



- ⚙️ Coram Childcare Survey webinar
- ⚙️ Home Learning Environment – Hygge in the Early Years
- ⚙️ Homes for Ukraine
- ⚙️ Talking about war & conflict
- ⚙️ Stress Awareness
- ⚙️ Chicken Pox & Scarlet Fever coinfection

Keeping Children Safe

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- ⚙️ Child sexual abuse
- ⚙️ Online safety
- ⚙️ Child Poverty Action Group
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- ⚙️ Early Years & Childcare Advisor Vacancy
- ⚙️ Summer Term Funding Claim
- ⚙️ Together for Twos
- ⚙️ Training programme
- ⚙️ An Inspector Calls - Ofsted Trends
- ⚙️ EYFS – Education Recovery: Catch up strategies



Main telephone lines are fully available and open between 9am – 5pm Mon - Fri



Parents 020 8921 6921 FIS@royalgreenwich.gov.uk

Providers 020 8921 3877 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.

Early Years & Childcare Advisor

<https://royalgreenwichcareers.com/nursery-and-pre-school-childrens-services-early-years-childcare-advisor/16950.job>

A wonderful opportunity for managers, leaders and childminders who have been running good or outstanding settings in Royal Greenwich. Join our team and support your colleagues and peers.

We are looking to recruit an Early Years and Childcare Advisor to a permanent full-time post (with Saturday and evening trainings) to provide advice, support and training to early years and childcare providers to ensure the provision of high-quality early learning and childcare experiences to children giving them the best start in life.

Are you enthusiastic about making sure babies and young children have the best possible start in life? If so, now is a great time to join us!

The ideal candidate will need:

- An understanding of working with early years and childcare providers to drive forward good practice
- To increase access to the free entitlement to early learning and support establishing of parent partnerships with a particular focus on vulnerable families
- To be able to engage partner agencies in service delivery
- An understanding of the importance of healthy early years to improve the life chances of children

Royal Borough of Greenwich values the diversity of its community and aims to have a workforce that reflects this. We therefore encourage applications from all sections of the community. Royal Borough of Greenwich is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Any roles which involve working with children, young people or vulnerable adults, or roles in which the duties will involve access to sensitive information relating to children, young people or vulnerable adults, the Royal Borough will take up references prior to interview. You should provide details of referees including your current and previous employers, covering the last 5 years

For more information about the post, please email Kallie Schut, Early Years & Childcare Team Leader on kaljit.schut@royalgreenwich.gov.uk



Summer 2022 Funding Claim

Summer 2022: 1 April to 31 August School Term Dates: Tuesday 19 April to Friday 22 July (2 INSET days)	
Main Funding Claim Submission Period Monday 18 April to Thursday 26 May	
Summer 2022 Headcount Day <u>Thursday 19 May</u>	<ul style="list-style-type: none">• Pupils <u>must</u> be in your setting on <u>Thursday 19 May</u> to make a funding claim• All main claims <u>must be submitted</u> by Thursday 19 May• Subsequent updates can be made up until Thursday 26 May• Any later starters and leavers after 26 May <u>must</u> be notified to eyc-funding@royalgreenwich.gov.uk by email

The portal will open on **18 April 2022** for you to input your eligible children

Headcount day this term is **19 May 2022**

Please submit your main claim on or before headcount day 19 May 2022

You will have up to 26 May 2022 to make any subsequent updates or changes

If you need to check any **30-hour codes**, you must do this on the portal no later than submission of the main claim (ie 19 May) and all new codes must be dated no later than **31 March 2022** – contact EYC Funding if there are any issues

Start dates for 30-hour codes must be on or before 31 March 2022 to be valid for this term and the child must have turned 3 in the Spring term

The minimum information required to submit a check is:

- Eligibility code
- Child date of birth
- Parent/carer National Insurance number

You will be paid an advance Summer Headcount payment in early April. Please add parent details so EYPP eligibility can be checked for all children.

The funded weeks for the Summer term are 12 weeks at new hourly rates (see below)

2021-2022 Early Years & School Calendar

AUTUMN 2021

September 2021							October 2021							November 2021						
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa
			1	2	3	4						1	2	31 Oct	1	2	3	4	5	6
5	6	7	8	9	10	11	3	4	5	6	7	8	9	7	8	9	10	11	12	13
12	13	14	15	16	17	18	10	11	12	13	14	15	16	14	15	16	17	18	19	20
19	20	21	22	23	24	25	17	18	19	20	21	22	23	21	22	23	24	25	26	27
26	27	28	29	30			24	25	26	27	28	29	30	28	29	30				

AUTUMN 2021

December 2021						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

SPRING 2022

January 2022							February 2022						
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa
						1			1	2	3	4	5
2	3	4	5	6	7	8	6	7	8	9	10	11	12
9	10	11	12	13	14	15	13	14	15	16	17	18	19
16	17	18	19	20	21	22	20	21	22	23	24	25	26
23	24	25	26	27	28	29	27	28					
30	31												

SPRING 2022

March 2022						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

SUMMER 2022

April 2022							May 2022						
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa
					1	2	1	2	3	4	5	6	7
3	4	5	6	7	8	9	8	9	10	11	12	13	14
10	11	12	13	14	15	16	15	16	17	18	19	20	21
17	18	19	20	21	22	23	22	23	24	25	26	27	28
24	25	26	27	28	29	30	29	30	31				

SUMMER 2022

June 2022							July 2022							August 2022						
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa
			1	2	3	4						1	2	31 Jul	1	2	3	4	5	6
5	6	7	8	9	10	11	3	4	5	6	7	8	9	7	8	9	10	11	12	13
12	13	14	15	16	17	18	10	11	12	13	14	15	16	14	15	16	17	18	19	20
19	20	21	22	23	24	25	17	18	19	20	21	22	23	21	22	23	24	25	26	27
26	27	28	29	30			24	25	26	27	28	29	30	28	29	30	31			

Autumn 14 weeks	Funded Entitlements	School holidays Bank Holidays in RED
Spring 12 weeks	15 / 30 hours per wk x	Headcount/ EY Census Day
Summer 12 weeks	38 weeks	Less 5 INSET training days over the year
School Yr 38 weeks	570 / 1140 hours per yr	Eyc-funding@royalgreenwich.gov.uk

New Hourly Funding Rates

3 and 4 year olds: £5.72
Increase of 17p

EYPP – 60p
Increase of 7p

2 year olds: £6.37
Increase of 29p

Targeted Childcare provision for Approved Providers delivering specialist care: £6.60
Increase of 15p



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

020 8921 6921

An online application is quick and easy

You get an immediate response on whether 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

Early Years & Childcare APRIL – JULY TRAINING PROGRAMME)

Area of EYFS	Training Courses and Workshops (do not add training to title)	INSET Audience	Day	Dates	Start	End
Ofsted Readiness	Ofsted Trends - Groupcare	Open to PVI's	Wednesday	04 May 2022	10:00	12:00
	Ofsted Trends – Childminders	Open to CMs	Thursday	05 May 2022	19:00	21:00
Safeguarding & Welfare	Intermediate Safeguarding	Open to all	Saturday	07 May 2022	09:30	13:00
	Child Bereavement	Open to all	Saturday	07 May 2022	09:30	12:30
	Domestic Abuse Awareness	Open to all	Saturday	07 May 2022	14:00	17:00
	Intermediate Safeguarding	Open to all	Monday	16 May 2022	09:30	13:00
	Domestic Abuse Awareness	Open to all	Monday	16 May 2022	14:00	17:00
	Child Bereavement	Open to all	Monday	16 May 2022	09:30	11:30
Ofsted Readiness	Looking Ahead to Ofsted	Open to PVI's	Monday	16 May 2022	14:00	16:00
Learning & Development	Curriculum Intent & Teaching	Open to all	Saturday	21 May 2022	09:30	13:00
Safeguarding & Welfare	Safer recruitment	Open to all	Saturday	21 May 2022	14:00	17:00
Learning & Development	Attachment & Attunement	Open to all	Saturday	11 June 2022	09:30	13:00
Safeguarding & Welfare	Designated Safeguarding Lead Part 2 (catch up)	Open to all	Saturday	11 June 2022	14:00	17:00
Ofsted Readiness	Looking Ahead to Ofsted	Open to CMs	Saturday	11 June 2022	09:30	11:30
	Welcome to Greenwich	Open to all	Saturday	11 June 2022	12:30	14:30
	Potential Childminder Briefing		Thursday	16 June 2022	19:00	21:00
Safeguarding & Welfare	Attachment & Attunement	Open to all	Monday	20 June 2022	09:30	13:00
	Designated Safeguarding Lead Part 2 (catch up)	Open to all	Monday	20 June 2022	14:00	17:00
	Keeping Babies Safe (PVI's)	Open to PVI's	Monday	27 June 2022	10:00	15:00
	Designated Safeguarding Lead (PVI's)	Open to PVI's	Monday	04 July 2022	09:30	17:00
	Keeping Babies Safe (CMs)	Open to CMs	Saturday	09 July 2022	10:00	15:00
	Designated Safeguarding Lead (CMs)	Open to CMs	Saturday	16 July 2022	09:30	17:00

Paediatric First Aid	Open to all	Wednesday	20 April 2022	08:45	16:30
		Saturday	23 April 2022	08:45	16:30
		Saturday	07 May 2022	08:45	16:30
		Wednesday	25 May 2022	08:45	16:30
		Saturday	11 June 2022	08:45	16:30
		Wednesday	22 June 2022	08:45	16:30
		Saturday	02 July 2022	08:45	16:30
		Wednesday	06 July 2022	08:45	16:30



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

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

MIX & MATCH

Childminders!

We hear your feedback regarding having the time to attend training. This term we will be piloting a new offer.

We are offering you whole Saturdays a term which will include different training sessions (morning and afternoon) so you can mix and match the sessions you would like to attend. Remember to check the times before booking!



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. The minimum notification of any cancellations/changes **MUST** be at least **24 working hours** in advance.

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 bookings will be accepted until this charge or any previous invoices are settled.

Training schedule is very busy so if you want to attend an event, book it immediately as it may not run again until the next academic year

DIRECT SERVICES TO SCHOOLS

The Revised EYFS Framework: Supporting Children with SEND

Target Audience:

EYFS Practitioners in RBG Schools and Settings

Course
Description:

As part of our series of online workshops to support the implementation of the revised EYFS Framework, we are delighted to have Kerry Murphy leading this session.



Kerry Murphy is an ADHD and Autistic Early Childhood Specialist. She has worked in the early years for 16 years and focuses on development differences, disabilities, and behaviour. She is a lecturer at Goldsmiths University, London and is completing her EdD in Play and Neurodivergence. She is the author of *A Guide to SEND in the Early Years* and *Little Minds Matter, Supporting the Wellbeing of Children with SEND*. She is passionate about challenging the deficit narratives that exist within SEND & inclusion.

Kerry will discuss some of the key themes she has written about such as seeing the child and a rights-based approach to celebrating difference positively. We will also have opportunities to ask questions, share ideas and practice.

Impact Statement:

Participants will strengthen and update their subject knowledge and understanding of how to support children with SEND within the context of the revised EYFS framework.

To Book: Please visit the Services to Schools Website
Queries: Professional-Development@RoyalGreenwich.gov.uk
or by telephone on 020 8921 5560



An Inspector Calls



[Early years inspection handbook](#)

[Ofsted education inspection framework \(EIF\) inspections and the early years foundation stage \(EYFS\)](#)

If you missed the Pan London Ofsted Trends briefing with Kallie, Early Years & Childcare Team Leader, you can catch up here

Watch webinar recording here <https://youtu.be/6gtPkIQN2Zw>

If you would like a copy of the PowerPoint and the XL form with inspection links – please watch the webinar and complete the evaluation form

<https://forms.gle/3UrUftVe8TLJ7QdT8>

Revised EYFS
“two terms in...” what do we now know?

- Regional & Local Ofsted Trends
- Curriculum
- Learning walk
- Safeguarding & Welfare
- Inspected Providers – local experience

free early learning
Royal Greenwich

ROYAL borough of
GREENWICH

Revised EYFS - Groupcare

Published 1 Sept 2021- 5 Apr 2022

Ofsted Outcomes	No	%
Outstanding	33	10%
Good	186	56%
Met	27	8%
Compliant	7	2%
Requires Improvement	34	10%
Complaint - actions taken	1	0%
Concern - actions taken	6	2%
Non-compliant	3	1%
Not met (with actions)	10	3%
Inadequate	24	7%
Grand Total	331	100%
Good or Better	253	76%
Less than Good	78	24%
	331	100%



Revised EYFS – Childminders

Published 1 Sept 2021- 5 Apr 2022

Ofsted Outcome	No	%
Outstanding	9	5%
Good	96	53%
Met	37	20%
Compliant	6	3%
Reqs Imp	8	4%
Non-compliant	3	2%
Not met (with actions)	18	10%
Inadequate	4	2%
Grand Total	181	100%
Good or better	148	82%
Less than Good	33	18%
	181	100%



Pandemic has delayed social skills of young children, says Ofsted chief

Rising numbers unable to understand facial expressions and have communication and self-care delays

<https://www.theguardian.com/society/2022/apr/04/pandemic-has-delayed-social-skills-of-young-children-says-ofsted-chief>

Amanda Spielman, Ofsted's chief inspector, said the worst affected were the most vulnerable children, with those living in smaller homes without gardens typically spending more time on screens during successive lockdowns, which also resulted in delays in learning to walk and crawl.

She said: "I'm particularly worried about younger children's development, which, if left unaddressed, could potentially cause problems for primary schools down the line."



In the briefing on early years, based on inspections of 70 providers in January and February 2022, some said children had "limited vocabulary" while some babies had "struggled to respond to basic facial expressions", partly due to interacting with people wearing face masks

Speaking on BBC Radio 4's Today programme, Spielman said the pandemic and lockdowns had resulted in delays in learning speech and language; problems with social interaction and confidence, such as not knowing how to take turns and struggling to make friends; and delays in walking and crawling, with more obesity as a result.

Children were also not at the expected level in developing vital self-care skills, such as being potty trained, tying their shoelaces and taking their coats off, she added.

She said: "Children have had less time in early education, less time interacting with others outside the family. For some children they've not much interaction at all if they've spent all their time looking at screens. Children have been talking in the funny voices of cartoons they've been spending enormous amounts of time watching."

To assist their child's development, Spielman advised parents to speak to their children as much as possible and take them out for walks to the shops and to the park so they could see the world and take exercise. "Those basic parenting things are more important than delaying their entrance to school," she said.

She said schools were well-prepared to deal with children at a range of developmental levels, noting that the most effort would be put into children who have had the worst experiences over the pandemic.

The reports showed that some staff members at nurseries have come up with innovative ways to help young children catch up, such as through a "chatter group" with a diary to record activities or encouraging children to express their feelings through "emotion cards" with images of children displaying different facial expressions.

Research and analysis

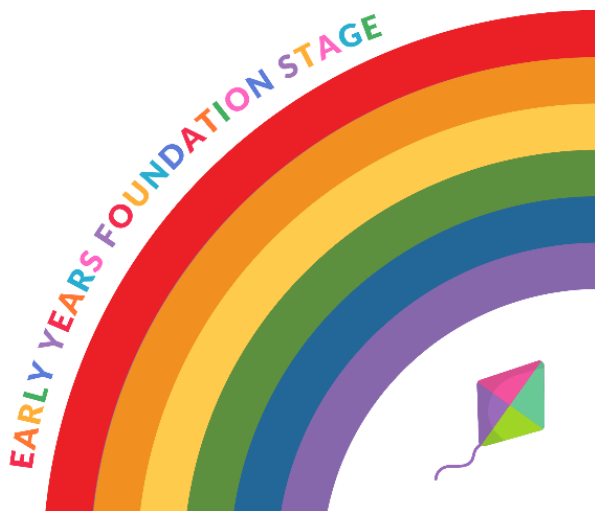
Education recovery in early years providers: spring 2022

Published 4 April 2022

<https://www.gov.uk/government/publications/education-recovery-in-early-years-providers-spring-2022/education-recovery-in-early-years-providers-spring-2022>

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6. [Suitability of staff](#)
7. [Providers' sustainability](#)



Catch-up strategies

Children's communication and language skills and their personal, social and emotional development have been two of the main curriculum priorities during the pandemic.

We know that good-quality providers and staff know the children well. They have identified the gaps in children's knowledge and addressed any areas of concern effectively. Staff have liaised with parents to identify children's starting points and possible gaps that they may need to fill. We found that in some early years provision, children have caught up. However, in poorer-quality provision, children have struggled to catch up. Many of these providers cited the COVID-19 pandemic as the reason.

Communication and language



To address delays in communication and language development, staff have continued to emphasise speech and language in all planned teaching activities. They also continually introduce new words into children's vocabulary. Staff have been encouraging children to talk about what they are doing in activities and about what they can see and feel.

Many providers have continued to focus on interaction. Staff have encouraged children to use their increasing vocabulary and knowledge in role play, where children could use their imagination. Providers have extended opportunities to listen to stories and introduced singing on an ad-hoc basis, based on seeing children do this during playtime. Staff have encouraged speaking by reading and talking to the children. They have also encouraged children to talk to others. They repeated and modelled language consistently, using clear words and signs in interactions with children to support their language acquisition.

To help children catch up, some staff have received additional training on language development. A few providers had developed innovative ideas to improve children's speech and language and had partnered with parents to deliver initiatives. One provider shared learning between home and nursery through a 'chatter group' using a shared communication and activity diary. This provided consistency of strategies and opportunities between home and at the provision, to enable children to develop their communication skills.

Providers also held speech and language sessions for children who had fallen behind or who had underdeveloped communication skills. Some children had received small-group and targeted individual intervention (such as a programme for 3- to 4-year-olds with delayed language development) and their speech had improved. Many providers stated that waiting times for speech and language therapy were now very long, with consequent delays in assessing children and starting interventions.

Personal, social and emotional development



We were told that many children still lacked confidence and were shy when they attended early years provision and took part in group activities. Some older children, who would usually have settled after a short period of regular attendance, remained upset at being dropped off.

Staff encouraged children to express how they were feeling. Some providers did this, for example, with 'emotion cards'. These are cards with pictures of children on them displaying different emotions through their facial expressions, with the word to describe the emotion next to the picture. When children cannot verbalise how they are feeling, they can instead point to a card that displays their feelings. In one provider, all children were encouraged to share how they were feeling on a board. Some children were using lots of different ways to express their emotions, such as through music, dance and using props. More providers were teaching children breathing techniques to help them calm down. Some providers had bought additional resources, such as puppets and books about emotions.

Providers reported that these activities have helped children get used to being in an early year learning environment. Babies have been particularly anxious and have needed more reassurance from staff to cope with seeing different faces.

Children's social and friendship-building skills have continued to be affected. Children have had less social interaction, so their social skills are less well developed than they would have been pre-pandemic. To address this, many childminders had resumed taking children to community groups. They were providing as many experiences as possible for children to mix with others and build confidence in social situations. Some providers have introduced quiet spaces for children who were not confident mixing with others and have then gradually introduced them into a bigger room with their peers.

Some providers had noticed that toddlers and pre-school children continued to need more support with sharing and turn-taking. For example, some children were finding it difficult to cooperate in a group and to share toys, and they were unhappy if they did not get their own way. Providers have worked hard to provide activities that involve turn-taking, sharing, listening to other people, responding appropriately and having a conversation. Some providers were continuing to do more smaller group work to address this area of need.

A temporary reduction in numbers of staff (due to COVID-related illness) and children's key workers being absent have made it difficult to manage children's behaviour in some providers. For example, children's knowledge of expectations and how to behave appropriately, such as knowing when it is acceptable to use loud voices and knowing to walk when indoors, is less good than pre-pandemic. This has hindered some children's learning.

Physical development

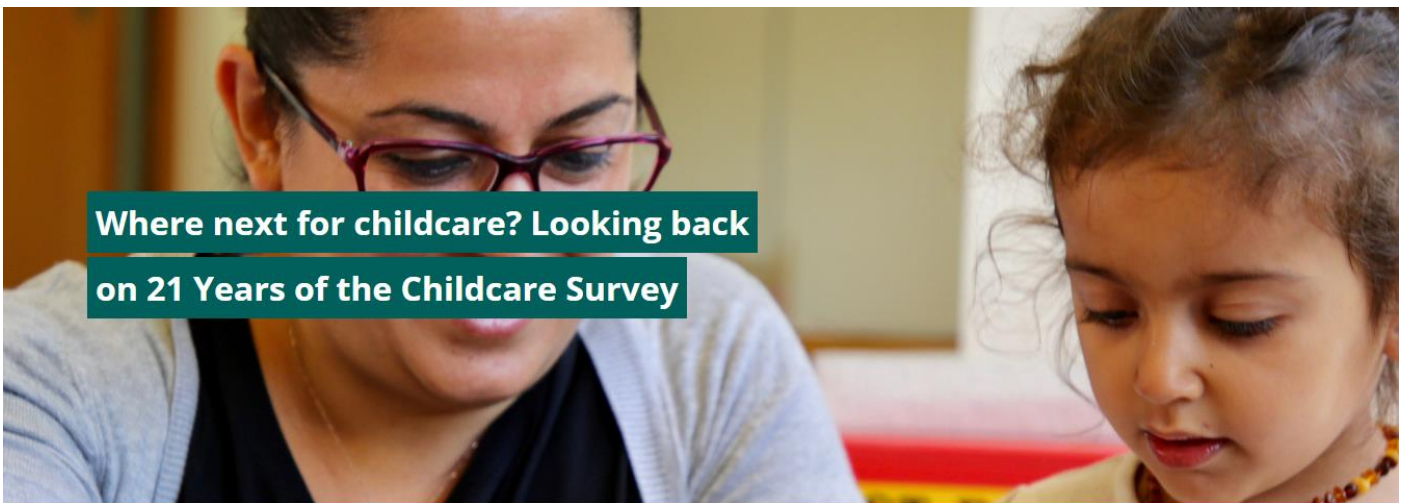


Some providers have continued to notice delays in babies' physical development, such as in crawling and starting to walk. Providers recognised that some children have had fewer opportunities for physical exercise and outdoor play.

As a result, providers have improved outdoor provision with more variety of activities to develop gross motor skills. They have increased the amount of time children spend outside and are recognising the wider health and well-being benefits. They have been taking children on more frequent visits to different outdoor environments, such as local parks and woods.

They have also been offering a wider range of indoor activities for children's physical development. Childminders have been taking children to soft play centres for physical development and to give them experiences that they are likely to have missed out on during the pandemic. However, some providers have been offering different activities to reduce the chance of children infecting each other. For example, some have used indoor soft play areas less and have substituted this with more outdoor play.

Some providers reported regression in children's independence and self-care skills. For example, more children needed help putting on their coat and blowing their nose. Providers have responded to this by building in extra opportunities to practise these skills. An increasing number of providers were concerned that fewer children have learned to use the toilet independently. This means that more children may not be ready for school by age 4. Providers are also concerned about obesity and dental health. They have focused on providing well-balanced and nutritious meals and increasing time for physical activity to tackle these problems.



**Where next for childcare? Looking back
on 21 Years of the Childcare Survey**

<https://www.familyandchildcaretrust.org/childcare-survey-2022>

To celebrate the launch of our latest research into the cost of childcare, Coram Family and Childcare brought together a panel of experts on 24 March to reflect on the importance of childcare in the UK and what can be done to further support the sector.

This webinar provided an opportunity to look back at progress that has been made since the survey's first publication in 2001 and consider how best we can make real change moving forward.

Each speaker's slides are now available to view below, along with a recording of the live session.

Speakers

[Neil Leitch](#), Early Years Alliance, [Claire Reindorp](#), Young Women's Trust, [Dr Jo Blanden](#), University of Surrey, [Lauren Fabianski](#), Pregnant Then Screwed



<https://youtu.be/ez9x7Fn5JAM>

Home Learning Environment



Hygge in the Early Years

What is Hygge and the Early Years?

Hygge (pronounced hue-gah) is a Danish concept that focuses on finding well-being by enjoying the comforts in everyday routines and all that's around you.

It's an art of creating feelings of cosiness, happiness, familiarity, simplicity, comfort and anything that brings that warm feeling of contentment you feel inside.

To create a Hygge practice think about 'What makes us feel happy?... and bring this to your everyday'

Living in the moment and embracing life's simple pleasures



How can you practice Hygge with a toddler and babies?...



Simply take some fairy lights or battery powered candles get cosy under a blanket or create a den and sit down with the children and give them your full attention



Experience the feeling of Hygge by exploring these image examples of settings and homes embracing the practice:



Cosy corners and knocks



So easy to recreate

- Why not create a faux fireplace or simply access one via YouTube?



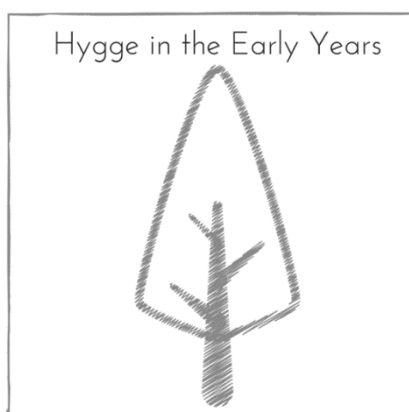
- The crackle of the fire and feeling of being cosy looking at a book together can be so comforting or 'Hygge'

Have a mixture of all different textured resources, move closer to natural



Children will **feel heard, safe, cared for** and have a sense of calm because we are **calm**, this will then lead to a slower pace leading to a much more **relaxed** way of **learning**

A practitioner's experience



“Hello, my name is Samantha and I’m an **Hygge in the Early Years** accredited setting. I’ve been asked to talk a bit about what Hygge is and why I think it’s helped my setting and myself as a registered childminder.

Hygge (pronounced **HUE-GAH**) is the Danish approach to life that focuses on having a happier and more simple life. Using elements of warmth, cosiness, and nature to make the most of every day of the year. It focussed on **re-balancing** you, as a practitioner, creating an Hygge environment, slowing down teaching and embracing nature.

As I moved through the training, I learnt about changes I could make to my learning environments, outdoor provision, and daily rhythm to bring in more calmness.

I started my journey during the first Lockdown, whilst I was still working but outdoor exercise was limited. I had children whose parents were key workers and were confused and sometimes scared of the changes that were happening



Loose Parts Play

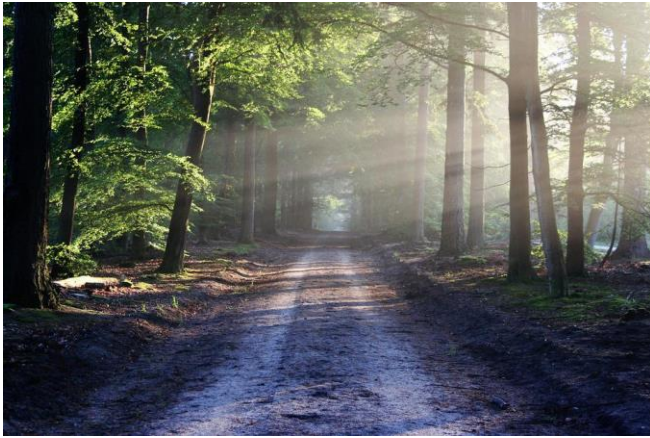
Give children a new experience for their senses to explore, using what is around them that can be utilised and played with.

Many of these things can be found at home



- Find some smooth rocks and wooden discs to identify numbers





A big part of my training was looking at supporting the wellbeing of the children, their families and myself. I gained an understanding of how I can promote more self-care and some activities I could incorporate to connect with nature. We made full use of our outdoor activities and by using nature there was no cost involved.

I had already followed the Wanderlust child nature study, which offers a 52-week plan all linked to nature and the changing seasons. This is included in the accreditation but can be done separately. As I progressed along this journey, I kept a journal of all the changes I made. I shared updates on my Facebook page and shared some **Hygge** tips with my parents too!



I am so happy I took the plunge and took part in the accreditation as it's changed how I feel about my job, the role I play and reinforced my beliefs that children don't need lots of toys to play, learn and have fun. **Nature** gives them all they need if you know how to use it effectively. Best part is it's **FREE** to all.



- Use shells for counting and making shapes



- Use playdough beads and sticks to explore imaginatively and get creative



- Easter celebrations through Loose Parts



Curiosity, Awe and Wonder

Bring 'dress up' into story time



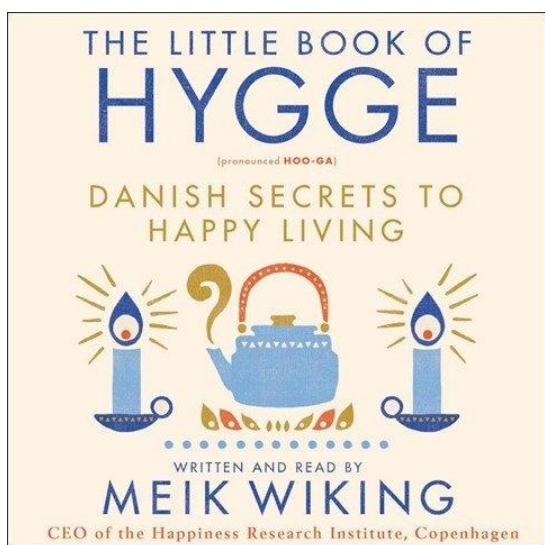
If you want to know more then, you can find Hygge in the Early Years on Facebook, Instagram and by searching www.hyggeintheearlyyears.co.uk. There is now a book out by Kimberly Smith, founder of Hygge in the Early Years too. You can follow a hygge approach without committing to an accreditation. It's a Danish concept and easy to research for free.

Sammy B's Childminding

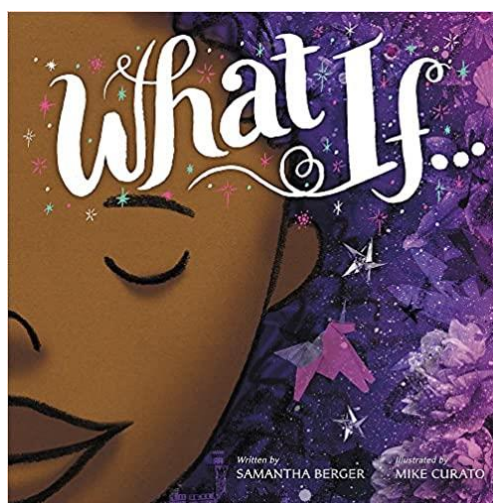
What items do you have laying around? ➡



The Little Book of Hygge by Meik Wiking



Why not read 'What if' by Samantha Berger and Mike Curato



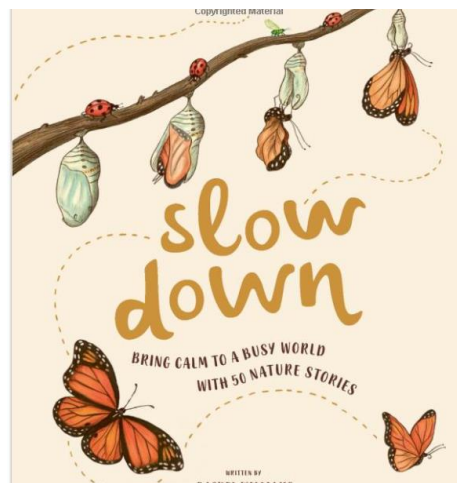
This book breaks down why to bring Hygge into your life. 'Hygge has been translated as everything from the art of creating intimacy to cosiness of the soul to taking pleasure from the presence of soothing things. You know hygge when you feel it. It is when you are cuddled up on a sofa with a loved one or sharing comfort food with your closest friends. It is those crisp blue mornings when the light through your window is just right.'

Get back to nature with this book 'Slow down' by Rachel Williams

This book asks you to **Slow down** by reading 50 nature stories that command calm and mindfulness.

Hour by hour nature is working wonders all around us

This book is about a girl who is determined to express herself! If she can't draw her dreams, she'll sculpt or build, carve or collage. If she can't do that, she'll turn her world into a canvas. And if everything around her is taken away, she'll sing, dance, and dream...



The Royal Borough of Greenwich stands in solidarity with the people of Ukraine

Refugees are welcome in Royal Greenwich!



https://www.royalgreenwich.gov.uk/news/article/2033/the_royal_borough_of_greenwich_stands_in_solidarity_with_the_people_of_ukraine

<https://www.royalgreenwich.gov.uk/refugeeswelcome>

If you are a refugee, asylum seeker, or migrant living in Royal Greenwich and need support, the council has services to help you with:

- [Benefits and hardship information](#)
- [Help to find work](#)
- [Homelessness support](#)

- [Support for people experiencing domestic abuse](#)
- **Nil Recourse to Public Funds Team (NRPF Team)**

The NRPF Team provides statutory services to Royal Greenwich migrant residents who are experiencing destitution. For more information, or to make a referral, please call the Contact and Assessment Team on 0208 921 2304 or email AOPS.Contact.Officers@royalgreenwich.gov.uk and cc Nilrecourse@royalgreenwich.gov.uk

Guidance

Homes for Ukraine

<https://www.gov.uk/register-interest-homes-ukraine>

<https://www.gov.uk/guidance/homes-for-ukraine-sponsor-guidance>

Guidance

Welcome: a guide for Ukrainians arriving in the UK

<https://www.gov.uk/government/publications/welcome-a-guide-for-ukrainians-arriving-in-the-uk>

Where childminders wish to host people from Ukraine on premises where childminding does NOT take place (for example in a separate annex with its own entrance and facilities or at a separate address that is not used for childminding) there is no requirement for Ofsted or CMAs to check the people who would be living or working on those premises. As such, those childminders can simply decide whether to take part in these schemes and should follow the relevant scheme's application process.

Where childminders wish to host people from Ukraine on premises where childminding DOES take place, the situation is more complicated. There is an existing legal requirement for specific checks on persons who are aged 16 and over living on premises where childminding takes place, which would include anyone coming from Ukraine. Please read guidance and advice below

<https://foundationyears.org.uk/wp-content/uploads/2022/04/Childminders-hosting-people-from-Ukraine-England.pdf>

Talking About War & Conflict



Improving children's mental health



<https://www.place2be.org.uk/about-us/news-and-blogs/2022/march/talking-to-children-and-young-people-about-war-and-conflict>

When war or conflict is in the news, it can cause feelings such as fear, sadness and anxiety for children, young people and adults. Place2Be's Educational Psychologists share their advice on how to talk to children and young people about war and conflict, and support them if they're struggling with the news.

As teachers, parents and carers, it is impossible to protect children from frightening and confusing world events, such as war and conflict. We can, however:

- Create a sense of safety at home and school
- Find ways to cope together with uncertainty
- Be hopeful for peace and safety for all
- Be compassionate
- Look after our own wellbeing and seek support as we support others

When talking to children and young people about war, it is important to take into account their age, stage of development and whether they have special educational needs, additional support needs or other needs that may make them more vulnerable.

Here are some things you may find helpful:

- Try to find out what your children already know about the situation, and how they found out about it. Reinforce the importance of getting their news from a reputable source, such as the BBC. You could look at reliable news sources together.
- Encourage young people to access a range of media content that they normally enjoy. This will help guard against overexposure to news and 'doom-scrolling'.
- Children may be exposed to explicit images that can trigger fear responses. Let them know that you are open to talking about what they have seen or heard.

- Be open to talking with children about the war, but say that you may not have all the answers. If you are unsure, say that you don't know. Acknowledge uncertainty and validate the feelings that arise from uncertainty. For example, "It sounds like you are unsure and are worried about what could happen next".
- Young children may not talk directly about war, but their fears might come out in play. You can join their play to help them explore their feelings.
- Ask children about their feelings about the war. For example, they may feel worried, frightened, angry or confused or a whole range of other emotions. Listen to their feelings and acknowledge them as valid, rather than minimising them.
- At the same time, reassure your child that parents and carers at home, and teachers at school, are there to keep them safe and that many people around the world are working hard to try to resolve the conflict.
- Encourage children to think about the things they can be more certain about and influence, and to look after their own wellbeing. For example, they can still play, learn, be with their friends, listen to music, play sport etc.
- Children with existing mental health needs and/or SEND/ASN may need some extra support. [This resource from Phoenix Education Consultancy may be useful.](#)
- Children who have family and friends in war-torn countries may feel particularly upset. Children from all communities will need compassion, support and to feel safe. You may need to monitor how people in school (and beyond) are responding to classmates, colleagues and families from the communities most directly affected.
- Be aware of children and families who are refugees and have fled conflict, as recent events may be particularly poignant for them.
- If children want to help, encourage their concern and compassion. This might include raising funds, campaigning for peace, posting messages of hope etc.
- Children who have members of their families in the armed forces are likely to fear for the safety of their loved ones. Be mindful that these children may need additional space, time and support. [Further information and resources are available from Little Troopers.](#)

Children's ability to cope is influenced by their teachers, parents, carers and other important adults in their lives. It is important that you look after your own mental health and seek support if you feel overwhelmed.

- [Shout Text Helpline](#), text **CONNECT** to **85258** to contact Shout for free, 24/7.
- [Education Support Partnership Helpline](#), call **08000 562 561** or text **07909 341229** for free, 24/7.
- [The Young Minds Parents Helpline](#), call for free on **0808 802 5544** (9.30am - 4pm, Monday-Friday, UK).

Millions of children have been displaced in and from Ukraine due to the war. Their right to care and protection at this time is critical. Everyone can help in the humanitarian response to the needs of children and families. There is much that can be learned from what children and adults have shared of their experiences of war, conflict and emergencies caused by natural disasters, and from international guidance which addresses needs as well as rights of children and adults in emergencies including conflict.

CEL CIS has pulled together resources to help professionals in Scotland protect unaccompanied and separated children in response to the war in Ukraine. This includes information on best practice in safeguarding, supporting child wellbeing and mental health, responding to trauma and preventing exploitation and trafficking.



Supporting child refugees and their families

<https://celcis.org/knowledge-bank/protecting-children/supporting-child-refugees-and-their-families>

Read the article: [Supporting child refugees and their families](#)

Read the report: [Supporting child refugees and their families](#)

NSPCC
Learning

Protecting children from trafficking and modern slavery

<https://learning.nspcc.org.uk/child-abuse-and-neglect/child-trafficking-and-modern-slavery>



Stress Management Society
from distress to de-stress

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



<https://www.stress.org.uk/30daychallenge/>

Start now!

As we emerge from the pandemic, it's vital that the community support experienced by many people during this challenging time continues. Although restrictions have mainly been lifted, people need support now more than ever as they adjust to a new way of living. The pandemic has had a hugely detrimental effect on the nation's mental health and sense of community. Disrupted social lives, the cancellation of large gatherings, travel restrictions and working from home have kept us in one place for long periods of time. However, one of the positives to emerge from this unparalleled situation has been the community spirit and support shown by so many to so many. **A community is much more than just a group of people!**

[The Stress Management Society](#) have free resources including:

- A distress to De-stress Guide
- A 30 Day Challenge Calendar
- A Stress Poster
- A Self Care Workbook and more!

[Time to Change](#) have resources for schools, including:

- Lessons and assembly's
- Short activities
- Guides and toolkits
- Training
- Films and more!

[Mental Health UK](#) have free downloadable resources and videos on:

- Work life balance
- Exercise
- Managing Stress
- Sleep and more!

Action Change Equality (ACE)



Welcome to the ACE Young People's page on the Local Offer.

ACE (Action, Change and Equality) groups lets children and young people tell Greenwich council what is good and what could be made better. ACE helps to shape and improve services for children with Special Educational Needs and/or disabilities.

<https://www.greenwichcommunitydirectory.org.uk/kb5/greenwich/directory/service.page?id=pvC45cCMEIM&localofferchannel=0>

LIBRARY OF THINGS

<https://www.libraryofthings.co.uk/woolwich>



Woolwich has its very own Library of Things. It's a place where you can borrow useful household items for DIY, cleaning, gardening, events, entertainment and more for a few pounds per day.



HAVE YOUR SAY!

Open for consultation until
1 July 2022



HM Government

SEND Review:

Right support
Right place
Right time



To engage in the consultation you can do this online at: [SEND Review: Right support, right place, right time - Department for Education - Citizen Space](#) which will take you through the key questions but also allow for more general feedback. Parents and carers are encouraged engage

Together we can achieve equality and equity for all.

Sign up to the Royal Greenwich
**Equality and
Equity Charter**

#Greenwichequality



Adopt the principles of the Equality and Equity Charter

Royal Greenwich is a vibrant, dynamic borough and home to many diverse communities – which is one of our greatest strengths. However, this diversity also presents challenges and inequalities which need to be addressed to make sure our borough is a place where everyone can succeed and prosper. The Equality and Equity Charter which sets out pledges to promote the values of equality, diversity, and inclusion is key. We are encouraging all early years and childcare to adopt the values and principles in the charter in everything that they do, so that we can unlock opportunities for all people across our borough. You will get a certificate to display

Please sign up <https://www.royalgreenwich.gov.uk/equalitycharter>

Sign our Equality and Equity Charter →

<https://www.royalgreenwich.gov.uk/xfp/form/677>

<https://www.nhs.uk/conditions/chickenpox/>

<https://www.nhs.uk/conditions/scarlet-fever/>

<https://www.gov.uk/government/collections/scarlet-fever-guidance-and-data>



Dear providers

Please read carefully the attached letter regarding the risk of co-infections of chicken pox and scarlet fever.

Chickenpox and scarlet fever are two routine childhood infections which are currently seeing some resurgence; both are considered to be common, mild and of low public health risk.

Coinfection of both chickenpox and scarlet fever carries an increased risk of complications due to invasive infection and requires more proactive management to prevent or mitigate the risk of severe disease.

Please ensure that you contact your local **UKHSA London Health Protection Team** promptly if:

- There is a chickenpox outbreak at the same time as case(s) of scarlet fever.
- There is evidence of severe disease - for example, a child is admitted to hospital.

South London HPT

UKHSA South London Health Protection Team

Email slhpt.oncall@phe.gov.uk

Telephone 0344 326 2052

Out of hours advice 0344 326 2052

More information about infectious illnesses can be found here

<https://www.gov.uk/government/publications/health-protection-in-schools-and-other-childcare-facilities>



25 Apr 2022 Letter from the UK health security agency (HSA)

Dear Colleague

I am writing to you today to draw your attention to the recent increase in routine childhood infectious diseases which we are currently observing across the country and in London.

Chickenpox and scarlet fever are two routine childhood infections which are currently seeing some resurgence; both are considered to be common, mild and of low public health risk. Further details for both infections are provided below, along with links to guidance and resources which are available to access online. In most situations, schools and childcare settings do not need to contact the UKHSA London Health Protection Team (HPT) about cases of chickenpox in their setting.

Routinely, outbreaks (two or more cases) of scarlet fever should be reported to the HPT so that the appropriate support can be provided, including advising parents to take children to the GP for antibiotic treatment where required (see Annex). However, coinfection of both chickenpox and scarlet fever carries an increased risk of complications due to invasive infection and requires more proactive management to prevent or mitigate the risk of severe disease.

Please ensure that you contact your local **UKHSA London Health Protection Team** promptly if:

- There is a chickenpox outbreak at the same time as case(s) of scarlet fever.
- There is evidence of severe disease - for example, a child is admitted to hospital.

Good infection prevention and control - maintaining an ongoing emphasis on environmental cleaning, hand and respiratory hygiene, and ensuring staff and children who are unwell remaining away from the setting, will help reduce transmission of most infections within your setting.

Further advice and guidance can be found online here, including updated advice on managing COVID-19 and other common childhood infections: <https://www.gov.uk/government/publications/health-protection-in-schools-and-other-childcarefacilities>

Yours sincerely

A handwritten signature in black ink, appearing to read 'Yvonne Young', with a long horizontal flourish extending to the right.

Dr Yvonne Young
Consultant in Health Protection
Acting Deputy Director Health Protection
London
UK Health Security Agency

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

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



020 8921 4477



safeguardingchildren@royalgreenwich.gov.uk

LADO



020 8921 3930



childrens-LADO@royalgreenwich.gov.uk

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

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

Prevent Team 0208 921 8340 or 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

Guidance

Keeping children safe during community activities, after-school clubs and tuition: non-statutory guidance for providers running out-of-school settings

Updated 4 April 2022

<https://www.gov.uk/government/publications/keeping-children-safe-in-out-of-school-settings-code-of-practice/keeping-children-safe-during-community-activities-after-school-clubs-and-tuition-non-statutory-guidance-for-providers-running-out-of-school-settings>

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2. [Who is this guidance for?](#)
3. [About this guidance](#)
4. [How to use this guidance](#)
5. [Basic safeguarding checklist of requirements for all providers](#)
6. [Section 1: health and safety](#)
7. [Section 2: safeguarding and child protection](#)
8. [Section 3: suitability of staff and volunteers](#)
9. [Section 4: governance](#)
10. [Useful resources for providers](#)
11. [Glossary](#)



<https://www.gov.uk/government/publications/guidance-for-parents-and-carers-on-safeguarding-children-in-out-of-school-settings>

Positive signs to look out for

All Providers

- ✓ Health and safety has been considered. Large providers should have a written policy. Small and lone providers do not need to have a written policy but should be aware of the risks and how to reduce them.
- ✓ The environment appears safe (for example, a well-maintained building with a clear exit route in case of emergencies and a first-aid kit available). The provider knows what to do in the event of a fire or emergency.
- ✓ A appointed person is responsible for first aid.
- ✓ The provider has relevant training to deal with child protection and safeguarding issues (for example, abuse and neglect).
- ✓ A child-protection policy can be given to parents on request. This should say how children can report concerns and how the provider will make parents aware of them.
- ✓ There is an appointed safeguarding lead.
- ✓ Parents or carers can meet with providers either before or during sessions to ensure the setting is well-managed.
- ✓ An internet safety policy is in place and monitored.

- ✓ A parental consent form, which asks for medical information and emergency contact details, is needed before the child attends for the first time.
- ✓ Registered charity status (where applicable). The [Charity Commission](#) has a register for all charities which are registered in England and Wales.
- ✓ A complaints process is in place.

Providers with Staff Members

- ✓ Staff members and volunteers have relevant training to deal with child-protection issues such as physical, emotional or sexual abuse.
- ✓ Staff and volunteers have completed relevant qualifications and checks (for example, pre-employment references and DBS checks).
- ✓ If a provider has many staff or volunteers, their roles and responsibilities are clear.

Red flags

All Providers

- X** Little or no consideration for health and safety, including general lack of awareness of the risks and how to reduce them.
- X** Evidence of a dangerous environment, e.g. loose wires, damp, no clear exit route in case of emergencies and no first-aid kit. Lack of awareness of what to do in the event of a fire or an emergency.
- X** No appointed person is responsible for first aid.
- X** A child-protection policy is not in place. In other words, the provider does not have clear steps for how concerns (for example, peer-on-peer abuse) can be reported and how parents will be made aware of these.
- X** No appointed safeguarding lead
- X** Signs of abuse on other children who attend the setting, for example, unexplained bruises.
- X** There are unknown adults in the setting.
- X** There do not seem to be enough staff or volunteers to supervise all of the children in their care.
- X** Staff members or other adults have unsupervised one-to-one contact with children without parental or carer consent.

- X** No internet safety policy in place or monitored.
- X** Parents are not asked to provide a consent form or to sign one.
- X** No process in place for dealing with complaints.

Providers with Staff Members

- X** Staff have not completed relevant training, qualifications or checks (for example, DBS checks). Staff or volunteers appear not to acknowledge or raise potential safeguarding concerns.
- X** Staff and volunteers do not know what to do if they have a child protection concern (for example, if a child makes a disclosure about abuse).
- X** Staff or volunteers appear not to acknowledge or raise potential safeguarding concerns.





<https://tacklechildabuse.campaign.gov.uk/>

Anything you notice can help a child at risk.

We all have a role to play in protecting children and young people from child abuse and neglect.

Many people do not act because they're worried about being wrong.

You don't have to be absolutely certain; if you're concerned a child is being abused or their safety is at risk, speak to someone.

Following these simple steps and reporting your concerns to your local council could provide the missing piece of information that is needed to keep a child safe.

Child abuse. If you think it, report it.



<p>Appearance: such as unusual injuries or consistently poor hygiene.</p> <p>Behaviour: such as being withdrawn, overly anxious, disruptive or self-harming or any other sudden changes in behaviour.</p> <p>Communication: such as talking aggressively, using sexual language or becoming secretive.</p>	<p>Call the Greenwich Children's Social Care (MASH)</p> <p>020 8921 3172 020 8854 8888 (out of hours)</p>	<p>Social Care (MASH) actions :</p> <p>Listening to your concerns Gathering information Assessing the whole picture Deciding what action to take</p>
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*MASH – Multi Agency Safeguarding Hub

Watch the videos to spot the signs of the different types of child abuse:



<https://youtu.be/IStFOvRjGbw>



<https://youtu.be/ntnjumWnXxc>



<https://youtu.be/QLnItnjhp6g>



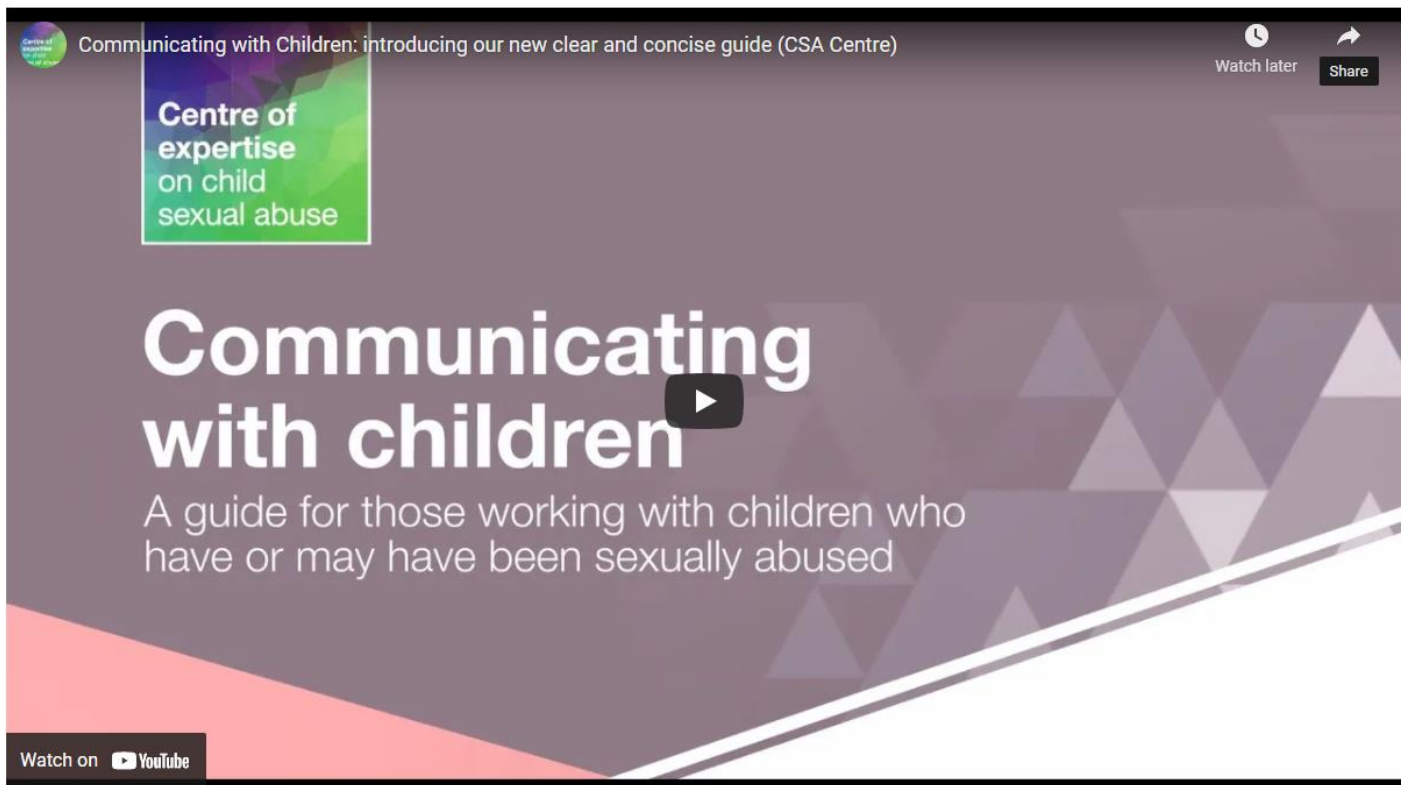
<https://youtu.be/IZISW3FKV9c>



<https://www.csacentre.org.uk/documents/communicating-with-children-guide/>

In this new guide we aim to give all people working with children guidance in talking about child sexual abuse, explaining what may be going on for children when they are being sexually abused; what prevents them from talking about their abuse; and what professionals can do to help children speak about what is happening. It brings together research, practice guidance, and expert input – including from survivors of abuse - to help give professionals the knowledge and confidence to act.

Children will speak to the adults that they know and trust the most, not necessarily those in specific safeguarding roles, and it's therefore vital that all professionals are able to have that initial conversation. Child sexual abuse can feel difficult and complex, but with support and guidance all professionals working with children do have the skills to do this.



<https://youtu.be/vUIF5lu3QqY>

Supporting parents and carers

A guide for those working
with families affected by
child sexual abuse

<https://www.csacentre.org.uk/documents/supporting-parents-and-carers-a-guide-for-those-working-with-families-affected-by-child-sexual-abuse/>

This guide is designed to help professionals understand more about how child sexual abuse affects parents and their children, so that they can support them effectively. It includes situations where the child has been sexually abused by an adult or adults or experienced another child's harmful sexual behaviour, whether this has taken place inside or outside their family environment. It explores the impact of child sexual abuse carried out in different contexts, and how such abuse can affect families differently. It explains why parents need to receive a supportive response from professionals, and what this involves, and it provides lists of resources and sources of support for professionals to support their work and share with the parents they are working with.



<https://youtu.be/nullZfIkhpQ>

You might be interested in...

[Signs & Indicators Template](#)

Research shows that the majority of children and young people will not tell anyone at the time of their abuse, and if they do, they are much more likely to tell friends or family than someone in a professional role. The CSA Centre's new Signs and Indicators Template helps professionals address this: gathering the wider signs and indicators of sexual abuse to build a picture of their concerns.

[Communicating with Children Guide](#)

Research and practice show that it can take years for a child to get to the point where they feel able to tell someone about their experiences. This guide brings together research, practice guidance to help give professionals the knowledge and confidence to act.

["But they must have known!" Effectively working with non-abusing parents](#)

Our Deputy Director for Knowledge and Practice Development highlights the importance of effective working with non-abusing parents and carers when there are concerns of intra-familial child sexual abuse.

[Key messages from research on child sexual abuse perpetrated by adults](#)

Policy paper

Online Safety Bill: supporting documents

Supporting documentation for legislation to establish a new regulatory framework to tackle harmful content online, and make reforms to the criminal law.

<https://www.gov.uk/government/publications/online-safety-bill-supporting-documents>

Protecting children:

For children, these new laws will mean that all in-scope companies must assess risks and take action to tackle illegal activity that threatens the safety of children.

In addition, platforms likely to be accessed by children will need to:

- prevent access to material that is harmful for children, such as pornography.
- ensure there are strong protections from activity which is harmful to children, which we expect will include harms such as bullying.

If a child does encounter harmful content or activity, parents and children will be able to report it easily. Platforms will be required to take appropriate action in response.

Platforms will also have a duty to report any child sexual exploitation and abuse content that they encounter to the National Crime Agency, to assist with law enforcement efforts to stamp out this appalling crime.



“IT’S HEART-BREAKING THAT I FEEL I CANNOT FULLY PROVIDE FOR MY YOUNGEST WITHOUT STRUGGLING”: THE IMPACT OF FIVE YEARS OF THE TWO-CHILD LIMIT POLICY

The Child Protection Action Group (CPAG), the Church of England (CofE) and the Benefit changes & larger families research project have produced a report on the impact of the two child policy, under which parents are not entitled to any additional support through universal credit or child tax credit for their third or subsequent child, on the mental health and wellbeing of families and children. Findings from the report, which gathered evidence through a survey of over 2,500 families affected by the policy, include: an estimated 1.4 million children are affected by the policy, and parents reported having to cut back on essentials, falling behind on bills and rent, and not being able to pay for their children to socialise with friends and take part in extracurricular activities and schools trips.

Read the article: [“It’s heart-breaking that I feel I cannot fully provide for my youngest without struggling”: the impact of five years of the two-child limit policy](#)

Read the report: [“It’s heart-breaking that I feel I cannot fully provide for my youngest without struggling” The impact of five years of the two-child limit policy \(PDF\)](#)



Guidance

Emergency planning and response for education, childcare, and children's social care settings

How educational and childcare settings should plan for and deal with emergencies, including significant public health incidents and severe weather.

<https://www.gov.uk/government/publications/emergency-planning-and-response-for-education-childcare-and-childrens-social-care-settings>

The Department for Education (DfE) has released new guidance for educational and childcare settings in England on how to respond to emergency events. The guidance highlights that vulnerable children and young people should be prioritised for continued face-to-face interaction to ensure any safeguarding threats are prevented and monitored. There is also a focus on wellbeing and support, with recommendations that settings work collaboratively with children and their families to ensure mental health and welfare concerns are responded to.

Read the report: [Emergency planning and response for education, childcare, and children's social care settings \(PDF\)](#)

Royal Greenwich Children's Services

Useful Safeguarding Contacts and Telephone Numbers

Children's Services Front Door (Safeguarding, Social Care & Early Help)	
'Multi Agency Safeguarding Hub' (MASH) MASH-referrals@royalgreenwich.gov.uk	020 8921 3172
Safeguarding Consultation Line	020 8921 2267
Social Care and Safeguarding Emergency Duty Team Childrens-Out-Of-Hours@royalgreenwich.gov.uk	020 8854 8888
Local Authority Designated Officer - Winsome Collins Manager	
childrens-LADO@royalgreenwich.gov.uk	020 8921 3930
Rachel Walker – DO PVI's/ CMs Laura Lhumbis –DO Schools	020 8921 3930
Greenwich Safeguarding Children Partnership	
Greenwich Safeguarding Children Partnership website http://www.greenwichsafeguardingchildren.org.uk	020 8921 4477
Prevent	
Adam Browne – Prevent Co-ordinator	020 8921 8321/ 8340
Confidential Anti-Terrorist Hotline	0800 789 321
Police 999	
CAIT - Child Abuse Investigation Team	0207 230 3705
Ofsted	
Ofsted enquiries, complaints, investigation and enforcement	0300 123 1231
Royal Greenwich Early Years	
Early Years & Childcare	020 8921 3877
Families Information Service	020 8921 6921
Support, Advice & Signposting	
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
Children with Disabilities	
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

ROYAL borough of
GREENWICH