities, businesses and organisations to make this happen and, as a borough, take a zero tolerance approach to sexual harassment making Royal Greenwich the safest borough to be in. With your support, we can achieve this.

Reasons to sign up include:

- If women and girls feel safe at your venue, and can tell you about sexual harassment, they are more likely to visit more often




- No-one wants sexual harassment, intimidation and violence at their venue. By signing up, it will discourage those harassing others from doing so
- With your agreement, Royal Greenwich will promote the fact that you have signed up to the Women's Safety Charter, attracting positive attention and publicity
- Empowering your staff and local community to take a zero tolerance approach to sexual harassment.

## Pledge

The Charter consists of a Pledge signed by local businesses and organisations, who agree to uphold its principles and display it on their premises. The principles of the Pledge are to:

- promote a culture that does not tolerate or accept harmful language, behaviour and attitudes towards women and girls
- take any reports and disclosures of sexual harassment, violence or intimidation seriously and take appropriate action
- do everything they can to provide an environment for women and girls that is equal, inclusive and safe
- proudly support Royal Greenwich's movement towards being a safe place for all women and girls.




 020 3260 7772  020 3260 7715  [info@hercentre.org](mailto:info@hercentre.org)


<https://hercentre.org/>

To engage, enable and empower women to move away from abuse, and to move **forward** with their lives

## Contact GDVA

This is the Greenwich Domestic Violence and Abuse Service.

 Telephone: 020 8317 8273

 Email: [info\\_gdva@h4w.co.uk](mailto:info_gdva@h4w.co.uk)

[https://www.royalgreenwich.gov.uk/info/200203/domestic\\_abuse/1836/violence\\_against\\_women\\_and\\_girls](https://www.royalgreenwich.gov.uk/info/200203/domestic_abuse/1836/violence_against_women_and_girls)

## What is violence against women and girls?

The United Nations defines Violence Against Women and Girls (VAWG) as:

"Any act of gender-based violence that is directed at a woman because she is a woman, or acts of violence which are suffered disproportionately by women, that results in, or is likely to result in, physical, sexual or psychological harm or suffering to a woman or girl, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or private life."

It refers to the following crime types:

- domestic violence and abuse
- sexual offences

- stalking
- female genital mutilation
- crimes said to be committed in the name of 'honour'
- forced marriage
- prostitution
- trafficking for sexual exploitation
- exploitation of girls by gangs

## Support for violence against women and girls crimes

We have factsheets on all of the above:

[Download support and information factsheets](#) →

[https://www.royalgreenwich.gov.uk/downloads/download/731/violence\\_against\\_women\\_and\\_girls\\_fact\\_sheets](https://www.royalgreenwich.gov.uk/downloads/download/731/violence_against_women_and_girls_fact_sheets)

## Royal Greenwich violence against women and girls strategy

We have a specific strategy for violence against women and girls.

[Download our violence against women and girls strategy](#) →

[https://www.royalgreenwich.gov.uk/downloads/file/4283/violence\\_against\\_women\\_and\\_girls\\_strategy\\_2019\\_to\\_2021](https://www.royalgreenwich.gov.uk/downloads/file/4283/violence_against_women_and_girls_strategy_2019_to_2021)

**Safer Greenwich Partnership  
Violence Against Women & Girls  
Strategy  
2019 to 2021**



**7 minute briefing:  
Supervision Orders  
July 2021**



<https://www.greenwichsafeguardingchildren.org.uk/wp-content/uploads/2021/09/7-min-briefing-Supervision-Orders-2021.pdf>

**What is a Supervision Order?**

Supervision Orders are made under section 31. [Children Act 1989 \(legislation.gov.uk\)](#)

Supervision Orders are made on the same basis as care orders i.e. that the child is suffering or is likely to suffer significant harm. These orders do not give parental responsibility to the Local Authority.

Initially, a Supervision Order lasts for 6 months- 1 year. The Local Authority can apply to the court to extend the Supervision Order, but the Supervision Order can only be in place for a maximum of three years.

**What happens when a child is subject to a supervision Order?**

When there is a Supervision Order in force it is the duty of the supervisor (Local Authority) to:

1. Advise, assist and befriend the child;
2. Take steps that are reasonably necessary to give support the child;
3. Where the order is not complied with or the supervisor considers that the order is no longer necessary, to consider whether or not to apply to the court to vary or discharge the order.

**Information sharing:**

When children move across settings & Local Authority areas, if they are or have been subject to a Supervision Order in the past, it is important that new professionals working with the family are aware and understand the high level of concern/risk that existed when the order was made.

A Supervision Order may require the supervised child to comply with directions given by the Local Authority to do things such as:

1. Live at a place specified by the Local Authority;
2. Present themselves to specific people at specific places or times e.g. to meet with the social worker;
3. To participate in activities specified on certain days.

**Key Practice Note:**

As children on Supervision Orders have been deemed by a court to have met the significant harm threshold, all professionals must remain alert to the possibility of on-going harm. Where risk continues or new risks emerge consideration should be given to returning to court.

**What does this look like in practice?**

Supervision Orders mean that the child/ren will have a named social worker who will continue to visit and work with the family while the Supervision Order is in place.

Often these children will already have been involved in multi-agency Child Protection processes that will have attempted to address the concerns before the matter going to court.

While a Supervision Order is in place there will be regular multi-agency reviews involving all key professionals and the family. This may be a Child in Need Plan or a Child Protection Plan depending on the circumstances of the child.

**When are they made?**

Supervision Orders are made during Care Proceedings where Children's Social Care, acting on behalf of the Local Authority, have taken legal action against the parent/s to safeguard a child/ren.

While the court process is on-going the court may make an Interim Supervision Order. At the final hearing, if the court agrees there is evidence that it is more likely than not that a child has suffered or is at risk of suffering significant harm, it may make a Supervision Order as opposed to a Care Order.

While on a Supervision Order the child is usually living at home with the parents who retain parental responsibility.

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](mailto:bromh.greenwich0to4admin@nhs.net)



You can also find more information on their website

[www.startwelltrust.org](http://www.startwelltrust.org)



### Professionals

 0208 161 0532

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

## 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/>

