



- ⚙ Early Years Funding & Census
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### What's in the January edition

- ⚙ Happy New Year songs and rhymes
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### Keeping Children Safe

- ⚙ Arthur Labinjo Hughes – Govt action
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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

📄 [Key information and resource links for early years and childcare providers](#)  
[| Early Years team information \(for providers\) | Royal Borough of Greenwich \(royalgreenwich.gov.uk\)](#)

## RBG Children's Services : Our Values



Children, young people and families are at the heart of everything we do.



We are honest, compassionate and respectful.



We listen, learn and do things better.



We promote diversity, celebrate difference, challenge discrimination and oppression.



We work together, with children, young people, families, carers and our partners to bring about lasting change.

**Cheer the Year**

(Tune: Row, Row, Row Your Boat)

Cheer, cheer, cheer the year;  
A new one's just begun.  
Celebrate with all your friends,  
Let's go have some fun!  
Clap, clap, clap your hands,  
A brand new year is here.  
Learning, laughing, singing, clapping,  
Through another year.

**New Year's Day**

(Tune: Jingle Bells)

New Year's Day, New Year's Day,  
Comes but once a year.  
On New Year's Eve we celebrate,  
And ring it in with cheer!  
New Year's Day, New Year's Day  
Comes but once a year.  
On New Year's Eve we celebrate  
And ring it in with cheer!



**Happy New Year to you, your staff team, children and families!**

**Ring the Bells**

(Tune: Row, Row, Row Your Boat)

(Give children bell to ring)

Ring ring ring the bells,  
Ring them loud and clear.  
Let's tell everyone around  
That the New Year is here!

**Let's Celebrate**

(Tune: Frere Jacques)

Happy New Year, Happy New Year.  
Let's celebrate, let's celebrate.  
Good-bye to the old year;  
Hello to the new year.  
Hurray, hurray! Hurray, hurray!

Dear Providers

Please see below message from the Executive Leads for the [Greenwich Safeguarding Children's Partnership](#).

As we move into another potentially difficult period over Christmas and New Year due to the increase in covid cases, increased pressure on the NHS and social care capacity as well as deprivation being felt in parts of our borough; we wanted to highlight hidden and vulnerable children and the risk which can manifest over the festive period when children are not in school and keyworkers on leave.

If we need to move into further restrictions in the New Year the risk could become greater. If you are concerned about any child, young person, or adult regardless of how small the concern is, please contact your local safeguarding team.

Despite this busy period, we all know following our experience of the last 18 months that children and families run the risk of not being seen and concerns not being raised. We know from learning during the pandemic that it is essential that face-to-face visits continue, with staff assessing risk and taking the appropriate infection, prevention, and control measures to keep them safe.

If you have any concerns talk to your appropriate Safeguarding leads and share the information, this is how we get the right support in place to help serious safeguarding events from occurring.

Remember to take care of yourself and if you need any help with difficult cases please do not hesitate to contact your agency's support services to discuss further.

Greenwich Safeguarding Children Partnership Executive

Greenwich Safeguarding Children Partnership

Royal Borough of Greenwich

The Woolwich Centre, 35 Wellington Street, London SE18 6HQ

[www.greenwichsafeguardingchildren.org.uk](http://www.greenwichsafeguardingchildren.org.uk)



# GREENWICH EARLY YEARS TOGETHER FOR WINTER



## ACTION by 10am on Monday 10 January 2022

Royal Greenwich are planning to make 2 winter payments of £50 each in the new year for children aged 2, 3 or 4 in an Early Years setting who:

- are a 2 year old in a funded Together for Twos place
- are 3 or 4 year old and is in receipt of an Early Years pupil premium (or is likely to be)
- have an older sibling who is in receipt of free school meals
- are in receipt of Healthy Start vouchers

These payments will offer some extra help during the cold winter months and will be welcomed by eligible families whose financial circumstances may not always be apparent to you. Please use your sensitive discretion. The payments will be made directly to parents via a code to their mobile phone which can be redeemed for the cash sum at the local post office.

In order to make these payments, you will need to confirm all of the children who meet any of the above criteria and confirm parent contact details as requested in the form.

**Childminders** – complete and return the blank Excel template you have been sent

**Groupcare** – check, update and add new children to the password protected pre-populated Excel form you have been sent

Please can you return the template no later than **10am Monday 10th January** so families can be sure to get their first payment by the end of January without delay.

If you have any questions, please contact [childcare-support@royalgreenwich.gov.uk](mailto:childcare-support@royalgreenwich.gov.uk)

# GREENWICH EARLY YEARS TOGETHER FOR WINTER



Royal Greenwich are supporting some families during the winter with some extra money. Parents/carers of eligible children in Early Years settings will receive two payments of £50 - at the end of January and then again in March.

This will make a difference to the financial situation of families during winter. Eligible children aged 2, 3 or 4 in an Early Years setting who are

- in a funded Together for Twos place
- in receipt of an Early Years pupil premium
- have an older sibling who is in receipt of free school meals
- in receipt of Healthy Start vouchers

The code will be sent directly to mobile phones to be redeemed at the post office. So we need your help to confirm contact details. Please use the form provided and return by Monday 10th January so the first payment can be made in time.





**IMPORTANT ACTION: EARLY YEARS &  
CHILDCARE PROVIDERS**

**APPLY BY**

**Friday 7<sup>th</sup> January 2022 at 11.59pm**

Home | Online forms | Additional Restrictions Grant (Discretionary)

## Additional Restrictions Grant (Discretionary)

[Additional Restrictions Grant \(Discretionary\) \(royalgreenwich.gov.uk\)](https://royalgreenwich.gov.uk)

Please see below information about a grant which you, as a childcare business or a childminder, may be able to apply for where you meet the criteria. Here are the relevant details:

### Additional Restrictions Grant

The Additional Restrictions Grant scheme (Round 2) will be open to micro and small businesses which were not eligible for the Local Restrictions Support Grant and Restart schemes, but which nonetheless experienced a severe impact on their business as a result of Covid-19.

Royal Greenwich is focusing the Additional Restrictions Grant (ARG) on the following types of business:

- Businesses within shared spaces not on the ratings list
- Supplier businesses who have been significantly impacted by the loss of sales to sectors that have been required to close e.g. retail, hospitality, leisure, arts, entertainment, events or personal care
- Home based businesses, Freelancer and Self-employed: not operating from commercial premises but delivering services/goods to sectors that have been severely impacted.
- Market traders regularly operating within the Royal Borough of Greenwich that have not previously received grant support from the Council

To be eligible to apply, businesses must meet all of the following criteria. The business must:

- be micro or small business
- have been trading prior to 12 April 2021 with the Royal Borough of Greenwich
- have had a loss of income of 40% or greater, for the period April 2020 to March 2021 compared to the previous year
- not be a nationally run company operating a number of stores or chains locally or across the UK

Businesses who have not previously applied for an Additional Restrictions Grant will be considered for a one-off grant payment of £5,000 and must complete the online application form.


### Before you apply

Before you start your application, you will need to have the following information:

- personal ID: Passport or Driving Licence
- Business Rates Account Number (if applicable)
- VAT registration number (if applicable)
- company registration number (if applicable)
- Unique Tax Payer Reference (UTR) (If applicable)
- charity registration number (if applicable)
- Self-assessment Number (if applicable)
- Partnership Number (if applicable)
- National Insurance Number
- business bank sort code
- business bank account number
- business bank account name
- copies of business account bank statements (covering the 6 month period from August 2020 to January 2021)
- verification of business premises, for example, rent receipt or invoice, bank statement which identifies rental payment(s), copy of premises lease, licence agreement.

The application window for this scheme closes on **Friday 7<sup>th</sup> January 2022 at 11.59pm.**

Applications will be determined after the 7th January 2022 (when the scheme closes for application).

Begin this form 

[Apply for the Additional Restrictions Support Grant](#)



## Early Years Funding & Census: Spring Term

<b>Spring 2022:</b> 1 January to 31 March <b>School Term Dates:</b> Tuesday 4 January to Friday 1 April	
<b>Main Funding Claim Submission Period</b> Tuesday 4 January to Monday 31 January	
<b>Spring 2022 Headcount * EY Census Day</b>  <b><u>Thursday 20 January</u></b>	<ul style="list-style-type: none"><li>• Pupils <u>must</u> be in your setting on <u>Thursday 20 January</u> to make a funding claim</li><li>• All claims must be submitted by <b>Monday 31 January</b></li><li>• Any late starters and all leavers at any time in the term <u>must</u> be notified to <a href="mailto:eyc-funding@royalgreenwich.gov.uk">eyc-funding@royalgreenwich.gov.uk</a> by email</li></ul>

Please note that a very small team processes thousands of funding claims. Early Years and Childcare finance officer endeavours to process claims within 10 days where there are no issues arising. Please note that once claims are processed, they are sent to the local authority central team for payment. The local authority terms and conditions are 30 days.

### Signing in to Synergy

Click on this link to get access (Top tip - SAVE in your favourites for quick access)

Live Provider Portal URL: <https://greenwich.cloud.servelec-synergy.com/Synergy/Providers>

You will need the account user name and the account user's email address. You must use Google Chrome. If you need help, email [childcare-support@royalgreenwich.gov.uk](mailto:childcare-support@royalgreenwich.gov.uk)

Synergy is open and you can begin to check your expected pupils for January and update all your setting details for the Early Years Census which is mandatory. Please note that you may only claim for children who are due to be in your setting for the Spring term.

### Where a child leaves a setting

If any child leaves any time during the term, you must notify Early Years funding by email and refund any overpayments. Funding always follows the child.





Age

3&4

## 30 HOURS FREE CHILDCARE

- For **working families in England**
- With **3 and 4-year-old children in nursery or with a childminder** (children in reception class are not eligible)
- **30 hours** of free funded childcare or early education for **38 weeks**
- A total of **1,140 hours per year**, that a parent/carer can use flexibly with one or more childcare provider
- In Greenwich, providers claim up to 12 weeks in Spring, 12 weeks in Summer and 14 weeks in Autumn although delivery of hours may be stretched
- Parent and any partner must each expect to earn (on average) at least £142 per week (equal to 16 hours at the National Minimum or Living Wage). If parent, or your partner, are on maternity, paternity or adoption leave, or unable to work because of a disability or have caring responsibilities parents and carers may still be eligible. If either parent or partner each individually expect to earn £100,000 or more, they are not eligible.
- The child can start in their place the term after they turn 3 years old and have received a valid 30 hours code, whichever is later. Term start dates are 1<sup>st</sup> September, 1<sup>st</sup> January and 1<sup>st</sup> April. The code must be applied for in the term before take up i.e. 31 December, 30 March and 31 August
- To keep 30 hours free childcare place parents must check details are up to date every 3 months
- Provider must verify age eligibility of child, date of code application and whether code is eligible by logging into synergy before offering a place
- Provider must ensure that invoices and receipts for charges are clear, transparent and itemised, allowing parents to see that they have received their free entitlement completely free of charge and clearly understand fees for separate costs for any additional hours and services. Funded early years entitlement hours must be free at the point of delivery and appear on any invoices as 30 hours x £0.00
- Parents must not be required to pay any fee as a condition of taking up a 30 hours place, and must be offered alternative options.

Age

2

## 15 HOURS FREE CHILDCARE

### Together for Twos

There are some changes to the way in which parents and carers for 2 year olds can apply for their place where they may eligible. Parents can go to their local Children's Centre or apply online.

Please see attached flyers for parents and carers which you are asked to share and display.

How the new application process works – there will be a period of transition in the Spring term so please accept placement forms

1. Parent or carer applies online or with help at their local Children's Centre
2. If eligible, a code is generated on a headed letter which they will be able to bring to you if you are an approved Together for Twos provider. Parents are also signposted to their local Children's Centre for support and services.
3. If not eligible or there's an issue, parents are invited to go their Children's Centre or contact Families Information Service and explore options for support and activities for their 2 year olds
4. Where the child starts with you, and you are an approved provider, their details will be automatically linked up to the code you have

### To be an approved provider

You must be a consistently good quality provider who demonstrates that you are able to meet the specific needs of Greenwich 2 year olds. If you are not yet approved, you may request a visit which will be scheduled when your advisor has availability. Approved status will be withdrawn where there are concerns about your setting's capacity to meet the needs of vulnerable 2 year olds. You must not offer Together for Twos funded places unless you have been approved.



## FREE EARLY LEARNING

**Some 2 year olds are eligible for free  
early learning**

**Find out **NOW** if your child is eligible for a  
funded place**

**You can choose an approved childminder  
or nursery**



**Apply online here**

**<https://tinyurl.com/Together-for-Twos>**

**or visit your local Children's Centre**

**Contact Families Information Service  
[fis@royalgreenwich.gov.uk](mailto:fis@royalgreenwich.gov.uk)  
020 8921 6921**



Some parents and carers are now able to apply online to find out if you are eligible for a Together for Twos place. This means if your child is eligible, you will be able to take up their place quickly and easily as you can go along to an approved childcare providers once you have completed the application online.

**1. If you receive any of the following benefits you will be able to apply online. Your Children's Centre can also help you to get online.**

- Income Support
- income-based Jobseeker's Allowance (JSA)
- income-related Employment and Support Allowance (ESA)
- Universal Credit - if you and your partner have a combined income from work of £15,400 or less a year, after tax
- tax credits and you have an income of £16,190 or less a year, before tax
- the guaranteed element of State Pension Credit
- support through part 6 of the Immigration and Asylum Act
- the Working Tax Credit 4-week run on (the payment you get when you stop qualifying for Working Tax Credit)

**2. You may also be eligible if any of the following apply. Please visit your local Children's Centre who will check if you are eligible in person.**

You will be asked to provide evidence of your income and your status under this criteria to help make an assessment.

- child in our care (looked after by the local council)
- current statement of special education needs (SEN) or an education, health and care (EHC) plan
- receive Disability Living Allowance
- left care under a special guardianship order, child arrangements order or adoption order
- support through Part 4 of the Immigration and Asylum Act 1999
- child of a Zambrano carer and meet income criteria
- leave to remain in the UK under Article 8 of the European Convention on Human Rights and meet income criteria

Your Children's Centre can also help you to apply online.

Details of your local Children's Centre can be found below or call Families Information Service on 020 8921 6921 [https://www.royalgreenwich.gov.uk/directory/15/childrens\\_centres](https://www.royalgreenwich.gov.uk/directory/15/childrens_centres)

An online application is quick and easy

You get an immediate response on whether or not you are eligible for a place



Access the online portal  
<https://tinyurl.com/Together-for-Twos>



2 Year Old Childcare: Application

You must be signed in as a Citizen in order to perform an Early Years application. Please sign in or sign up for a new account to continue.

Sign In or Create Account



Set up a citizen account – have ready these details, your full name, home address, contact phone number, valid e-mail address and secure password



Click on validation e-mail automatically sent to the e-mail address you provided



Complete and submit your application for Together for Twos – have ready your National Insurance (NI) Number or National Asylum Seekers Service (NASS) Number, your date of birth and your child's details



If you are **eligible** – you will get a code in an e-mail  
Take this code to your approved childminder or nursery

If you are **not eligible** or there is an **error**, you will be contacted directly with help from Families Information Service

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

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

What childcare services early years settings, childminders and local authorities need to provide during the coronavirus (COVID-19) outbreak.

## **Schools COVID-19 operational guidance**

### [Actions for schools during the coronavirus outbreak](#)

What all schools will need to do during the coronavirus (COVID-19) pandemic.

Guidance

## **What parents and carers need to know about early years providers, schools and colleges during COVID-19**

### [What parents and carers need to know about early years providers, schools and colleges during COVID-19](#)

Information for parents and carers about attending schools, nurseries and colleges

Guidance

## **Critical workers and vulnerable children who can access schools or educational settings**

### [Critical workers and vulnerable children who can access schools or educational settings](#)

List of critical workers (key workers) and vulnerable children and young people who can access full-time education provision in the case of future restrictions on education during the coronavirus (COVID-19) outbreak

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

### [Protective measures for holiday or after-school clubs and other out-of-school settings for children during the coronavirus \(COVID-19\) outbreak](#)

Protective measures for providers of community activities, holiday or after-school clubs, tuition and other out-of-school settings offering provision to children during the coronavirus (COVID-19) outbreak.

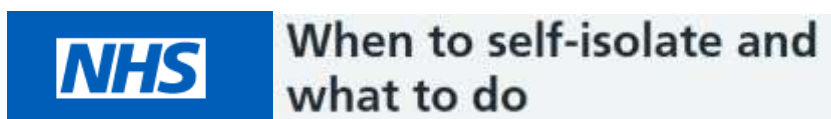
## Out-of-school settings: COVID-19 guidance for parents and carers

[Guidance for parents and carers of children attending out-of-school settings during the coronavirus \(COVID-19\) outbreak](#)

Guidance for parents and carers of children attending community activities, holiday or after-school clubs, tuition and other out-of-school settings.

## SEND and specialist settings: additional COVID-19 operational guidance

[Special schools and other specialist settings: coronavirus \(COVID-19\)](#)



[When to self-isolate and what to do - Coronavirus \(COVID-19\) - NHS \(www.nhs.uk\)](#)

**UPDATE Infection rates:** infection rates have continued to increase at a growing pace across the country. Growth in case rates in London and in Greenwich have started to see reductions

- The 7-day infection rate for England on 31<sup>st</sup> Dec was 1,264/100,000
- The 7-day rate for London on 31<sup>st</sup> Dec was 1819/100,000
- 31<sup>st</sup> Dec's 7-day case rate in Greenwich was 2006/100,000

### **NOW** is the time to update your risk assessment

You must comply with health and safety law and put in place proportionate control measures. You must regularly review and update your risk assessments – treating them as 'living documents', as the circumstances in your setting and the public health advice changes. This includes having active arrangements in place to monitor whether the controls are effective and working as planned.

### **NOW** is the time to encourage staff to book vaccinations and boosters

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

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

Find out how to [book your vaccine](#), or [access a walk-in clinic](#) near you.

Twice weekly LFD tests by all Staff. Child / staff member positive LFD or develops Covid-19 symptoms:

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

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**)

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)  
Must self isolate for 7 days unless

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

All must take **PCR test** and **daily LFD** at home before coming into work each day for 7 days  
\* **OMICRON** – all to self isolate

Send child / staff member home immediately to isolate for at least **7 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

### NEGATIVE

Child / staff member can **return** to setting if negative + no symptoms

### POSITIVE

To self isolate for 7 days

**Children under 5 - close contact / positive household**  
Must take PCR test and self isolate if close contact in setting and 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 and for advice [childcare-support@royalgreenwich.gov.uk](mailto:childcare-support@royalgreenwich.gov.uk) & [healthprotection@royalgreenwich.gov.uk](mailto:healthprotection@royalgreenwich.gov.uk)
3. Ofsted <https://www.report-childcare-incident.service.gov.uk/serious-incident/childcare/update-incident/>

**Managing Outbreak\* in Setting – Staff** \*Outbreak - if 3 or more cases within 14 days or overall rise in sickness absence where COVID-19 suspected

- All staff take PCR, then home test using LFD each day for 7 days before coming into work
- mask wearing in all areas
- social distancing in rest rooms and outdoors
- hand hygiene and increased cleaning regime
- ventilation
- advice on car sharing (so if have to, passenger sit in back with window open and wear a mask)
- staggering breaks





### Staff Arrangements for COVID-19 testing on return in January



Staff in all early years settings should take one self-test at home either the evening or morning before they return in January. They should then continue to test in line with government guidelines. Settings should check their test kit stock levels and make an order of test kits so that staff are able to test over the holiday period if required, and for the first week of January, using home test kits.

Residents and staff can order test kits directly to their home [Order coronavirus \(COVID-19\) rapid lateral flow tests - GOV.UK \(www.gov.uk\)](https://www.gov.uk/order-coronavirus-covid-19-rapid-lateral-flow-tests). In addition, the following sites across RBG also provide kits can be collected from:

- Greenwich Library – 12 Lambarde Square, SE10 9GB
- Woolwich Centre Library – 35 Wellington Street, SE18 6HQ
- Blackheath Library – Old Dover Rd, SE3 7BT
- Eltham Library – Archery Road, SE9 1HA
- Daniel Defoe Halls – 10 Lovibond Lane, SE10 9FY

There are also a number of participating Pharmacies across London providing self-testing kits. The following link will also assist in locating access sites [Find where to get rapid lateral flow tests - NHS \(test-and-trace.nhs.uk\)](https://www.nhs.uk/conditions/coronavirus/covid-19/rapid-lateral-flow-tests/)

There has been some disruption to supplies over the Christmas break, but both the national website and community pharmacies should currently have stock.

You may also try to request directly from DFE by using contact they have previously provided you for ordering stocks of LFTs.

Policy paper

## COVID-19 economic support package

The government has announced today (21 December 2021) additional economic support to help businesses who have been most impacted by the Omicron variant.

The Statutory Sick Pay Rebate Scheme (SSPRS) is also returning from mid-January 2022 for COVID-related sickness absences for up to two weeks per employee occurring from 21 December 2021 onwards. This two-week limit will be reset so an employer will be able to claim regardless of whether they have claimed under the previous scheme for that employee. More guidance is to be published shortly. We will ensure we share this with you once published.

More information on both schemes can be found here: <https://www.gov.uk/government/publications/covid-19-economic-support-package>



### [New Business Grants](#)

PDF, 111 KB, 3 pages

This file may not be suitable for users of assistive technology.

▶ [Request an accessible format.](#)



### [Statutory Sick Pay Rebate scheme \(SSPRS\)](#)

PDF, 139 KB, 2 pages

This file may not be suitable for users of assistive technology.

▶ [Request an accessible format.](#)

### Early Years & Childcare Training Events

Area of EYFS	Training Courses and Workshops	Day	Dates	Start	End
<b>Paediatric First Aid</b>	Paediatric First Aid – blended course	Saturday	08 January 2022	08:45	16:00
		Wednesday	12 January 2022	08:45	16:00
		Wednesday	02 February 2022	08:45	16:00
		Saturday	05 February 2022	08:45	16:00
		Saturday	05 March 2022	08:45	16:00
		Wednesday	16 March 2022	08:45	16:00
<b>Safeguarding &amp; Welfare</b>	Intermediate Safeguarding Holiday Activities & Food (HAF) only	Saturday	15 January 2022	09:30	13:00
	Designated Safeguarding Person – Level 3	Saturday	29 January 2022	09:30	13:00
	Safer Recruitment	Thursday	03 February 2022	13:30	17:00
	Intermediate Safeguarding – Level 2	Saturday	05 February 2022	09:30	13:00
	Intermediate Safeguarding – Level 2	Thursday	24 February 2022	13:30	17:00
	Designated Safeguarding Person – Level 3	Thursday	03 March 2022	13:30	17:00
	Domestic Abuse Awareness	Thursday	10 March 2022	14:00	17:00
<b>Learning &amp; Development</b>	Attachment & Attunement	Saturday	22 January 2022	09:30	13:00
<b>Ofsted Readiness</b>	Welcome to Greenwich Early Years Induction (New Registered)	Monday	17 January 2022	19:00	21:00
	Looking Ahead to Ofsted Spring	Monday	24 January 2022	19:00	21:00
	Looking Ahead to Ofsted Spring	Monday	07 February 2022	19:00	21:00
	Looking Ahead to Ofsted Spring	Monday	28 February 2022	19:00	21:00
	Welcome to Greenwich Early Years Induction (New Registered)	Monday	07 March 2022	09:30	11:30
	Potential Childminder Briefing	Monday	21 March 2022	19:00	21:00

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://royalgreenwich.gov.uk/courses)

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



The training programme offers excellent value for money and is heavily subsidised. We are able to offer further reduced rates based on a minimum number of attendees at each session. In the last term, 85 places were booked BUT were not attended or paid. The minimum notification of any cancellations/changes MUST be at least **24 working hours** in advance.

From 4 January 2022, any spaces that are booked and not attended will be charged at the full rate unless we have had 24 working hours written notice of cancellation. No further booking will be accepted until this charge is paid.

### Royal Greenwich Provider Network for peer-to-peer support



Join your Provider Network for peer-to-peer support

email [childcare-support@royalgreenwich.gov.uk](mailto:childcare-support@royalgreenwich.gov.uk)



An Inspector Calls



FOUNDATION YEARS

## Learn - Explore - Debate events: November 2021

NCB recently worked with the Department for Education (DfE) to deliver the latest round of our *Learn - Explore - Debate* events. All of the videos, case studies and slides from the events are now available

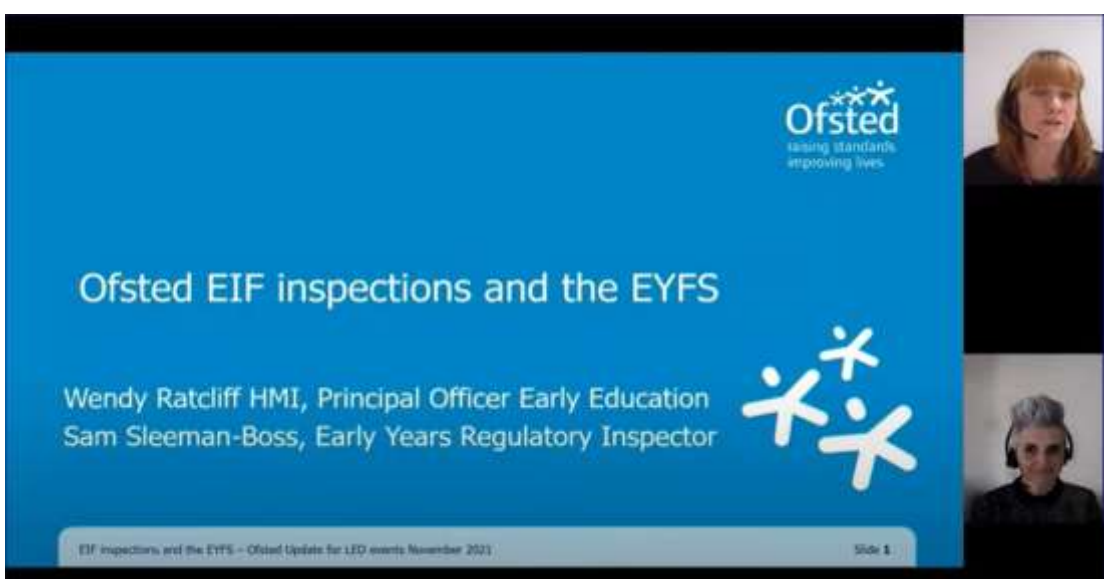
<https://foundationyears.org.uk/2021/12/learn-explore-debate-events-november-2021>

The first session focused on COVID-19 recovery, including a [presentation from DfE](#) and a [case study from Triangle Nursery School in Lambeth](#)



[Foundation Years LED events: COVID-19 recovery – Department for Education - YouTube](#)

In the second session, Wendy Ratcliff HMI and Samantha Sleeman-Boss from Ofsted presented on [inspections under the revised EYFS](#) and explored the role of assessment in greater detail.



[Foundation Years LED events: Ofsted inspections under the revised EYFS - YouTube](#)

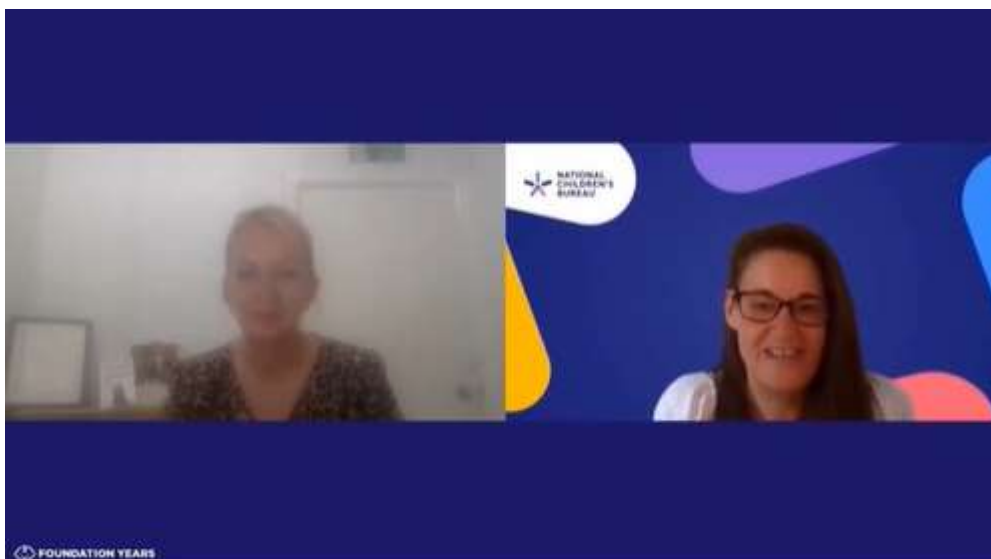
The final session featured a case study from Amy Devine and Angela Prodger from the Pen Green Centre on [how to take a celebratory approach to SEND](#)



[Foundation Years LED events: A celebratory approach to work with SEND children - Pen Green Centre - YouTube](#)

## New vodcast on the 'Help for Early Years Providers' online service

[New vodcast on the 'Help for Early Years Providers' online service](#)



[https://youtu.be/-W0FchIa\\_Ak](https://youtu.be/-W0FchIa_Ak)

The free service aims to support childminders and staff in Private, Voluntary and Independent (PVI) settings to understand and implement the revised Early Years Foundation Stage (EYFS) reforms. In this vodcast, Gill from the National Children's Bureau (NCB) speaks to Sarah, Director of Daycare at St Martin's Nursery in Solihull and Octavia (NCB) speaks to Caroline, an experienced childminder, about the service and how it can help providers as they get used to the EYFS reforms.

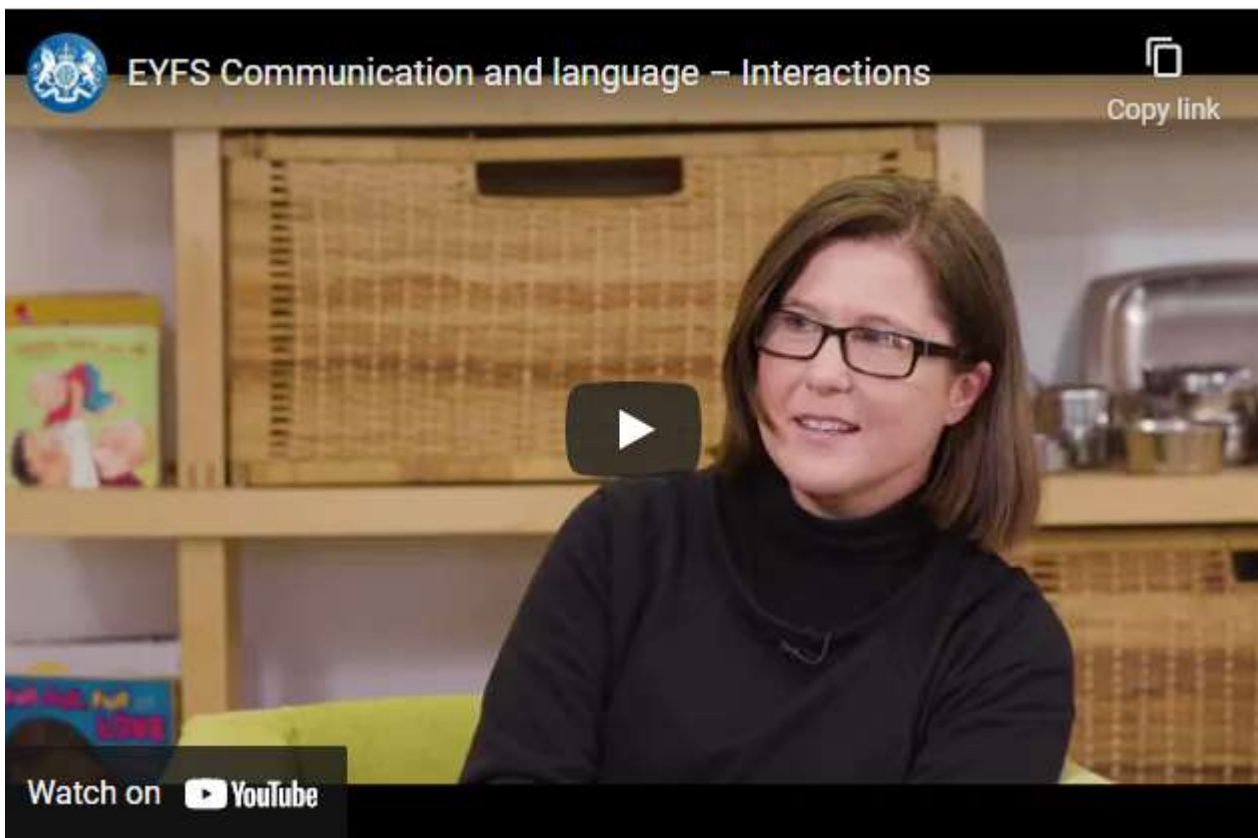
# Help for early years providers

The Early Years Foundation Stage (EYFS) has changed. Find guidance and practical support to help you with the changes.

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

[Help for early years providers - Department for Education](#)

Here's an example of one of the vodcasts under the Communication and Language area



<https://youtu.be/QHXipia3u-0>

A set of slides have also been developed to accompany the vodcast, which you can use yourself or with staff in your setting. You can watch the vodcast and download the slides [here](#).



[Help For Early Years Providers \(foundationyears.org.uk\)](https://www.foundationyears.org.uk)

## EYFS vodcasts

[New EYFS vodcasts published | From pregnancy to children aged 5 \(foundationyears.org.uk\)](#)

# Early Years Foundation Stage Reforms

Headteachers, Senior Leadership and Governors Vodcast

March 2021

The EYFS reforms come in from September 2021 for all early years settings



[Foundation Years vodcast: Understanding the revised EYFS - headteachers & senior leadership - YouTube](#)

# Early Years Foundation Stage Reforms 2021

Webinar for  
Private, Voluntary and Independent nurseries  
Childminders

The EYFS reforms come in from September 2021 for all early years settings



[Foundation Years vodcast: Understanding the revised EYFS - PVIs & childminders - YouTube](#)



# Interesting Reads

## [Leading and managing an early years setting](#)

Early years leader Adam Marycz reflects on [the leadership role](#) in an early years setting.

Source: Foundation Stage Forum

## [Mathematical musings](#)

Jude Twani, an Associate Consultant for Early Excellence ponders [ways that you can approach maths](#) in the early years.

Source: Early Excellence

## [The wonder of woodwork in the early years](#)

Pete Moorhouse [champions the use of woodwork](#) in the early years and provides expert advice on how to get started.

Source: family

## [Trauma-informed practice – learning from A Better Start](#)

Trauma and adverse childhood experiences can have a devastating impact on babies and very young children. This report explores the evidence and shows how practitioners from across the A Better Start programme are responding

## [What you can do to support refugee children in early education](#)

Angele Sancho Passe looks at what early years educators can do to [help refugee children, and their families](#), feel comfortable and welcome.

Source: family

## [Role play as a vehicle for learning](#)

Annaliese Doe from Little Orchard Children's Nursery in Lymington looks at [the benefits of role play and its learning potential](#).

Source: Inside the Secret Garden

## [E-book on child-centred competences in early childhood education and care](#)

An Erasmus+ project on child-centred competences in early childhood education and care, led by Verity Campbell Barr and Jan Georgeson at the University of Plymouth, together with Early Education and partners around Europe, has produced an [e-book to help articulate what child-centredness means and what it looks like in practice](#).

The resource is particularly aimed at anyone teaching students about early childhood education and care, but could also be a useful resource for practitioners' professional development

### [Understanding the impact of 'lockdown life' on young children's physical development](#)

The Early Intervention Foundation (EIF) has published a report based on a rapid review of the UK and international evidence of the [impact of social restrictions and other effects of the COVID-19 pandemic on children's development](#), with a focus on those aged 0–5.

It focuses on seven factors influencing children's physical development in the early years - physical activity; food security; diet and micronutrient deficiencies; breastfeeding; oral health; vaccinations; and sleep - and concludes that there have been substantial changes to children's lifestyle and behaviour as a result of the COVID-19 pandemic.

### [Free baby and toddler group mini-guide to support aspiring group leaders](#)

The Early Years Alliance has produced a [free mini-guide](#) offering support and advice to parents, grandparents, carers, childminders or nannies looking to set up and run their own baby and toddler group, or stay-and-play session.

Offering families an opportunity to meet new people and take part in new activities in a safe, informal and friendly setting, baby and toddler groups are often the first social experience for a new family and are a great way to support a child's transition into a more formal early years education setting.

The latest mini-guide covers everything from budgeting, to getting parents and carers involved with the group, ideas for activities, and how to consider the needs of children of different ages - from newborns through to toddlers and pre-schoolers.

### [Baby Buddy](#)

Best Beginnings has launched the new version of their [interactive pregnancy and parenting app, Baby Buddy](#). The app has been created to support parents, co-parents and caregivers, and to back up frontline practitioners' work and communications.

Baby Buddy provides trusted, evidence-based information and self-care tools, based on the latest research and is endorsed by a number of royal colleges and other organisations.

Best Beginnings has secured funding to provide free Baby Buddy posters, leaflets and pull-up banners to maternity services, children's centres, GP clinics, pharmacies, and libraries. To promote Baby Buddy in your local area with these promotional materials, please complete the request for information form [here](#).

## EYFS Framework

[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/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/1007446/6.7534_DfE_Development_Matters_Report_and_illustrations_web_2_.pdf)



### Communication and Language

The development of children's spoken language underpins all seven areas of learning and development. 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. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

1.13 For children whose home language is not English, providers must take reasonable steps to provide opportunities for children to develop and use their home language in play and learning, supporting their language development at home. Providers must also ensure that children have sufficient opportunities to learn and reach a good standard in English language during the EYFS, ensuring children are ready to benefit from the opportunities available to them when they begin year 1. When assessing communication, language and literacy skills, practitioners must assess children's skills in English. If a child does not have a strong grasp of English language, practitioners must explore the child's skills in the home language with parents and/or carers, to establish whether there is cause for concern about language delay.



### [Communication and language](#)

- ☆ [Interactions](#)
- ☆ [Exploring language](#)
- ☆ [Listening and understanding](#)

## English as an additional language

Speaking more than one language has lots of advantages for children. It is the norm in many countries around the world. Children will learn English from a strong foundation in their home language. It is important for you to encourage families to use their home language for linguistic as well as cultural reasons. Children learning English will typically go through a quiet phase when they do not say very much and may then use words in both languages in the same sentence. Talk to parents about what language they speak at home, try and learn a few key words and celebrate multilingualism in your setting.



### Birth to three – babies, toddlers and young children will be learning to:

Turn towards familiar sounds. They are also startled by loud noises and accurately locate the source of a familiar person's voice, such as their key person or a parent.

Gaze at faces, copying facial expressions and movements like sticking out their tongue.  
Make eye contact for longer periods.

Watch someone's face as they talk.

Copy what adults do, taking 'turns' in conversations (through babbling) and activities.  
Try to copy adult speech and lip movements.

Enjoy singing, music and toys that make sounds.

Recognise and are calmed by a familiar and friendly voice.

Listen and respond to a simple instruction.

### Examples of how to support this:

Babies and toddlers thrive when you show a genuine interest in them, join in and respond warmly.

Using exaggerated intonation and a sing-song voice (infant-directed speech) helps babies tune in to language.

Regularly using the babies and toddlers' names helps them to pay attention to what the practitioner is saying for example: "Chloe, have some milk."  
It is important to minimise background noise, so do not have music playing all the time.

Babies love singing and music. Sing a range of songs and play a wide range of different types of music. Move with babies to music.

Babies and toddlers love action rhymes and games like 'Peepo'. As they begin to join in with the words and the actions, they are developing their attention and listening. Allow babies time to anticipate words and actions in favourite songs.



**Birth to three – babies, toddlers and young children will be learning to:**

**Examples of how to support this:**

**Observation checkpoint**

Around 6 months, does the baby respond to familiar voices, turn to their own name and 'take turns' in conversations with babbling?

Around 12 months, does the baby 'take turns' by babbling and using single words? Does the baby point to things and use gestures to show things to adults and share interests?

Around 18 months, is the toddler listening and responding to a simple instruction like: "Adam, put on your shoes?"

Make sounds to get attention in different ways (for example, crying when hungry or unhappy, making gurgling sounds, laughing, cooing or babbling).

Babble, using sounds like 'baba', 'mamama'.

Use gestures like waving and pointing to communicate.

Take time and 'tune in' to the messages babies are giving you through their vocalisations, body language and gestures.

When babies and toddlers are holding and playing with objects, say what they are doing for example: "You've got the ball," and "Shake the rattle."





**Birth to three – babies, toddlers and young children will be learning to:**

**Examples of how to support this:**

Reach or point to something they want while making sounds.

Copy your gestures and words.

Constantly babble and use single words during play.

Use intonation, pitch and changing volume when 'talking'.

Where you can, give meaning to the baby's gestures and pointing for example: "Oh, I see, you want the teddy."

Chat with babies and toddlers all the time, but be careful not to overwhelm them with talk. Allow babies and toddlers to take the lead and then respond to their communications.

Wait for the baby or toddler to speak or communicate with a sound or a look first – so that they are leading the conversation. When responding, expand on what has been said (for example, add a word). If a baby says "bottle", you could say "milk bottle". In a natural way, use the same word repeatedly in different contexts: "Look, a bottle of milk– oh, you've finished your bottle." Adding a word while a toddler is playing gives them the model of an expanded phrase. It also keeps the conversation on their topic of interest. Suggestion: if they say "bag", you could say: "Yes, daddy's bag".

**Observation checkpoint**

Is the baby using speech sounds (babbling) to communicate with adults?

Around 12 months, is the baby beginning to use single words like mummy, dada, tete (teddy)?

Around 15 months, can the baby say around 10 words (they may not all be clear)?

Around 18 months, is the toddler using a range of adult like speech patterns (jargon) and at least 20 clear words?



**Birth to three – babies, toddlers and young children will be learning to:**

**Examples of how to support this:**

<p>Understand single words in context – ‘cup’, ‘milk’, ‘daddy’.</p> <p>Understand frequently used words such as ‘all gone’, ‘no’ and ‘bye-bye’.</p>	<p>You can help babies with their understanding by using gestures and context. Suggestion: point to the cup and say “cup”.</p> <p>Talking about what you are doing helps babies learn language in context. Suggestion: “I’m pouring out your milk into the cup”.</p>
<p><b>Observation checkpoint</b></p>	<p>Around 12 months, can the baby choose between 2 objects: “Do you want the ball or the car?”</p>
<p>Understand simple instructions like “give to nanny” or “stop”.</p> <p>Recognise and point to objects if asked about them.</p>	<p>Singing, action rhymes and sharing books give children rich opportunities to understand new words.</p> <p>Play with groups of objects (different small world animals, or soft toys, or tea and picnic sets). Make sure you name things whilst playing, and talk about what you are doing.</p>
<p><b>Observation checkpoint</b></p>	<p>Around 18 months, does the toddler understand lots of different single words and some two-word phrases, such as “give me” or “shoes on”?</p>
<p>Generally focus on an activity of their own choice and find it difficult to be directed by an adult.</p>	<p>Help toddlers and young children to focus their attention by using their name: “Fatima, put your coat on”.</p>
<p>Listen to other people’s talk with interest but can easily be distracted by other things.</p>	<p>You can help toddlers and young children listen and pay attention by using gestures like pointing and facial expressions.</p>





**Birth to three – babies, toddlers and young children will be learning to:**

**Examples of how to support this:**

Make themselves understood and can become frustrated when they cannot.

Start to say how they are feeling, using words as well as actions.

You can help toddlers who are having tantrums by being calm and reassuring.

Help toddlers to express what's angering them by suggesting words to describe their emotions, like 'sad' or 'angry'. You can help further by explaining in simple terms why you think they may be feeling that emotion.

Start to develop conversation, often jumping from topic to topic.

Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'.

Make time to connect with babies, toddlers and young children. Tune in and listen to them and join in with their play, indoors and outside.

Allow plenty of time to have conversations together, rather than busily rushing from one activity to the next. When you know a young child well, it is easier to understand them and talk about their family life. For example: "OK, I see. You went to the shops with Auntie Maya".

**Observation checkpoint**

By around 2 years old, is the child showing an interest in what other children are playing and sometimes joins in?

By around 3 years old, can the child shift from one task to another if you get their attention. Using the child's name can help: "Jason, please can you stop now? We're tidying up".



**Birth to three – babies, toddlers and young children will be learning to:**

Use the speech sounds p, b, m, w.

Pronounce:

- l/r/w/y
- f/th
- s/sh/ch/dz/j
- multi-syllabic words such as 'banana' and 'computer'

**Examples of how to support this:**

Toddlers and young children will pronounce some words incorrectly. Instead of correcting them, reply to what they say and use the words they have mispronounced. Children will then learn from your positive model, without losing the confidence to speak.

Toddlers and young children sometimes hesitate and repeat sounds and words when thinking what to say.

Listen patiently. Do not say the words for them. If the child or parents are distressed or worried by this, contact a speech and language therapist for advice.

Encourage children to talk. Do not use too many questions: four comments to every question is a useful guide.





**Birth to three – babies, toddlers and young children will be learning to:**

**Examples of how to support this:**

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**Observation checkpoint**

Towards their second birthday, can the child use up to 50 words?

Is the child beginning to put two or three words together: “more milk”?

Is the child frequently asking questions, such as the names of people and objects?

Towards their third birthday, can the child use around 300 words? These words include descriptive language. They include words for time (for example, ‘now’ and ‘later’), space (for example, ‘over there’) and function (for example, they can tell you a sponge is for washing).

Is the child linking up to 5 words together?

Is the child using pronouns (‘me’, ‘him’, ‘she’), and using plurals and prepositions (‘in’, ‘on’, ‘under’) – these may not always be used correctly to start with.

Can the child follow instructions with three key words like: “Can you **wash dolly’s face?**”

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**Birth to three – babies, toddlers and young children will be learning to:**

**Examples of how to support this:**

<p>Listen to simple stories and understand what is happening, with the help of the pictures.</p>	<p>Share picture books every day with children. Encourage them to talk about the pictures and the story. Comment on the pictures – for example: “It looks like the boy is a bit worried...” and wait for their response. You might also ask them about the pictures: “I wonder what the caterpillar is doing now?”</p> <p>Books with just pictures and no words can especially encourage conversations.</p> <p>Tell children the names of things they do not know and choose books that introduce interesting new vocabulary to them.</p>
<p>Identify familiar objects and properties for practitioners when they are described: for example: ‘Katie’s coat’, ‘blue car’, ‘shiny apple’.</p> <p>Understand and act on longer sentences like ‘make teddy jump’ or ‘find your coat’.</p>	<p>When appropriate, you can check children’s understanding by asking them to point to particular pictures. Or ask them to point to particular objects in a picture. For example: “Can you show me the big boat?”</p>
<p>Understand simple questions about ‘who’, ‘what’ and ‘where’ (but generally not ‘why’).</p>	<p>When talking with young children, give them plenty of processing time (at least 10 seconds). This gives them time to understand what you have said and think of their reply.</p>



**Birth to three – babies, toddlers and young children will be learning to:**

**Observation checkpoint**

**Examples of how to support this:**

Around the age of 2, can the child understand many more words than they can say – between 200–500 words?

Around the age of 2, can the child understand simple questions and instructions like: “Where’s your hat?” or “What’s the boy in the picture doing?”

Around the age of 3, can the child show that they understand action words by pointing to the right picture in a book. For example: “Who’s jumping?”

Note: watch out for children whose speech is not easily understood by unfamiliar adults. Monitor their progress and consider whether a hearing test might be needed.



**3 and 4-year-olds will be learning to:**

**Examples of how to support this:**

Enjoy listening to longer stories and can remember much of what happens.

Pay attention to more than one thing at a time, which can be difficult.

Offer children at least a daily story time as well as sharing books throughout the session.

If they are busy in their play, children may not be able to switch their attention and listen to what you say. When you need to, help young children to switch their attention from what they are doing to what you are saying. Give them a clear prompt. Suggestion: say the child’s name and then: “Please stop and listen”.



### 3 and 4-year-olds will be learning to:

Use a wider range of vocabulary.

Understand a question or instruction that has two parts, such as: “Get your coat and wait at the door”.

Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”

### Examples of how to support this:

Extend children’s vocabulary, explaining unfamiliar words and concepts and making sure children have understood what they mean through stories and other activities. These should include words and concepts which occur frequently in books and other contexts but are not used every day by many young children. Suggestion: use scientific vocabulary when talking about the parts of a flower or an insect, or different types of rocks. Examples from ‘The Gruffalo’ include: ‘stroll’, ‘roasted’, ‘knobbly’, ‘wart’ and ‘feast’.

Provide children with a rich language environment by sharing books and activities with them. Encourage children to talk about what is happening and give their own ideas. High-quality picture books are a rich source for learning new vocabulary and more complex forms of language: “Excuse me, I’m very hungry. Do you think I could have tea with you?”

Shared book-reading is a powerful way of having extended conversations with children. It helps children to build their vocabulary.

Offer children lots of interesting things to investigate, like different living things. This will encourage them to ask questions.



### 3 and 4-year-olds will be learning to:

### Examples of how to support this:

Sing a large repertoire of songs.

Know many rhymes, be able to talk about familiar books, and be able to tell a long story.

Consider which core books, songs and rhymes you want children to become familiar with and grow to love.

The BookTrust's 'Bookfinder' website can help you to pick high-quality books.

Activities planned around those core books will help the children to practise the vocabulary and language from those books. It will also support their creativity and play.

Outdoor play themed around 'We're Going on a Bear Hunt' might lead to the children creating their own 'hunts' and inventing their own rhymes.

Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.

Develop their pronunciation but may have problems saying:

- some sounds: r, j, th, ch, and sh
- multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'.

Children may use ungrammatical forms like 'I swimmmed'. Instead of correcting them, recast what the child said. For example: "How lovely that you **swam** in the sea on holiday".

When children have difficulties with correct pronunciation, reply naturally to what they say. Pronounce the word correctly so they hear the correct model.

Use longer sentences of four to six words.

Expand on children's phrases. For example, if a child says, "going out shop", you could reply: "Yes, Henna is going to the shop". As well as adding language, add new ideas. For example: "I wonder if they'll get the 26 bus?"



### 3 and 4-year-olds will be learning to:

### Examples of how to support this:

Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.

Start a conversation with an adult or a friend and continue it for many turns.

Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."

Model language that promotes thinking and challenges children:  
"I can see that's empty – I wonder what happened to the snail that used to be in that shell?"

Open-ended questions like "I wonder what would happen if....?" encourage more thinking and longer responses. Sustained shared thinking is especially powerful. This is when two or more individuals (adult and child, or children) 'work together' in an intellectual way to solve a problem, clarify a concept, evaluate activities, extend a narrative, etc.

Help children to elaborate on how they are feeling: "You look sad. Are you upset because Jasmin doesn't want to do the same thing as you?"

### Observation checkpoint

Around the age of 3, can the child shift from one task to another if you fully obtain their attention, for example, by using their name?

Around the age of 4, is the child using sentences of four to six words – "I want to play with cars" or "What's that thing called?"?

Can the child use sentences joined up with words like 'because', 'or', 'and'?  
For example: "I like ice cream because it makes my tongue shiver".

Is the child using the future and past tense: "I am going to the park" and "I went to the shop"?

Can the child answer simple 'why' questions?





## Resources List

[“Serve and return” interaction](#), video from Harvard Center on the Developing Child

[Case studies of practice](#), Nursery World

### Series of identifiable stages

- [Universally speaking – ages and stages of children’s communication development](#), ICAN website
- [Progress checker](#) from ICAN
- [Stages of language development](#), The ESRC International Centre for Language and Communicative Development (LUCID) (Powerpoint)
- [Early Communication and Language](#), from the Every Child a Talker programme, National Strategies document

[The importance of the early years](#), The ESRC International Centre for Language and Communicative Development (LUCID) (video)

[Supporting Speech and Language fact sheet](#), The Communications Trust

[Speech sounds](#), ICAN fact sheet

Stewart, N. (2015) [Listen to my idea! Communication and language in the early years](#) in D. Whitebread and P. Coleman (2015), Teaching and Learning in the Early Years, 4th edition

[Parents’ resources](#), The Communication Trust

### Playful interactions, videos and activities – [BBC Tiny Happy People](#)

- [How eye contact is key to your baby’s language learning – BBC Tiny Happy People](#)
- [How baby babble helps them to start speaking – BBC Tiny Happy People](#)
- [Brilliant Brains – how laughter and surprise help your baby learn – BBC Tiny Happy People](#)
- [Brilliant Brains – how your baby communicates through gestures – BBC Tiny Happy People](#)
- [Brilliant Brains – How babies start processing sounds in the womb – BBC Tiny Happy People](#)
- [Brilliant Brains 6-9 months – How babies come to recognise their name](#)

- [Don't worry about sounding silly, baby talk is great!](#)

National Literacy Trust, [Words for Life website](#) – activities for parents and support materials

Burke, N. (2018) [Musical Development Matters in the Early Years](#): free downloadable guidance written to support the development of music practice and provision in settings plus [free online resources](#) to accompany the guidance: videos, questions for reflection, research, information and downloadable resources

[Songs, rhymes and finger play pamphlet](#), Froebel Trust

The ESRC International Centre for Language and Communicative Development (LUCID) Evidence Briefings:

- [How can our responses to babies' gestures help with their language development?](#)
- [Quantity vs. Quality of child-directed speech: what matters most?](#)
- [How does shared book reading help boost child language development?](#)

NCB (2019) [Closing the Word Gap with Jean Gross CBE](#), article, presentation and briefing paper

### **English as an additional language**

- [FAQ: Raising Bilingual Children](#), Linguistic Society of America
- [Understanding the steps of learning for children with English as an additional language in the Early Years](#), Ethnic Minority Achievement Service, Brighton & Hove City Council
- [Case studies EAL](#) (??)
- Multilingual Manchester [Research reports](#), University of Manchester
- The ESRC International Centre for Language and Communicative Development (LUCID) [Evidence Briefing – Myths and misconceptions about language development in multilingual children](#)
- The Bell Foundation, [EAL framework](#) (create free account to access)
- NCB (2017) [Supporting bilingual families](#), article, presentation and briefing paper
- DCSF (2007) [Supporting children learning English as an additional language](#), National Strategy document

Bowen, C. (2011) [Brown's Stages of Syntactic and Morphological Development](#), Speech-language-therapy website

[Talking with parents about children's SCL Needs](#), ICAN video

[Makaton information, resources and guidance](#), Makaton website

Link to <https://birthto5matters.org.uk/communication-and-language-resources/>

Guidance

## Letters and sounds

Materials that concentrate on activities to promote speaking and listening skills, phonological awareness and oral blending.

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From: [Department for Education](#)

Published 1 April 2007

Some of you asked about the old Letters and Sounds : Phase One activities especially general sound discrimination and rhythm and rhyme for children aged 3 and 4 in nursery or getting ready for reception.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/190599/Letters\\_and\\_Sounds\\_-\\_DFES-00281-2007.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/190599/Letters_and_Sounds_-_DFES-00281-2007.pdf)

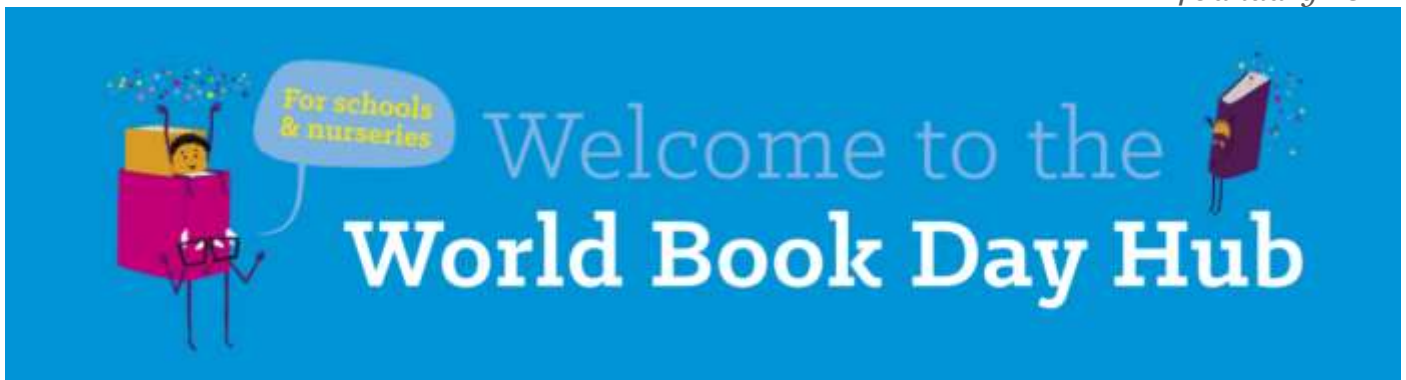
This site explains about Phase 1 for 3 and 4 year olds in nursery.

<https://home.oxfordowl.co.uk/reading/what-is-letters-and-sounds/>



<https://ican.org.uk/training-licensing/i-can-programmes/early-talk-boost/resources/>

Here's a programme that you might be inspired by or interested in – there are some useful ideas for you that you draw out imaginatively for your setting. If you are interested in working with the local authority, please express your interest by emailing [childcare-support@royalgreenwich.gov.uk](mailto:childcare-support@royalgreenwich.gov.uk) and quoting Early Talk Boost in email title and the reason why it is essential for children in your setting



<https://www.worldbookday.com/schoolsandnurseries/>

[hi@worldbookday.com](mailto:hi@worldbookday.com)

## HOW TO USE YOUR £1/€1.50 BOOK TOKEN

Thanks to National Book Tokens and lots of lovely book publishers and booksellers, World Book Day, in partnership with schools and nurseries all over the country, distribute over **15 million** £1/€1.50 World Book Day book tokens to children and young people (that's almost one for every child/young person under 18 in the UK and Ireland) every year on World Book Day.

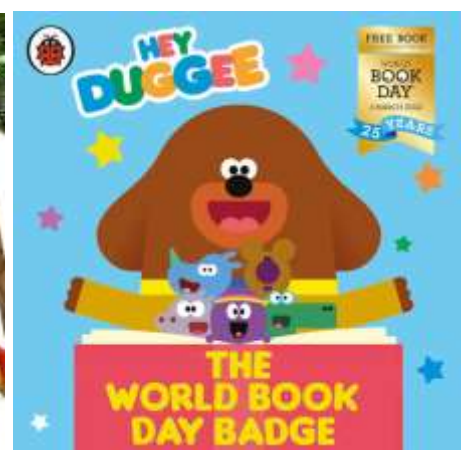
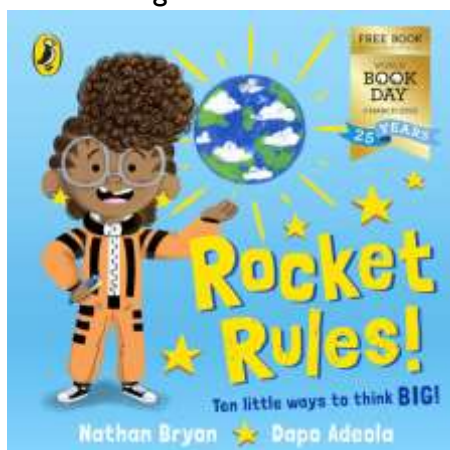
The £1/€1.50 book tokens can then be swapped for one of our exclusive, new and completely FREE World Book Day books available from participating booksellers or used to get **£1 off** (€1.50 off in Ireland) any full price book or audiobook instead (as long as the book or audiobook costs at least £2.99 (or €3.99 in Ireland). The World Book Day £1/€1.50 books are a gift from booksellers, who fully fund the cost of the £1/€1.50 book token redemptions. Please note that the token cannot be redeemed online. The £1/€1.50 books are also available in braille, large print & audio via Guide Dogs and RNIB.

World Book Day book tokens will be valid from **Thursday 17 February – Sunday 27 March 2022**.

We want to see more children, particularly those from disadvantaged backgrounds, with a life-long habit of reading for pleasure and the improved life chances this brings them.

The [evidence base](#) shows there are 6 building elements which support a child to read for pleasure

- ★ Being read to regularly
- ★ Access to books at home
- ★ The ability for children to choose what they want to read
- ★ Having trusted adults and peers sharing and recommending books
- ★ The reading experience being enjoyable
- ★ Designated time to read



# Home Learning Environment



## The Great Language Catch Up Exploring Poetry!

Poetry is a great way to introduce your child to fun, creative and playful language.

From nursery rhymes to limericks to sonnets, poems are perfect for sharing, performing and singing together.



### Listen to the collection

<https://childrens.poetryarchive.org/collections/bounce-and-rhyme/>

<https://childrens.poetryarchive.org/collections/who-am-i/>

### Bounce and Rhyme

The bounce and rhyme collection is made especially for under 5s. These poems were chosen for their rhythm and pace, and should have your little one bouncing along and enjoying the tempo and sound of the words. They cover lots of different themes, from bubbles to iguanas.

### Who am I?

A collection of poems around the themes of identity, growing up, history and remembering. All these poems in their unique ways, ask the question 'Who am I?'



# Exploring poetry

<https://wordsforlife.org.uk/themes/exploring-poetry/>

Mad libs are fun word games that allow you and your child to create silly stories, rhymes or poems by filling in the gaps or changing words. It also teaches children about different types of words. You can sit down to play together.

Listen to the traditional poem The Owl and the Pussycat by Edward Lear



<https://wordsforlife.org.uk/activities/sing-owl-and-pussycat-your-child/>

First, fill in the list of words by choosing any words. Then complete the paragraph with your chosen words to create your new silly poem!

### Choose your words

- 2 animals
- A place
- 2 describing words (adjectives)
- 3 objects or things (plural nouns)

### Complete the poem

#### The Owl and the Pussycat by Edward

The ..... (animal one ) and the ..... (animal two) went to  
..... (a place )

In a ..... (adjective 1) ..... (adjective 2) boat,

They took some ..... (noun plural), and plenty of ..... (noun plural),

Wrapped up in a five-pound note.

The ..... (animal one) looked up to the ..... (noun plural) above,  
And sang to a small guitar, "O lovely ..... (animal two)!"

O ..... (animal two ), my love,

What a beautiful ..... (animal two) you are,

You are, You are! What a beautiful ..... (animal two) you are!"

Find funny and silly poems that make your children giggle! Share poems that make you laugh - these are two of our favorites!

Be Glad Your Nose Is on Your Face by Jack Prelutsky



Eletelephony by Laura Elizabeth Richards

Once there was an elephant,  
Who tried to use the telephant—  
No! No! I mean an elephone  
Who tried to use the telephone—  
(Dear me! I am not certain quite  
That even now I've got it right.)  
Howe'er it was, he got his trunk  
Entangled in the telephunk;  
The more he tried to get it free,  
The louder buzzed the telephee—  
(I fear I'd better drop the song  
Of elephop and telephong!)

Be glad your nose is on your face,  
not pasted on some other place,  
for if it were where it is not,  
you might dislike your nose a lot.

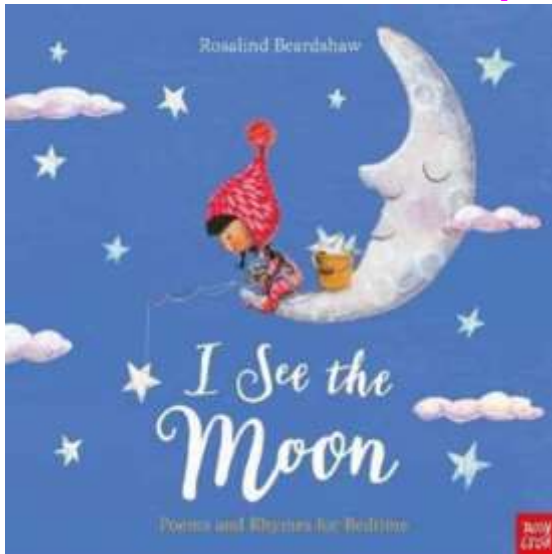
Imagine if your precious nose  
were sandwiched in between your toes,  
that clearly would not be a treat,  
for you'd be forced to smell your feet.

Your nose would be a source of dread  
were it attached atop your head,  
it soon would drive you to despair,  
forever tickled by your hair.

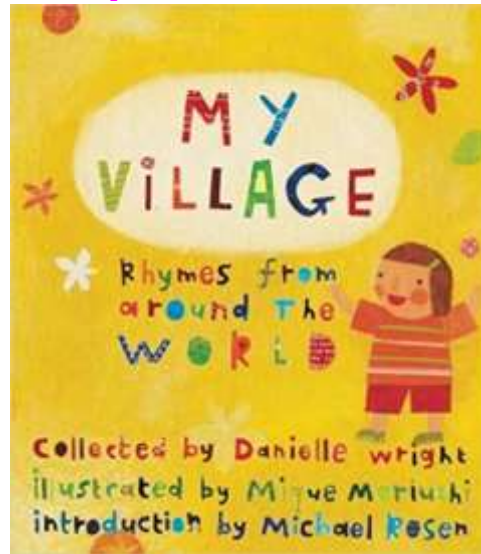
Within your ear, your nose would be  
an absolute catastrophe,  
for when you were obliged to sneeze,  
your brain would rattle from the breeze.

Your nose, instead, through thick and thin,  
remains between your eyes and chin,  
not pasted on some other place--  
be glad your nose is on your face!

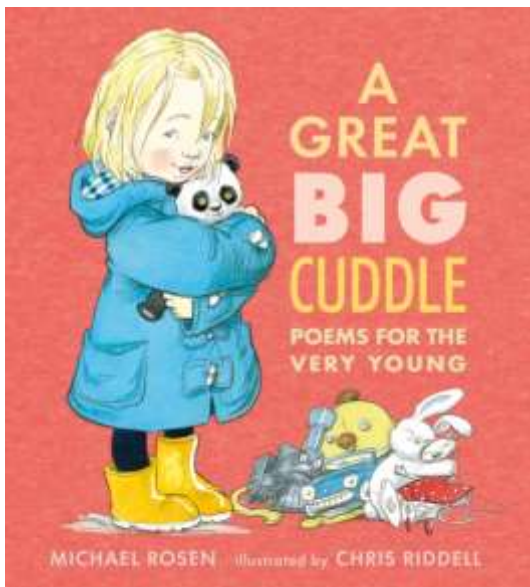
## The Great Language Catch Up Exploring Poetry Books!



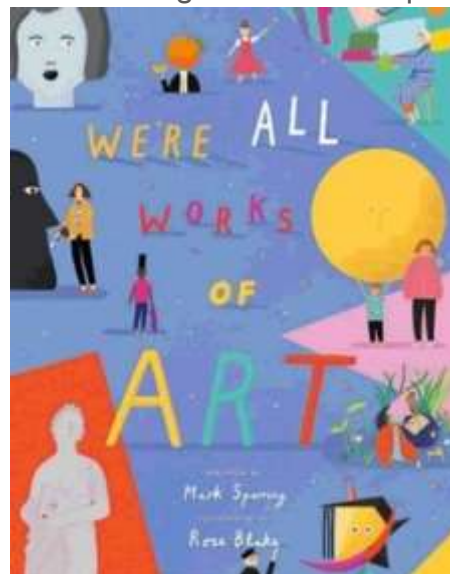
**I See The Moon** by Rosalind Beardshaw



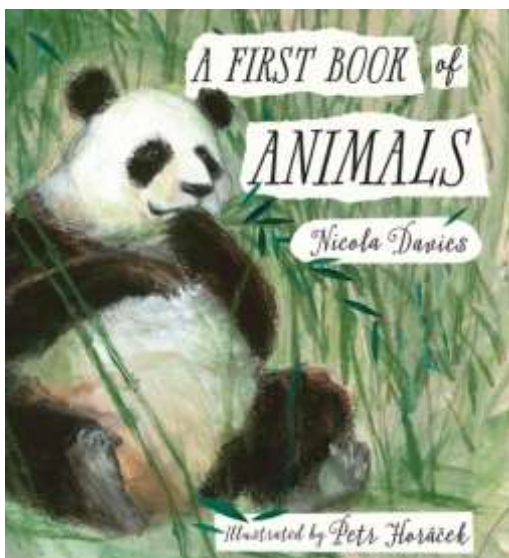
**My Village: Rhymes from Around the World** by Danielle Wright  
Illustrator Mique Moriuchi



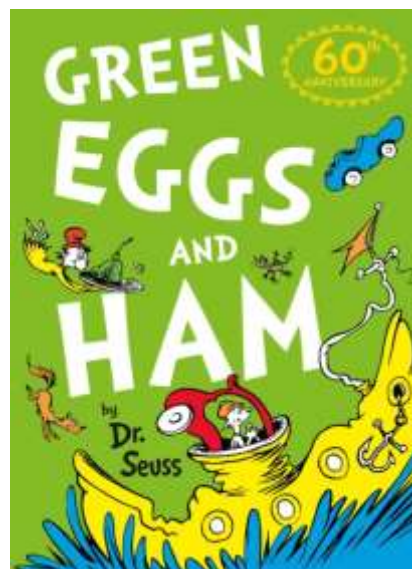
**A Great Big Cuddle** by Michael Rosen  
Illustrator Chris Riddell



**We're All Works of Art** by Mark Sperring  
Illustrator Rose Blake

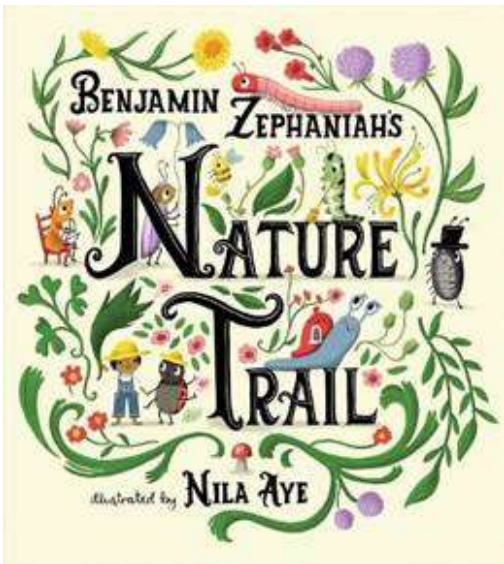


**A First Book of Animals** by Nicola Davies  
illustrated by Petr Horacek

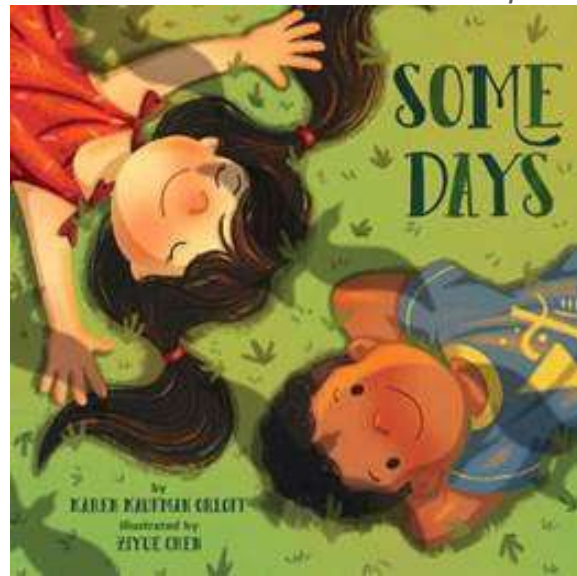


**Green Eggs and Ham** by Dr. Seuss

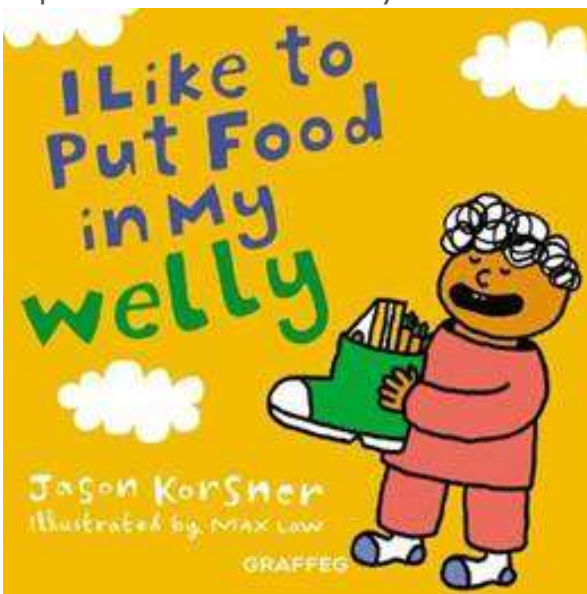




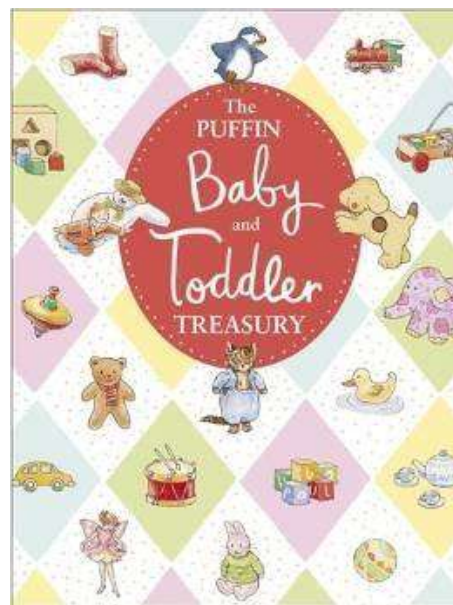
**Nature Trail** by Benjamin Zephaniah  
Illustrator: Nila Aye



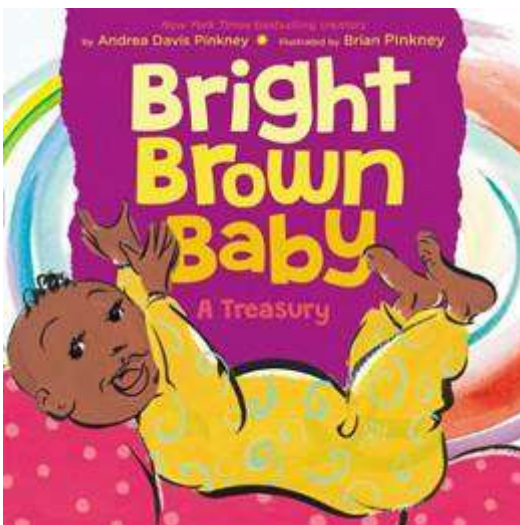
**Some days** by Karen Kaufman Orloff  
Illustrator: Ziyue Chen



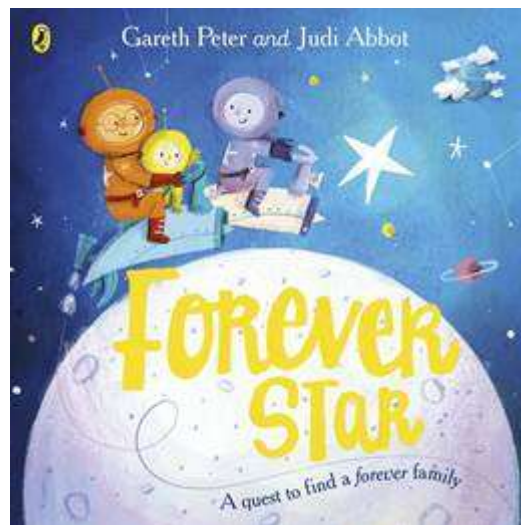
**I Like To Put Food in My Welly**  
by Jason Korsner  
Illustrator: Max Low



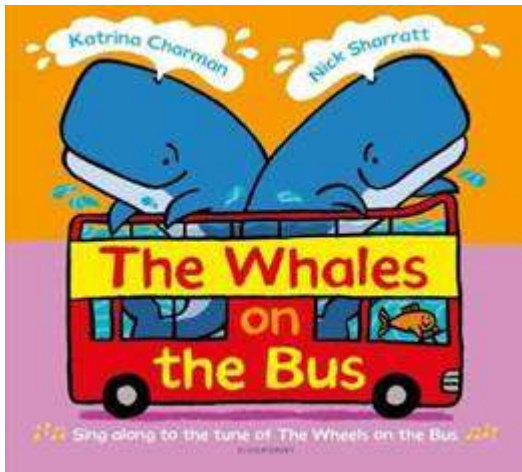
**The Puffin Baby and Toddler Treasury**  
by Penguin



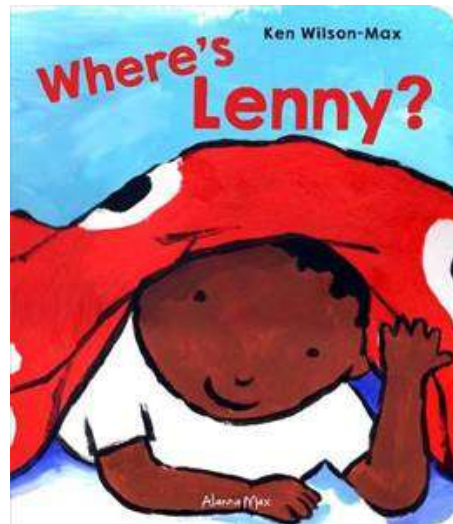
**Bright Brown Baby: A Treasury**  
by Andrea Davis Pinkney  
Illustrator: Brian Pinkney



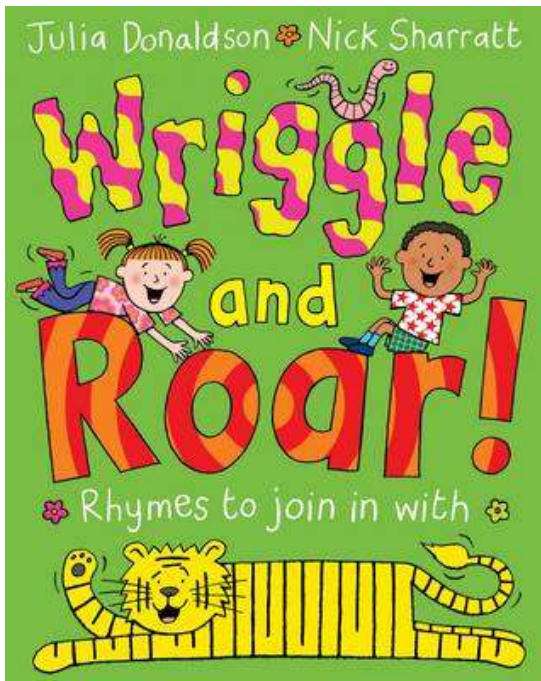
**Forever Star : A quest to find a forever family**  
by Gareth Peter and Judi Abbot



The Whales on the Bus  
by Katrina Charman Illustrator: Nick Sharratt



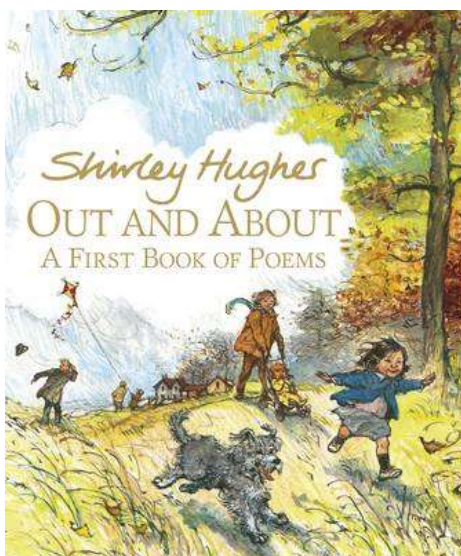
Where's Lenny? by Ken Wilson-Max



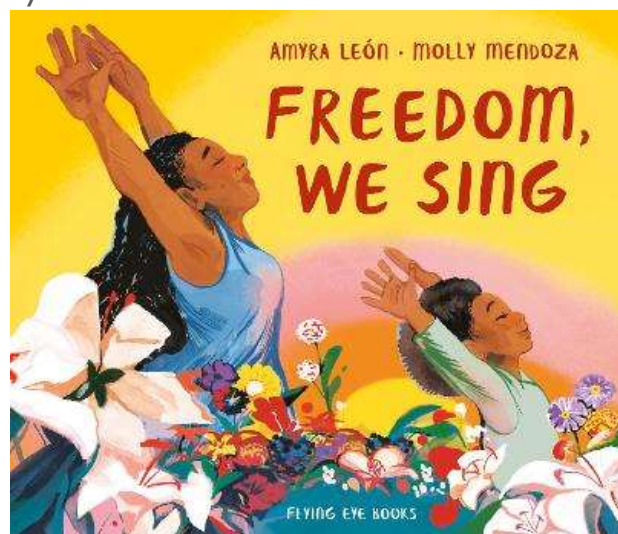
Wriggle and Roar  
by Julia Donaldson Illustrated by Nick Sharratt



Over the Hills and Far Away A Treasury of Nursery Rhymes from Around the World  
by Elizabeth Hammill



Out and About A First Book of Poems  
by Shirley Hughes



Freedom, We Sing  
by Amyra León  
Illustrated by Molly Mendoza



<https://ican.org.uk/i-cans-talking-point/professionals/professionals-faqs/>

### Have a look at ICAN factsheets

Each child and situation is different. There are some questions that come up again and again. ICAN team of speech & language therapists have written I CAN Help Factsheets, based on most **frequently asked questions from parents, carers and practitioners**. Take a look at the downloadable FAQs below for information on a wide variety of topics:

#### For professionals

- [!\[\]\(67ff022fd78f943b679992c2874bbfd1\_img.jpg\) Augmentative And Alternative Communication AAC Factsheet](#)
- [!\[\]\(042ea11c58a77088d3dd7150909adec0\_img.jpg\) Communication Supportive Environments For Practitioners](#)
- [!\[\]\(5890ff4c38007932c846fa9d39ba1fe6\_img.jpg\) Developmental Language Disorder](#)
- [!\[\]\(0951d374ca92713a262635cd1d2251b2\_img.jpg\) Language And Emotions Factsheet](#)
- [!\[\]\(3b3fbb6cc430c0b8da0c6ad8d8fe9f5d\_img.jpg\) Language And Mental Health](#)
- [!\[\]\(48d5ea9af81461d47ce0bfa0808d84ea\_img.jpg\) Scaffolding](#)
- [!\[\]\(4a20c858524295d2b586b58826d34eb7\_img.jpg\) Supporting Children Learning English As An Additional Language](#)
- [!\[\]\(cdbbc2244079ed4c75056c9432abc2fd\_img.jpg\) Tips For A Communication Supportive Primary School](#)
- [!\[\]\(4bc01b60fbcf390cababda6fff62edc0\_img.jpg\) Verbal Dyspraxia Factsheet May 2016](#)
- [!\[\]\(1bb8d207dd7bb626542cf023f14e3d7c\_img.jpg\) Visual Timelines Factsheet Practitioners](#)
- [!\[\]\(eac1a557d4b6b0b646408671c4175c22\_img.jpg\) Vocabulary For Practitioners](#)
- [!\[\]\(23e62d18c06bc938533850c4a0ae6657\_img.jpg\) Vocabulary Learning For Primary Years November 2016](#)
- [!\[\]\(f816ec24a4f444430eb3ace8485a2c05\_img.jpg\) Vocabulary Learning In The Early Years August 2016](#)

## For parents and professionals

- [!\[\]\(13b6bdd0ca077c333d50231f1443cb1d\_img.jpg\) English As An Additional Language](#)
- [!\[\]\(5dbedd4e1e8871e3a0e67053ad2f9701\_img.jpg\) Lisp](#)
- [!\[\]\(d4749465acb9b53e115af1f9ce82539c\_img.jpg\) My 15 Month Old Child Is Not Saying Many Words](#)
- [!\[\]\(3e3001313d495ec87b5a6a5de6205728\_img.jpg\) My Child Has Glue Ear Factsheet](#)
- [!\[\]\(e26df985e6d3e053d2593dc7b93b41cf\_img.jpg\) My Two Year Old Is Not Saying Many Words](#)
- [!\[\]\(2d8989e35a5d1c61f2b9b0307dee0da4\_img.jpg\) Sibling Factsheet](#)
- [!\[\]\(10225a66c9f99322b84a7fc32767a3b8\_img.jpg\) Speech Language Communication And Literacy](#)
- [!\[\]\(e628152647eaf2a5b8bfa082bbb75081\_img.jpg\) Speech Sounds Factsheet](#)
- [!\[\]\(322137fe39b9b64ec6280cbae636a504\_img.jpg\) Stammering Factsheet](#)
- [!\[\]\(c7b4c0f4f14640e9a5f8748e3c49f893\_img.jpg\) Supporting Children With Change](#)
- [!\[\]\(983d55426a5421081cd9eaf8830e7192\_img.jpg\) Supporting Children With SLCN](#)
- [!\[\]\(0265fc2a1f3b606d78de384d8ebca901\_img.jpg\) Supporting Quiet Children Factsheet November 2016](#)
- [!\[\]\(60f08d4be84d697251258af68db7f264\_img.jpg\) Teaching Children New Words](#)
- [!\[\]\(e0a4f36696eaf68f18fcba0321218c0e\_img.jpg\) Tips For Early Language Development](#)
- [!\[\]\(4d15393fc2c10be98a56a95b7e2ea3f3\_img.jpg\) Top 10 Toys Factsheet](#)
- [!\[\]\(e15dabadb063dccee91c42caa8ad0dc7\_img.jpg\) Using Apps To Support Slc](#)
- [!\[\]\(727df61877525c9a4d67d81103a57746\_img.jpg\) Using Books To Develop Language](#)
- [!\[\]\(51d88d34502ab9fae984a661b011ed50\_img.jpg\) Visual Timelines Factsheet Parents](#)

# Afasic

## DLD Afasic Speaking up for families



For More than

**50 years**

*Helping Families to understand speech, language and communication needs (SLCN)*

**AND NOW**

**DEVELOPMENTAL LANGUAGE DISORDER (DLD)**

We offer: Support For Families, Advice & Information

*For more information*

**Call our helpline: 0300 666 9410**

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



Latest free downloads for professionals

- [!\[\]\(756219e9389f679d57027482aa5cf5fc\_img.jpg\) Developmental language disorder - \(previously Specific language impairment\)](#)
- [!\[\]\(fcb77b2d9531d23794a07d244b7a89bc\_img.jpg\) Language disorder: Expressive language disorder](#)
- [!\[\]\(8175e06aff05874f50e11ffc448e6860\_img.jpg\) Supporting children with speech, language and communication needs: implementing Bercow](#)
- [!\[\]\(d7fb7ebced2c712ed3052caf75d30501\_img.jpg\) Early Support Booklet](#)
- [!\[\]\(d0fe824e371dd316453cda01cf34ca98\_img.jpg\) Language disorder: Receptive language disorder](#)
- [!\[\]\(d1a2681fe7bfd4d9525bb4cc91a3e465\_img.jpg\) Semantic Pragmatic Disorder by Margo Sharp](#)
- [!\[\]\(8b973f5add5af5083ee0afc186cd5414\_img.jpg\) Improving the making of sounds](#)
- [!\[\]\(a60687ab372714f0e840dc74a221d5b2\_img.jpg\) Bercow Review](#)
- [!\[\]\(d5f663f113d4d7bec37dcda4fee36bc6\_img.jpg\) Making communication fun](#)
- [!\[\]\(b30f7998c72a6822432e63a236487282\_img.jpg\) Be Bilingual...Be Proud](#)

Latest free downloads for parents

- [!\[\]\(9bf097d682561b2ffd12d57a40ca73b1\_img.jpg\) Play](#)
- [!\[\]\(51d3868eac81c232f6ef399d2bd16077\_img.jpg\) Bumpy speech](#)
- [!\[\]\(a2c132b99b4fcf21fd2bcbbdcf2be642\_img.jpg\) Before words](#)
- [!\[\]\(5ec38675172d195694038a5f80a05d7e\_img.jpg\) Concentrating and listening](#)
- [!\[\]\(6e5db9be9f6501972c386bc8b9567019\_img.jpg\) Getting rid of dummies](#)
- [!\[\]\(fde93ec981d89b92cd01f5b6a2a111a5\_img.jpg\) Understanding language](#)
- [!\[\]\(1239c315756aa530b61a30defc626f03\_img.jpg\) Using words and talking](#)
- [!\[\]\(b0b63490044f422217aa04e636af653e\_img.jpg\) Parent story - my daughter and selective mutism](#)

# Healthy Early Years



## Keeping very young children well this winter

[Contact](#), the charity for families with disabled children, is raising awareness of respiratory syncytial virus (RSV) in babies and toddlers this winter.

This year, doctors predict more children than ever will contract RSV - a common winter viruses that causes coughs and colds. Most children infected with RSV will experience mild symptoms and recover quickly. However, some young children, especially if they have an underlying health condition, will go on to develop a serious breathing problem called bronchiolitis which makes it much harder to breathe and may need hospital treatment.

Read Contact's advice on [protecting children from RSV](#) and watch their recent [Facebook Live session about winter viruses](#) with respiratory expert Dr Martin Samuels. You can also encourage parent carers of children aged 5 and under to join Contact's [new baby and toddler email group](#) to get the latest advice to help young children stay well this winter.

Other useful reads at Contact

- [Behaviour that challenges](#)
- [Helping you and your child sleep](#)
- [Feeding and eating](#)
- [Potty and toilet training](#)
- [Speech, learning and movement](#)
- [Flu and RSV](#)

## How can we help you?



### A-Z conditions

Visit our A-Z conditions library to find out more about your child's condition.

A-Z CONDITIONS

[Help for families | Contact](#)

# Child mental health



## Are young children healthier than they were two decades ago?

The Nuffield Foundation has published its review of developments in young children's health in the UK over the last 20 years. Findings include: young children are healthier than they were 20 years ago, but progress has stalled in recent years; there are significant inequalities in mental health disorders among young children; and mental health disorders are more prevalent among young children of families with poor parental mental health, lower incomes and in receipt of benefits.

Recommendations include: integrating effective health services to create an accessible system that meets the needs of young children and their families; addressing health and social inequalities; and removing linguistic, cultural and digital barriers to public health information and services.

**Read the press release:** [Are young children healthier than they were two decades ago?](#)

**Download the report:** [Are young children healthier than they were two decades ago? The changing face of early childhood in the UK \(PDF\)](#)



[Child mental health](#)

## What does mental health mean?

Mental health is an individual's cognitive, behavioural and emotional wellbeing (Mind, 2020). It's something we all have - including every child and young person.

We use the term "mental health issues" to refer to mental health problems, conditions and mental illnesses. These issues may or may not be medically diagnosed.

<https://learning.nspcc.org.uk/child-health-development/child-mental-health>

- [Introduction](#)
- [Who is at risk?](#)
- [Recognising](#)
- [Responding](#)
- [Understanding](#)
- [Taking action](#)
- [Getting support](#)
- [Legislation and guidance](#)



## Child in Mind Podcasts

**Anna Freud Centre have produced a series of expert podcasts to help parents understand and manage child and family mental health problems.**

The series, *Child in Mind*, is presented by BBC Radio 4 presenter Claudia Hammond. In each 20-minute episode, she discusses an important issue in child and family mental health.

### **What is trauma and how does it affect the brain?**

What is trauma, what does it look like, and how does it affect the brain? These questions are discussed in this month's Child in Mind podcast. Presenter Claudia Hammond is joined by David Trickey, Consultant Clinical Child Psychologist in the Trauma and Maltreatment Service at the Anna Freud National Centre for Children and Families.



<https://soundcloud.com/anna-freud-centre/child-in-mind-podcast-what-is-trauma-and-how-does-it-affect-the-brain>

### **What do we know about childhood anxiety and what can parents do about it?**

Feeling anxious and worried is a normal experience for children, but how do we know when it's becoming a serious problem and what can we do about it? Claudia Hammond discusses these issues and more with expert Professor Cathy Creswell from the University of Reading, and Beckie, whose whole family was affected by her son's anxiety.



<https://soundcloud.com/anna-freud-centre/child-in-mindwhat-do-we-know-about-childhood-anxiety-and-what-can-parents-do-about-it>

# Is staff wellbeing on your agenda?



There's never been a more important time to support school staff wellbeing. Here are ten ideas to support yours.

**1**

Have a mental health lead with responsibility for staff wellbeing

**2**

Include staff wellbeing in your mental health policy

**3**

Promote openness about mental health in your school

**4**

Offer supervision and encourage discussion groups

**5**

Signpost staff to supportive services

**6**

Look at simple ways to reduce workload

**7**

Provide reflective spaces for staff at times of stress

**8**

Set up a staff social group

**9**

Start an annual staff wellbeing survey

**10**

Put staff wellbeing on your next staff and governors' meeting agenda

**Ten ways to support school staff wellbeing is free from the Anna Freud Website.**

Download and discuss at your next staff meeting: [annafreud.org/10ways](https://annafreud.org/10ways)

## Staff Wellbeing

BBC podcast from Dr Michael Mosley has lots of very simple tips each in 20 mins slots!

<https://www.bbc.co.uk/programmes/p09by3yy>



<https://www.headspace.com/covid-19>

HeadSpace is offering a collection of guided meditations and exercises available for **free to all employers and their employees**

<https://get.headspace.com/employer-toolkit>

Welcome to Headspace

- 1** Before going to bed, write down 3 things you appreciated about today.
- 2** Take a 10-minute break from work, setting devices aside to feel present in your space.
- 3** Count how many times you get distracted from your work today, without being critical about it.

[https://f.hubspotusercontent30.net/hubfs/4137181/hs\\_10-day-book-fillable-1.pdf](https://f.hubspotusercontent30.net/hubfs/4137181/hs_10-day-book-fillable-1.pdf)

[https://cdn2.hubspot.net/hubfs/4137181/30daysofmindfulness\\_updated.pdf](https://cdn2.hubspot.net/hubfs/4137181/30daysofmindfulness_updated.pdf)

Guidance

# Holiday activities and food programme 2022

Updated 22 December 2021

<https://www.gov.uk/government/publications/holiday-activities-and-food-programme/holiday-activities-and-food-programme-2021>

## Contents

1. [Overview](#)
2. [Background](#)
3. [Who is the programme for?](#)
4. [Aims of the programme](#)
5. [The core offer](#)
6. [Standards for holiday provision](#)
7. [Tailoring your provision](#)
8. [Local coordination by authorities](#)
9. [Support for local authorities](#)
10. [Funding](#)
11. [Payments and reporting](#)

This was everybody involved in Greenwich last year

[https://www.royalgreenwich.gov.uk/directory/95/holiday\\_food\\_and\\_fun\\_2021](https://www.royalgreenwich.gov.uk/directory/95/holiday_food_and_fun_2021)

Royal Greenwich Together  
**HOLIDAY  
FOOD and FUN**

**Your child may be eligible for  
a free holiday club place!**

Fun activities and good food available throughout the school holidays.

Find out more at  
[Royalgreenwich.gov.uk/HolidayFoodAndFun](https://www.royalgreenwich.gov.uk/HolidayFoodAndFun)

ROYAL Borough of  
GREENWICH

## Keeping Children Safe

### 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)

**You don't need to be sure that a child or young person has been abused - it's OK to report a suspicion.**

### Early Years & Childcare



020 8921 3877



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



020 8921 4477



[safeguardingchildren@royalgreenwich.gov.uk](mailto:safeguardingchildren@royalgreenwich.gov.uk)

### LADO



020 8921 3930



[childrens-LADO@royalgreenwich.gov.uk](mailto:childrens-LADO@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)

Prevent Team 0208 921 8340 or [prevent@royalgreenwich.gov.uk](mailto:prevent@royalgreenwich.gov.uk)

*(PREVENT 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)*

### 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)

Press release

## Government action following murder of Arthur Labinjo-Hughes

The government has launched a national review and local inspection following the murder of Arthur Labinjo-Hughes.

<https://www.gov.uk/government/news/government-action-following-murder-of-arthur-labinjo-hughes>



Child Safeguarding  
Practice Review Panel

### Child Safeguarding Practice Review Panel's Terms of Reference for a national review into the death of Arthur Labinjo-Hughes

This national review will be led by the Child Safeguarding Practice Review Panel and will examine the circumstances leading up to the death in June 2020 of Arthur Labinjo-Hughes. It will draw on the Panel's overview of the national context through the serious incidents it scrutinises to consider whether what happened to Arthur reflects wider national issues.

It will seek to:

- a) establish what happened to Arthur during his life and, in building that picture, explore agency involvement with all those charged with caring for him. We will try to understand what life was really like for Arthur by hearing from all those involved, especially his family.
- b) evaluate how agencies acted to safeguard Arthur and what factors enabled or limited their ability to protect him from the profound and ultimately fatal abuse and neglect that he suffered.
- c) analyse findings alongside learning from other serious incidents and relevant broader evidence.
- d) make recommendations about how local and/or national safeguarding practice and systems should change to protect children in the future.

The Panel anticipates publishing the national review by May 2022.

<https://www.gov.uk/government/publications/child-safeguarding-practice-review-panel-national-review-following-the-murder-of-arthur-labinjo-hughes>

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1040193/S\\_oS\\_letter\\_to\\_inspectorates\\_8\\_December\\_2021.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1040193/S_oS_letter_to_inspectorates_8_December_2021.pdf)

Message from Florence Kroll  
Director for Greenwich Childrens Services

Dear Colleagues

We have all be shocked and saddened by the death of Arthur Labinjo - Hughes and Star Hobson. It is important that we all recognise that these types of cases are very rare and not representative of the majority of the families we work with across the safeguarding partnership. Collectively we have a strong safeguarding partnership that takes action when we need to. We always promote a learning culture and use our child safeguarding practice reviews and reviews from other regions others to continuously learn and inform partnership safeguarding practice.

Please see attached letters from the Minister Quince, Department for Education, along with Minister Maclean and Minister Keegan in the Home Office and Department of Health and Social Care. We think these are important to share with the wider partnership. The letter sets out the action government has taken to protect vulnerable children, and to re-emphasise our important role as safeguarding partners. The communication sets out the responsibilities of the local authority and safeguarding partners in relation to serious incident notifications, Rapid reviews, Local child safeguarding practice reviews, outstanding serious case reviews and Safeguarding partner yearly reports. It also reminds you of the DfE's child at immediate risk of harm procedures.

We will be discussing these responsibilities and local practice at our next safeguarding DMAC meeting.

We want to take this opportunity to thank you all for all the partnership contribution you make to safeguarding in Greenwich and wish you a joyful Christmas and a peaceful New Year

Best Wishes from the Safeguarding Partnership Executive

**Florence Kroll (she/her)**  
Director for Children's Services  
Children's Services  
Royal Borough of Greenwich

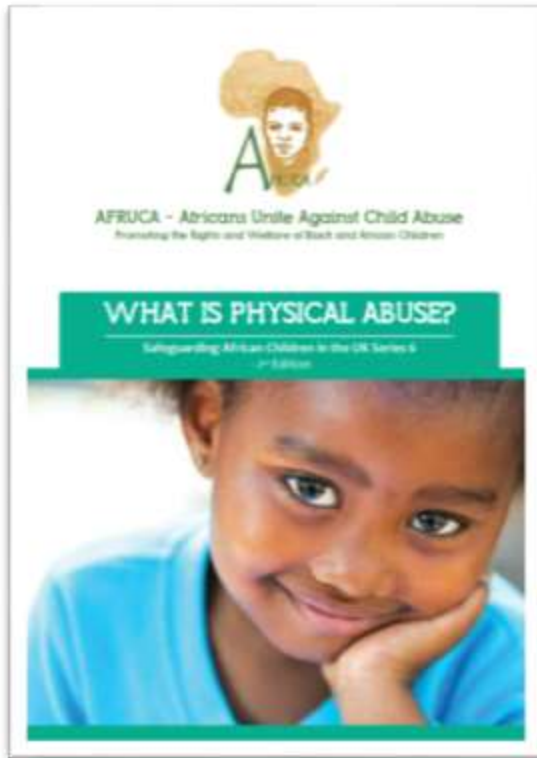




AFRUCA produced “Safeguarding African Children in the UK” series to highlight safeguarding issues and to assist members of the African community in the UK to know more about different forms of child abuse and how to identify the signs so children can be safe and be better protected.

<https://afruca.org/african-child/>

Click on links below each image



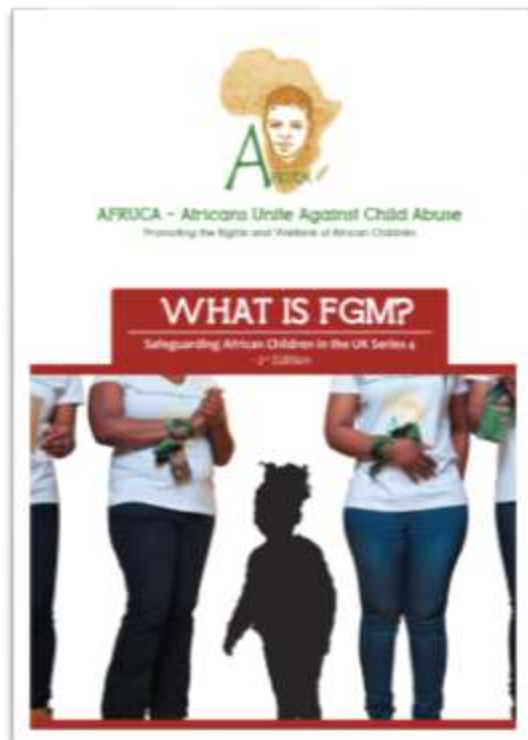
[WHAT IS PHYSICAL ABUSE](#)



[WHAT IS CHILD ABUSE](#)



[What is Witchcraft Booklet 2017](#)



[WHAT IS FGM-](#)



## Royal Greenwich Children's Services

### Useful Safeguarding Contacts and Telephone Numbers

<b>Children's Services Front Door (Safeguarding, Social Care &amp; Early Help)</b>	
'Multi Agency Safeguarding Hub' (MASH) <a href="mailto:MASH-referrals@royalgreenwich.gov.uk">MASH-referrals@royalgreenwich.gov.uk</a>	020 8921 3172
Safeguarding Consultation Line	020 8921 2267
Social Care and Safeguarding Emergency Duty Team <a href="mailto:Childrens-Out-Of-Hours@royalgreenwich.gov.uk">Childrens-Out-Of-Hours@royalgreenwich.gov.uk</a>	020 8854 8888
<b>Local Authority Designated Officer - Winsome Collins Manager</b>	
<a href="mailto:childrens-LADO@royalgreenwich.gov.uk">childrens-LADO@royalgreenwich.gov.uk</a>	020 8921 3930
Rachel Walker – DO PVI/ CMs Laura Lhumbis –DO Schools	020 8921 3930
<b>Greenwich Safeguarding Children Partnership</b>	
Greenwich Safeguarding Children Partnership website <a href="http://www.greenwichsafeguardingchildren.org.uk">http://www.greenwichsafeguardingchildren.org.uk</a>	020 8921 4477
<b>Prevent</b>	
Adam Browne – Prevent Co-ordinator	020 8921 8321/ 8340
Confidential Anti-Terrorist Hotline	0800 789 321
<b>Police 999</b>	
CAIT - Child Abuse Investigation Team	0207 230 3705
<b>Ofsted</b>	
Ofsted enquiries, complaints, investigation and enforcement	0300 123 1231
<b>Royal Greenwich Early Years</b>	
Early Years & Childcare	020 8921 3877
Families Information Service	020 8921 6921
<b>Support, Advice &amp; Signposting</b>	
NSPCC	0808 800 5000/ 0800 136 663
Childline	0800 1111
Samaritans	08457 909090
Family Lives - Parentline	0808 800 2222
Young Minds – Parent Helpline	0808 802 5544
CAMHS	0203 260 5211
<b>Children with Disabilities</b>	
Disabled Children's Social Work & Occupational Therapy	020 8921 2599
Disabled Children's Keyworker Team	020 8921 4939
SEND Assessment & Review Service	020 8921 8029
SEND Outreach Support Services	020 8921 3311



GREENWICH  
Safeguarding  
Children  
PARTNERSHIP

free early  
learning



## 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>