



Welcome to the new term! What's in the Autumn edition

- ☀ DFE Surveys
- ☀ Greenwich Supports – Food Costs Provider Survey
- ☀ Cookery Club
- ☀ The Nursery Milk Scheme
- ☀ Home Learning Environment – Shake Up & Growth Mindsets

- ☀ Training programme
- ☀ EYFS : NEW Bitesize Webinars
- ☀ DFE & Ofsted update- Education recovery and 50% on non-domestic
- ☀ Early Years Stronger Practice Hubs webinar – Friday 9 September
- ☀ Read, Research & Reflect – Reconnecting with Parents; Building on Success; Library Services for Early Years
- ☀ Apprenticeship Plus
- ☀ SENCo Qualification
- ☀ Check Early Years Qualifications
- ☀ Quality Improvement Process
- ☀ Provider Audit Tool
- ☀ Equality and Equity Charter
- ☀ Together for Twos
- ☀ Tax-Free Childcare
- ☀ Service Level Agreement & Term dates

Keeping Children Safe

- ☀ Domestic Abuse
- ☀ Violence Against Women & Girls Factsheets
- ☀ Updated Safeguarding Useful Numbers



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.



Department
for Education

Give us your views

[Online Survey >](#)

Closes 16 Sep 2022

Opened 4 Jul 2022

Childcare: Regulatory changes

The DFE are seeking views to help us reach well-informed and fair decisions on proposed regulatory changes to childcare in England.

Why your views matter

This consultation seeks views on the following proposals:

- changing the current statutory minimum staff: child ratios in England for 2-year-olds from 1:4 to 1:5
- making the Early Years Foundation Stage statutory framework (EYFS) explicit that childminders can care for more than the specified maximum of three children under the age of 5 if they are caring for siblings of children they already care for, or if the childminder is caring for their own baby or child
- making the EYFS explicit that “adequate supervision” while children are eating means that children must be in sight and hearing of an adult.

Please ensure you read the consultation document in full before responding to the survey here [Childcare: Regulatory changes - Department for Education - Citizen Space](#)

Early years funding formulae

Consultation on the Early Years National Funding Formulae

The DFE are seeking views on proposed updates to the early years funding formulae and maintained nursery school supplementary funding.

Why your views matter

The DFE are proposing to update the funding formulae for the early education entitlements for children aged 2, 3 and 4. These formulae are no longer using the most recent data available. Using up-to-date data will help to ensure the funding system remains fair, effective, and responsive to changing levels of need. The DFE are also proposing reforms to create a fairer distribution of maintained nursery school supplementary funding.

[Early years funding formulae - Department for Education - Citizen Space](#)



Greenwich Supports is a new campaign launched by the Council to ensure that residents, employees, and businesses in the Royal Borough of Greenwich have support with the rise of living costs.

The Council is here to listen, advise and help.

This webpage has information about services you can get, from advice hubs and discounts to financial and practical support, if you are struggling to pay for the essentials such as rent, food, fuel, clothes, furniture, debt and more.

Where to get help

<https://www.royalgreenwich.gov.uk/cost-of-living-help>

If you need further information on any of the below, you can [contact the Welfare Rights Service](#).

- Claiming benefits and Universal Credit
- Money, debt, and benefits advice
- Support for housing costs
- Help with energy costs
- Help with food costs
- Help with ongoing costs
- Help with health costs
- Childcare and support for families
- Help with one off costs
- Sport, leisure, culture, and things to do
- Reducing waste
- Support for mental health
- Finding free or affordable legal help
- Support with legal costs
- Immigration and No Recourse to Public Funds (NRPF)
- Help looking for a job
- Domestic abuse

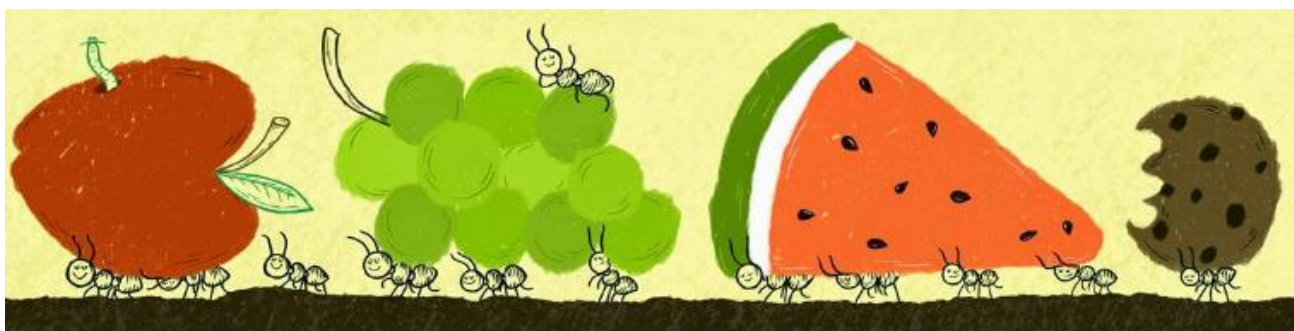
Contact the Welfare Rights and Universal Support teams

The **Welfare Rights Service** provides in-depth benefit advice regarding your potential entitlement to benefits and if you are having problems with existing benefits.

To call Welfare Rights, please call **020 8921 6375** on Monday, Wednesday, and Thursday, from 10am to 1pm.

The **Universal Support Team** provides practical support in managing and understanding your existing Universal Credit claim.

If your question is more urgent, please call **020 8921 3333**, from Monday to Friday between 10am to 4pm, to speak to a team member.



Cost of Living : Food Costs Provider Survey

With costs of food rising and the continuing impact of food poverty, we invite you to complete this short survey to help us understand need and plan support. Thank you for participating in this provider survey.



PLEASE COMPLETE SURVEY HERE

<https://forms.gle/gIXrZRvqWtNjvYQ77>





www.gcda.coop



[@gcdauk](https://twitter.com/gcdauk)



0800 470 4831



FREE

COOKERY CLUBS

FOR GREENWICH RESIDENTS

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

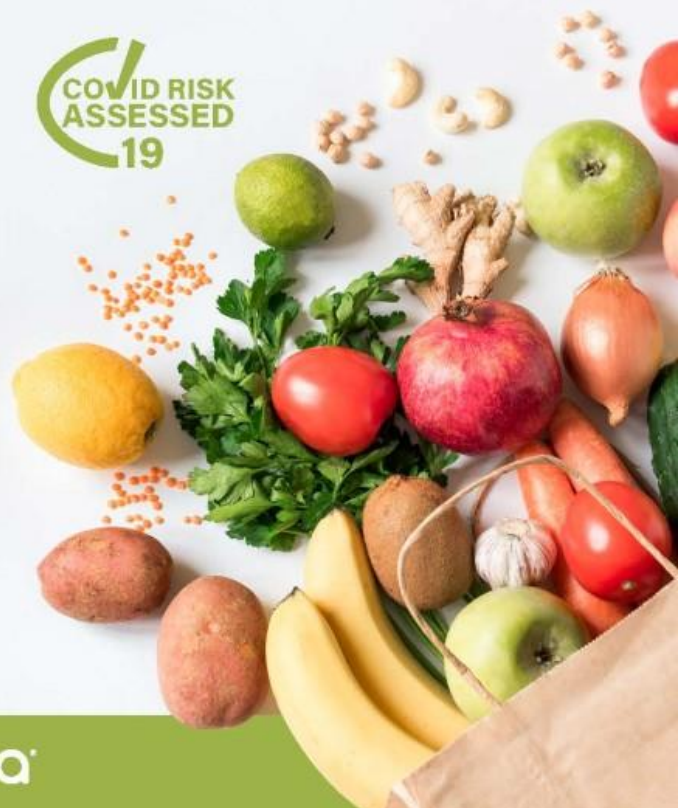
We're running FREE 5-week face to face cooking sessions showing you how to make small changes that can make a big difference to your health and your pocket!

If you're ready to get out and see people, we are running in person clubs at venues throughout the borough.

We have done detailed risk assessments, so we are Covid Secure to ensure your safety.



Clubs run throughout the year so for more information and booking, please call 0800 470 4831 or email cookeryclubs@gcda.org.uk



The Cookery Clubs are back!

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

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

Join us in person with our incredible tutors who will show you how to prepare delicious, mouth-watering, and healthy meals. Participants receive a FREE cookery book upon completion!

Where: Abbey Wood Community Centre, 4 Knee Hill, SE2 0YS

When: Every Monday for 5 weeks, starting 12th September – 10th October

Time: 10.30am – 1.00pm

Where: Glyndon Community Centre, 75 Raglan Road, Plumstead, SE18 7LB

When: Every Tuesday for 5 weeks, starting 13th September – 11th October

Time: 10.30am – 1.00pm

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

When: Every Thursday, for 5 weeks, starting 15th September – 13th October

Time: 10.30am – 1.00pm

Where: Middle Park Community Centre, 150 Middle Park Avenue, Eltham, SE9 5SD

When: Every Thursday, for 5 weeks starting 15th September – 13th October

Time: 10.30am – 1.00pm

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

When: Every Saturday for 5 weeks starting 17th September – 15th October

Time: 12.30pm – 3.00pm

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

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

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



The Nursery Milk Scheme

0800 612 9448

info@nurserymilk.co.uk

Welcome to the
Nursery Milk Scheme



<https://www.nurserymilk.co.uk/>

Eligibility requirements



Childcare providers



Children



Milk

Who can register

- A registered childminder
- A registered day care provider
- A local authority which provides day care
- Those providing day care to children under 5 years in schools
- Those providing day care in a nursery or creche for children (under 5 years) of management and staff of certain establishments (e.g. children's homes, voluntary or community homes, NHS hospitals) which are exempt from registration should contact the NMRU to confirm their eligibility before registering with the scheme



Eligibility requirements



Childcare providers



Children



Milk

Children who are eligible to receive milk

- Children under 5 years old who attend an eligible setting for 2 hours or more may receive 189ml (1/3 pint) of milk each day, free of charge.
- Babies aged under 12 months may receive powdered infant formula made up to 189ml (1/3 pint) each day, free of charge.



Eligibility requirements



Childcare providers



Children



Milk

Milk which may be claimed for

- Whole or semi-skimmed pasteurised cow's milk.
- Powdered infant formula for babies under 12 months from **a specified list of brands**.



Sourcing your milk



As an [eligible childcare provider](#) you can claim your milk reimbursement direct from the Nursery Milk Reimbursement Unit (NMRU) or you can appoint an agent. If you decide to source your milk via an agent you are still required to register with the NMRU, as well as registering with your agent.

If you decide to register and claim direct from the NMRU, you can source your milk at your convenience from your local milk delivery, shop or supermarket. You will be asked to provide your bank details when you register. Once your claims have been approved for reimbursement, funds will be sent via BACS within 3 working days. As a beneficiary of the Nursery Milk Scheme you will be asked to ensure value for money when sourcing your milk. The Department of Health and Social Care encourages childcare settings to purchase milk at the best possible price to meet their requirements under the Nursery Milk Scheme. Purchasing milk at a local retailer and then re-claiming the cost may be cheaper than using a milk agent to supply milk.

Childcare providers' obligations



When you make a claim for reimbursement you will be asked to agree to a declaration before submitting your claim. The declaration is legally binding. As a member of the Nursery Milk Scheme you should ensure:

- You are claiming for eligible children
- You are claiming for eligible types and quantities of milk
- You have a record of receipts for all milk purchases
- You are not claiming for a period prior to you joining the scheme
- The milk is only used as a drink for eligible children, not in food preparation or for staff
- Attendance figures are realistic and can be evidenced

Claims made direct to the NMRU and claims made through an agent are audited regularly. You may be asked to provide further information to support your claim before you are reimbursed.

Register for the Nursery Milk Scheme

If you haven't already done so, please [check the criteria](#) to make sure you are eligible

Setting details

Setting name

Childcare setting name

Business name (if different, optional)

Setting address

Find your address by postcode

Address 1

Address 2 (optional)

Address 3 (optional)

Town

Postcode

Home Learning Environment



[10 Minute Shake Up is back!](#) Better Health are teaming up with Disney to help get kids active. Using some of their favourite characters from Disney's Encanto and Frozen, Disney and Pixar's Lightyear and Marvel's The Avengers, they will be inspired to be more active whilst having fun.

After the last 2 years we're looking forward to getting back to the things we love, including getting our kids moving, feeling good and having fun. Increasing activity, both at home and in school, has been shown to make kids feel better, help improve their performance at school, and develop important skills.

The Chief Medical Officer (CMO) recommends that children have at least 60 minutes of moderate to vigorous physical activity every day. This can be achieved by one daily session or through shorter bursts of 10-minute activity. The 10 Minute Shake Up games help to make this recommendation more manageable. Through playing these games, kids will build skills and grow in confidence, and most importantly, have fun!

A partner toolkit is attached or available here if you sign up

<https://campaignresources.phe.gov.uk/resources/campaigns/144/resources/6346>

Other resources

<https://campaignresources.phe.gov.uk/resources/campaigns/144-10-minute-shake-up/resources>



Fun and free games
for the kids all summer with
our 10 Minute Shake Ups!



10
minute
shake up
From Better Health with Disney

©Disney © 2022 Disney/Pixar © 2022 MARVEL

<https://www.nhs.uk/healthier-families/activities/10-minute-shake-up>

Shake up your summer!



Have fun with our new 10 Minute Shake Up games!

Now's the time to get inspired and be active! Shake things up with our brand new games, inspired by some of your kids' favourite Disney characters.

To find more games search '10 Minute Shake Up' or scan the QR code



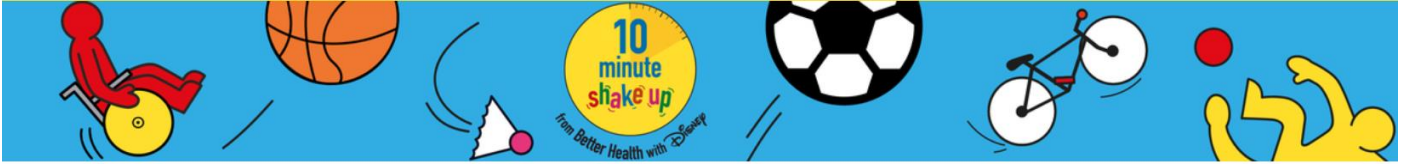
Better Health

healthier families

10 Minute Shake Up games

NHS

Get the kids moving with these fun games inspired by some of their favourite Disney characters. These boredom-busting activities will help them reach the 60 active minutes they need every day!



<https://www.nhs.uk/healthier-families/activities/10-minute-shake-up>

Shake Up your summer with these great games!



[Pick a Lightyear game for any crew](#)



[Meet Encanto's magical Madrigals](#)



[Get moving with a Marvel hero](#)



[Find a Frozen adventure](#)

Be curious and explore growth mindsets with cbeebies article



<https://www.bbc.co.uk/cbeebies/grownups/help-your-child-try-new-things>

Growth Mindsets: help your child try new things

What is growth mindset theory and how can it help your child's learning and social skills?

Practising growth mindset theory with children is a great way to get them engaged with subjects and activities that they try to avoid through fear of getting things wrong or "not being good enough".

In EYFS the key pillars of learning are [literacy](#), [numeracy](#) and [art](#). If a child starts to fall behind in one of these areas and believes that their abilities and talents are a fixed state, then they become easily discouraged.

In this article we'll begin to explain how *fixed* and *growth* mindsets affect children's thinking, learning and development.

What is a growth mindset?

Has your child ever said to you 'There's no point, I'll never be able to do it' or avoided doing something because they've failed at it in the past?

Feelings like this can be related to what children believe about what makes them 'good' at something – whether it's school work, sport, or even their ability to manage their emotions and behaviour.

Some children will tend to give up on challenging tasks easily, or avoid tasks they've failed at before. They tend to believe that being 'good' at a particular activity is a fixed state, and is something they can't control. In psychology, this way of thinking is called a '**fixed mindset**'.

Others might bounce back quickly from failure and be more likely to explore how they can get better at doing something. They tend to be children who believe that you can improve your abilities by practising, or by finding a different way to achieve your goal. This way of thinking is called a '**growth mindset**', and developing it can help make children more resilient for life.

There are lots of small things you can do every day that can help your little one develop a growth mindset.

Is ability something innate?

Professor Carol Dweck, an American psychologist, found that we all have different beliefs about the underlying nature of ability.

Children (and adults!) with a **growth mindset** believe that intelligence and abilities can be developed through effort, persistence, trying different strategies and learning from mistakes.

On the other hand, people with a **fixed mindset** believe that our intelligence and abilities are fixed traits; something that you are born with and that you can't really do anything about.

How do the different Mindsets develop and why are they important?

Most babies are excited to learn. However, as soon as children are able to compare themselves to others, some will stop focusing on learning and will instead focus on performance; they want to look good in front of others and more importantly, they want to feel like they are the best.

According to someone with a **fixed mindset**, if you fail at something, make a mistake, or even have to put effort in, it must be because 'you're just not good enough'. Because of that belief, children begin to avoid challenges and choose activities that they find easy.

People with a **fixed mindset** feel as if they have no control over their abilities, and are helpless in the face of difficulties and setbacks. They begin to feel disheartened if they find something difficult, which can lead to low self-esteem and a developing sense that there is 'no point' in trying.

Over time, children who feel like this may decrease their efforts and sometimes even engage in disruptive behaviours (anything that will detract from the fact that they are struggling).

Children (and adults!) with a **growth mindset** think very differently. They believe that they can get better at something by practising, so when they're faced with a challenge, they become more and more determined to succeed, wanting to persevere and overcome knockbacks. They tend to feel as if they're in control, and are not threatened by hard work or failure.

Although no one likes failing, children with a **growth mindset** do not let failure define them; instead, they use setbacks to motivate them. Children encouraged to adopt a **growth mindset** enjoy challenges and the sense of achievement they get when they succeed.

Researchers have found that building a **growth mindset** helps children at school; making them more motivated, more engaged in the classroom and likely to receive higher marks and greater rewards from their work.

Lots of research has been conducted in America (this approach is really popular in schools in the US), and

our team at the University of Portsmouth has found that developing a **growth mindset** has a positive impact on children's learning, attainment and, more importantly, understanding of the learning process in UK schools too.

But it's not all about educational outcomes. Research also suggests that having a **growth mindset** increases children's ability to try all sorts of different challenges and problems that they might not have otherwise tackled.

And because children no longer need to engage in various self-protection strategies, developing a **growth mindset** also appears to improve behaviour, increase life satisfaction, and help children to control their emotions.

How can I help my child to develop a Growth Mindset?

The exciting thing about the **growth mindset** approach is that it is not just about ability. It focuses on what people believe about ability – and there are lots of ways that we can help our children to develop a **growth mindset**.

Research has shown that Mindsets can be changed relatively quickly and there are plenty of things that parents and families can do to help. Below are a few tips and ideas that can help promote a **growth mindset** in children.

Set high expectations for your child:

It is commonly believed that lowering our expectations promotes self-esteem in children (e.g. "never mind, let's try an easier one"), but this is not the case. Having high expectations works like a self-fulfilling prophecy. It shows that you believe they can do it, which in turn has a positive impact on their own beliefs, behaviour and outcomes.

Encourage children to be resilient and not give up, even when they find something difficult or frustrating:

We now know that the brain adapts to new information and practise by creating new connections, so help your child to believe that challenge is a positive thing because it means they are growing their brains! This can help them to be comfortable with the times that they struggle and means that they see this as a sign of learning.

Celebrate mistakes!

The fear of making mistakes and associated shame can stop children from giving something a go in the first place. We all make mistakes, so try to embrace these mistakes and use them as learning opportunities, rather than feeling embarrassed about them. If we are not making mistakes then we are not stretching ourselves.

Use inspirational role models:

Think about your child's favourite athlete, musician or teacher and talk about their journey to success. We call this unravelling the talent myth. If someone has done well we have a tendency to think they were born that way. We need to show our children that this is not the case. Rather than focusing on somebody's

'natural talents', focus on their early efforts, strong work ethic, and the mistakes and learning that led them to where they are now.

How can the way I praise my child help develop a Growth Mindset?

It's natural to want to praise children when they do something well, but we need to do this carefully. Research suggests that the type of praise that we use can have a big impact. It's all a matter of context in fact and even positive praise can encourage a **fixed mindset**.

Praising our children by saying things like "you're a natural!" or "you seem to be able to turn your hand to anything!" without clarity of the process by which they got to that point can lead to the belief that being good at something is out of their control. In other words understanding how they got there is the key.

This focus on being good at something might lead to children feeling happy in the short-term, but confused when the reason they were praised is not evident. If children believe that they succeeded in something simply because they are gifted, they can end up re-evaluating their abilities if it doesn't go as well next time.

Instead the grown-ups around the child can focus praise on the **effort they've made** to get to that point of triumph, the **strategy they used** or the **outcome** itself, saying things like "you've worked so hard on this, well done!" or "you get better every time because of all the practise you've been doing" or "you have found a great way to do that, it worked out really well".

This kind of feedback helps to develop children's resilience to failure as it teaches them what to do when they are challenged or fail – try again, try harder or try a different way, all things that are within their own control.

This type of praise is sometimes called 'process praise' and Dweck's research found that children were more motivated when their parents used more of this kind of praise.

That's not how I've praised my child so far – is it too late to change?

It's never too late to change our mindsets. We've worked with children from the age of three, right up to university students and adults, and we've seen that anyone can develop a **growth mindset**.

It seems that the trick is to be open with children. If you are going to change the way you praise your child or the type of behaviours that you encourage, let them know why you are doing it. Tell them all about Growth Mindsets.

We're not saying that everyone is born with the same abilities, but what is clear is that practise, effort and finding the best strategy are crucial in determining how successful our children are in life, perhaps even more so than the natural abilities that they were born with.

By Dr Frances Warren and Dr Sherria Hoskins, University of Portsmouth

Other reads

<https://biglifejournal.com/blogs/blog/teach-growth-mindset-kids-activities>

<https://www.verywellfamily.com/tips-for-teaching-your-child-to-have-a-growth-mindset-4014842>

<https://www.understood.org/en/articles/growth-mindset>

CHANGE YOUR WORDS; CHANGE YOUR MINDSET.

FIXED

I'll never be as smart
as that person.

I can't do it.

This is too hard.

I'm not good at this.

I made a mistake.

I give up.



GROWTH

Everyone is talented
in many ways.

I'm still learning.
I'll keep trying.

With more practice
it will be easier.

This may take
some time and effort.

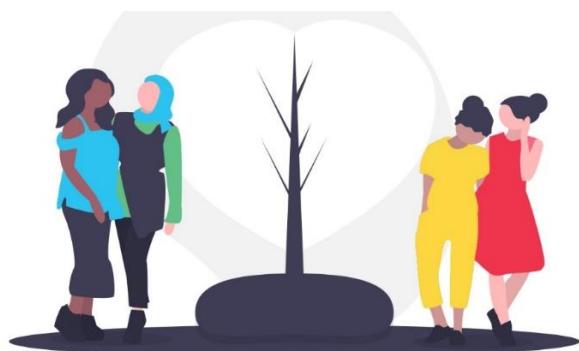
Mistakes
help me learn.

I can try a different
strategy.



Early Years & Childcare TRAINING PROGRAMME

Area	Training Courses and Workshops	Day	Dates	Start	End	Method of delivery	Cost
Ofsted Readiness	Looking Ahead to Ofsted	Thursday	08 September 2022	18:30	20:30	In person	Free
Learning & Development	Curriculum & Teaching	Saturday	10 September 2022	09:30	13:00	In person	£30
Learning & Development	NEW Bitesize Webinar - 2 Year Integrated Review	Wednesday	14 September 2022	12:00	13:00	Zoom	Free
Forum	Early Years Assembly	Tuesday	27 September 2022	18:30	20:00	Zoom	Free
Safeguarding & Welfare	NEW Safeguarding Forum - See the adult, See the child	Thursday	06 October 2022	18:30	20:30	In person	Free
Safeguarding & Welfare	Designated Safeguarding Person	Saturday	08 October 2022	09:30	17:00	In person	£45
Learning & Development	NEW Bitesize Webinar - Communication & Language Part 1	Wednesday	12 October 2022	12:00	13:00	Zoom	Free
Ofsted Readiness	Ofsted Trends	Monday	07 November 2022	19:00	21:00	Zoom	Free
Safeguarding & Welfare	Intermediate Safeguarding	Thursday	10 November 2022	14:00	17:30	In person	£30
Learning & Development	NEW Bitesize Webinar - Communication & Language Part 2	Wednesday	23 November 2022	12:00	13:00	Zoom	Free
Safeguarding & Welfare	"Off to the best start - babies and early years"	Monday	28 November 2022	10:00	16:00	In person	£45
Learning & Development	Managing Challenging Behaviour	Thursday	01 December 2022	09:30	12:30	In person	£35



PROVIDER PEER NETWORK

Childminders and Groupcare Managers have an independent network of peer support

If you would like to join, send an email to childcare-support@royalgreenwich.gov.uk and you'll be linked in

Paediatric First Aid Training Dates



Saturday	24 September 2022	08:45	16:30
Wednesday	28 September 2022	08:45	16:30
Wednesday	12 October 2022	08:45	16:30
Saturday	15 October 2022	08:45	16:30
Wednesday	09 November 2022	08:45	16:30
Saturday	19 November 2022	08:45	16:30
Saturday	03 December 2022	08:45	16:30
Wednesday	07 December 2022	08:45	16:30
Saturday	24 September 2022	08:45	16:30
Wednesday	28 September 2022	08:45	16:30
Wednesday	12 October 2022	08:45	16:30
Saturday	15 October 2022	08:45	16:30

IMPORTANT NOTICE

You must complete the online part of PFA before you attend the in-person date. You will be sent a link in advance of the in-person date.

You must arrive on time so leave good time for your journey. If you are late, you will not be permitted entry and will still be charged. This is to ensure you complete the hours required for certification.

There is an exam which you must pass before receiving your certificate on the day.

If you do not pass, you will need to do the course again to safely embed your knowledge and practice. You will have to re-book and pay for the course again.

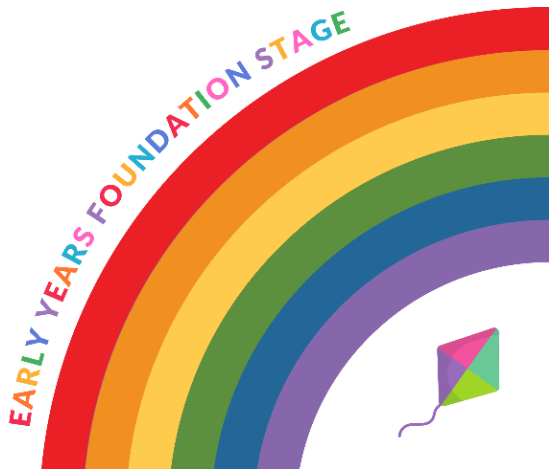


TO BOOK ALL TRAININGS

Most trainings are now in person so please check if via Zoom or in person

If you fail to attend training or fail to provide at least one week's notice of cancellation, you will be charged the full amount if your place cannot be filled

- 🔒 For information about training or enquiries, pls email eyc.training@royalgreenwich.gov.uk
- 🔒 Book via usual Direct Services to Schools below or the attached QR code
- 🔒 [Courses \(royalgreenwich.gov.uk\)](https://servicestoschools.royalgreenwich.gov.uk/courses/pvi)
<https://servicestoschools.royalgreenwich.gov.uk/courses/pvi>



Progress check at age 2

Guidance to provide support for early years practitioners when completing the early years foundation stage (EYFS) progress check at age 2.

<https://www.gov.uk/government/publications/progress-check-at-age-2>

[What to expect in the early years foundation stage: a guide for parents](#) can support practitioners to help parents find out more about their child's learning and development in the EYFS.

BOOK NOW for Bitesize Webinar reviewing the updated Progress Check guidance and the Royal Greenwich 2 Year Integrated Review

Wednesday 14 September 2022

12:00 -13:00

via Zoom



Book here via QR Code or link

[Courses \(royalgreenwich.gov.uk\)](https://royalgreenwich.gov.uk/courses)

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



NEW Bitesize Webinars

A series of one-hour webinars at lunchtime with Early Years & Childcare Advisors to share key messages about important themes.

2 Year Integrated Review - for all providers with 2-year-olds and funded Together for Twos
An introduction to the recent DFE guidance which supports early years practitioners in completing the early years foundation stage (EYFS) progress check at age 2. In Royal Greenwich, the 2-year integrated review is made up of two parts - one part is the Progress Check carried out by early years and the other part is the Development Review carried out by Health Visiting. We will discuss good practice in completing and sharing information to support the needs of 2-year-olds.

Communication and Language Part 1 & 2 will look at how language develops and how to support language development through good practice interventions and a well-planned inclusive curriculum including for children with EAL.

Research and analysis

Education recovery in early years providers: summer 2022

Published 20 July 2022

2022/education-recovery-in-early-years-providers-summer-2022

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5. [Continued changes to practice and procedures due to COVID-19 restrictions](#)
6. [Providers' staffing challenges](#) <https://www.gov.uk/government/publications/education-recovery-in-early-years-providers-summer->

<https://www.gov.uk/government/news/education-providers-resilient-as-covid-challenges-continue>

Guidance

Applying to work for up to 50% of the time on non-domestic premises (EYA)

Apply to work on non-domestic premises for up to half of your time.

<https://www.gov.uk/guidance/applying-to-work-for-up-to-50-of-the-time-on-non-domestic-premises-eya>

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[How to apply](#)

[After you apply](#)

[Tell Ofsted about any other changes](#)

Early Years Stronger Practice Hubs webinar for early years settings

Friday 9 September

The National Children's Bureau (NCB) invited colleagues from early years settings to attend a webinar about the Early Years Stronger Practice Hubs programme on either Wednesday 17 August or Friday 9 September.

NCB recognise that many of you will have been on your summer holidays when this was announced and, to enable as many interested settings as possible to attend, they have **released more spaces on Friday 9 September**. You can book your place on the webinar [here](#).

The webinars are designed to support settings with their applications and are aimed at those involved in the application at senior level, including setting owners, setting managers, early years teachers, EYFS leads, heads of early years as well as headteachers and governors. Along with NCB, the webinars will also be attended by the Department of Education (DfE) and the Education Endowment Foundation, and there will be an opportunity to ask questions.

Please note, the content of the webinars on 17 August and 9 September are the same, therefore if you attended previously (or have since watched the recording) you don't need to book onto this one. You can watch the recordings of the previous webinars, and find out further information on the programme, on the [NCB website](#).

For any other queries about Stronger Practice Hubs, please continue to email [NCB's Stronger Practice Hubs team!](#)

[Book your place on the webinar](#)

Updated Stronger Practice Hubs FAQs

Following the first two Stronger Practice Hubs webinars, and having received lots of important questions from across the sector via email, NCB have updated their FAQs for the programme.

NCB received lots of questions that asked similar points, so they have endeavoured to combine these and summarise wherever possible. You can find the updated [FAQ document](#), as well as a [summary of the changes](#) from the original FAQ document, on the [Foundation Years website](#). The latest version of the document is v.2, updated 30 August 2022.

As NCB receives further questions from the sector, these FAQs will continue to be updated, so please ensure you are checking the version number and the date published in the future!

[View the Stronger Practice Hubs page on Foundation Years](#)



[Reconnecting with parents and carers](#)

Foundation Years is pleased to share with you a [new blog](#) on how to reconnect with parents and carers following the upheaval of the past few years.

Debbie Garvey, a trainer, consultant, and author, with over three decades of experience working across the early childhood sector, looks at the impact of the COVID-19 pandemic, the importance of relationships between practitioners and families and how you can reconnect and rebuild relationships.

[Read the blog here!](#)

[How the 'Building on Success' early years training programme has helped me to navigate change](#)

On behalf of the Department for Education, Fay Flude, an Early Years Setting Manager and SENCO lead at a Pre-School, [discusses](#) her positive experiences with the 'Building on Success' training programme.

Building on Success is phase 2 of the Early Years Professional Development Programme, part of the national government initiative to improve children's outcomes in early language, mathematics, and personal, social, and emotional development.

[Read the blog here!](#)

<https://www.local.gov.uk/publications/how-council-library-services-can-support-children-and-families-earliest-years>



How council library services can support children and families in the earliest years

In the spring of 2022, the Local Government Association commissioned consultant peers to review library services in eight councils, specifically about how they worked to enhance the local early years offer and support for speech, language, and communication development.

It was identified that there is much work that already takes place within council library services to support children and families in the earliest years, as well as partnership working across council and health partners. It was identified that there are existing strengths in how libraries already work to support the following areas:

- pre-literacy skills including speech, language, and communication development
- mental health support for adults and children
- reducing social isolation and creating networks / friendships
- access to information, skills development and learning for adults
- delivering area-wide messages and support from the council, health, and social care partners
- engaging with 'under-served' communities, families, and individuals
- libraries used as a community resource.

In addition to the successful current work, the peer consultants identified, for each council, areas that could be developed further. Across the eight councils, there were recurring themes that were then noted as recommendations for closer connections between library services, early years, and family hubs. These included:

- involving libraries in planning for the development for family hubs
- clarifying the library offer
- communicating the offer to families
- aligning strategies with key partners.
- responding to families' needs
- demonstrating impact
- recognising libraries as part of the local speech and language pathway
- considering library staff as part of the wider children's workforce within the council.

APPRENTICESHIP PLUS

Early Years Apprenticeships content and standards

The Knowledge Skills and Behaviours section maps out the content of the apprenticeship so as employers you can identify any gaps you may have in your workforce

[Early Years Lead Practitioner Level 5](#)

[Early Years Educator Level 3](#)

[Early Years Practitioner Level 2](#)

Contact for more information about how we can support you!

 Rachel.matton@royalgreenwich.gov.uk



<https://www.bestpracticenet.co.uk/early-years-SENCO>



<https://youtu.be/HexXN|QFzcU>

Early Years SENCO Level 3 Overview

The Level 3 Early Years SENCO qualification is for a level 3 practitioner in a private, voluntary, or independent setting. It is also appropriate for Ofsted-registered childminders and Ofsted-registered childminder agencies. This is an important role to ensure the best possible educational outcomes are achieved for children with special educational needs and disabilities.

All early years providers are required to have arrangements in place to identify and support children with SEN (Special Educational Needs) or disabilities and to promote equality of opportunity for children in their care, as set out in the [EYFS Framework](#).

The qualification has been designed to meet the requirements of the EYFS Framework and provide Early Years SENCOs and aspiring Early Years SENCOs with the knowledge, understanding and skills needed to perform the role effectively. The programme is accredited and funded by the Department for Education (DfE).

As a part of the DfE Education Recovery Package, Best Practice Network has been allocated 5000 funded places. These places will be prioritised in line with DfE's guidance of the greatest need and impact. Please apply via our website and one of our consultants will contact you to discuss your eligibility and further steps.



Early Years SENCO - Level 3



EY SENCO Level 3



4 months



Online learning

Funded by



Department
for Education

Download Brochure

https://www.bestpracticenet.co.uk/Media/EY_SENCO/EY_SENCO_Flyer.pdf

Guidance

Check early years qualifications

Find out if a person's qualifications allow them to work in an early years setting, and if you can include them in staff:child ratios.



<https://www.gov.uk/guidance/early-years-qualifications-finder>

[Check early years qualifications](#)

Find out if a person's qualifications allow them to work in an early years setting, and if you can include them in staff: child ratios.

[Early years qualifications achieved outside the United Kingdom](#)

How you make an application for recognition of overseas qualifications to work in an early years setting in England.

[Early years qualifications achieved in the United Kingdom](#)

Lists of qualifications that meet DfE's criteria for counting in the early years foundation stage framework staff: child ratios.

[Early years qualifications and ratios](#)

The staff: child ratios regulations that providers working with children at early years foundation stage (EYFS) must follow.

Local Authority Quality Improvement Processes

Local Authority Childcare & Early Learning Monitoring Meeting process (LACELMM)

The Local Authority expects Greenwich children to have access to high quality early learning and childcare experiences to provide them with the best start in life; improve their future outcomes and narrow the gap in attainment.

The expectation is that your provision is graded 'met', 'good' or 'outstanding' by Ofsted. Where you fail to meet this high standard, and parents independently and positively choose to access your provision, you are expected to fully engage with the Local Authority Childcare & Early Learning Monitoring Meeting (LACELMM) and Spotlight process and the subsequent challenging programme of improvement activities.

The expectation is that you will continue to fully engage with the process until a 'good', 'met' or better grade is achieved and for a period of at least a further six to twelve months to confirm that quality improvements are sustained and embedded in practice. The local authority will carry out a full scope visit and continue to provide active support to embed good practice.

Where you fail to make significant improvements at the next inspection and continue to be graded inadequate, not met, or requires improvement, the LACELMM and Spotlight process will be on-going until your next inspection and for a further 12 or 18 months thereafter.

Funding for free early learning entitlements will be under review and subject to robust auditing and cancellation. Please be aware that continued funding may be at risk. No new placements will be agreed until significant improvements have been evidenced. Transitions to new placements for children will be supported by the Families Information Service.

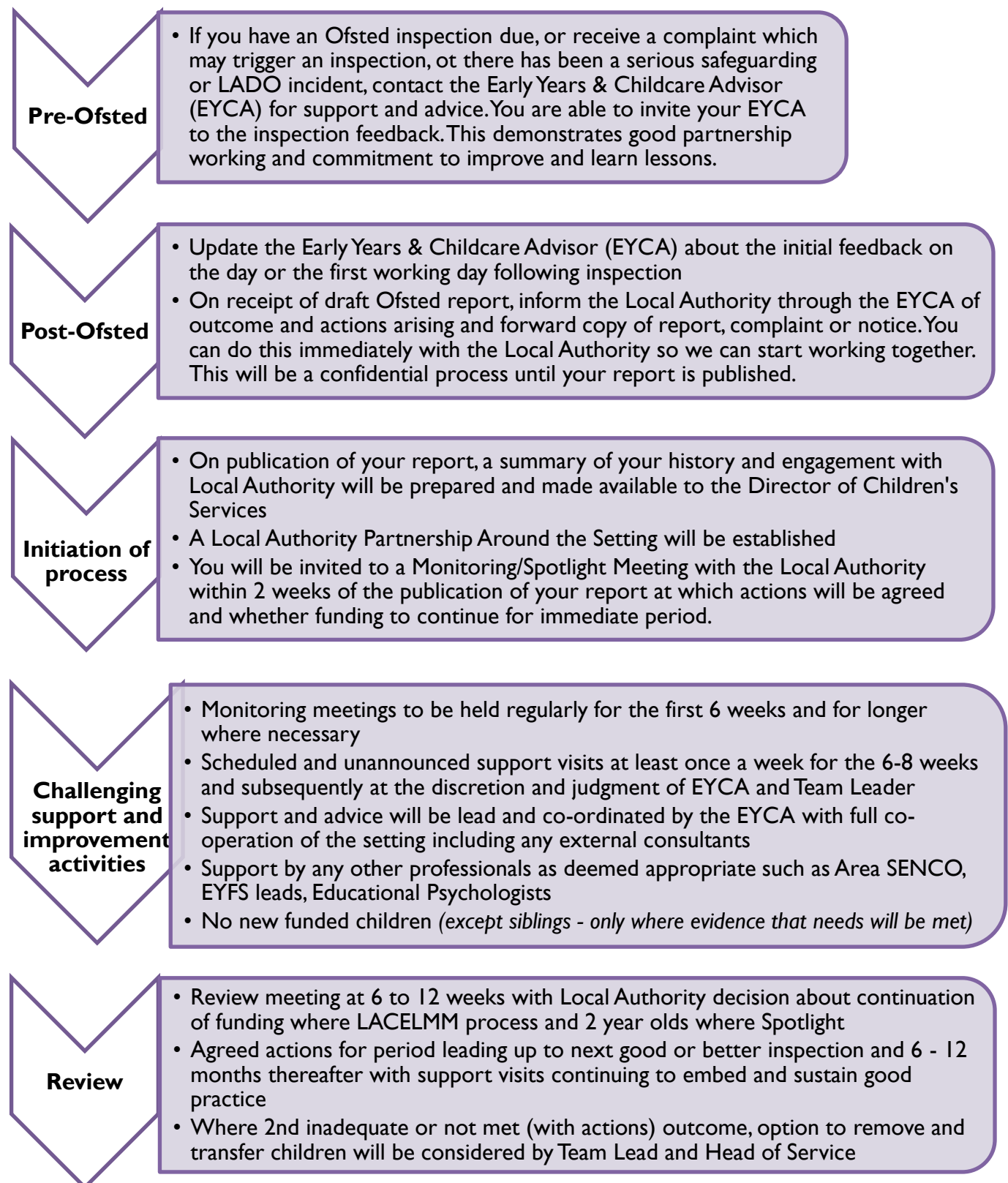
On first notification of Ofsted outcome as inadequate, requires improvement, not met and/or welfare requirements notice, you must make immediate contact with the Local Authority and notify them of the outcome as an indicator of your commitment to improve and be transparent.

By telephone: 020 8921 3877

By email: childcare-support@royalgreenwich.gov.uk

LACELMM	Spotlight
<ul style="list-style-type: none">• Inadequate• Not met (with children now in care) / not met (with actions)• Welfare Requirements or Compliance Notice• Local Authority Designated Officer - LADO matter	<ul style="list-style-type: none">• Requires Improvement• Not met (and no children in care)• Parental complaints

Local Authority Childcare & Early Learning Monitoring Meeting LACELMM / Spotlight



Local Authority Childcare & Early Learning Monitoring Meeting / Spotlight Process Outcomes

Next inspection
Good or better outcome

- At least 6 to 12 month monitoring following inspection
- Priority places on local authority training
- Mandatory participation in training needs identified
- End intervention with full scope visit and follow up on actions

Next inspection
Less than good outcome


- 12 to 18 month monitoring following next inspection
- Termly review monitoring meetings
- Regular unannounced and scheduled visits
- Mandatory attendance at all local authority training
- 6 monthly full scope visits
- Funding reviewed every 6 weeks
- No new funded children - support offered to parents by FIS to transition children into higher quality provision
- Where 2nd inadequate, all funding to be withdrawn and children to be supported into alternative provision at discretion of Team Leader and Head of Service



Provider Audit Tool

Delivery of Free/Funded Early Years Entitlements

	Audit Focus	Only tick box if in place for most children
Data Protection	Have parental declaration forms been fully completed, with consent provided and safely stored or uploaded to the Provider Portal?	<input type="checkbox"/> Yes <input type="checkbox"/> No
SLA	Have you signed and returned Service Level Agreement?	<input type="checkbox"/> Yes <input type="checkbox"/> No
1.	Attendance & Child Records	
1.1	Are attendance records kept and are they up to date?	<input type="checkbox"/> Yes <input type="checkbox"/> No
1.2	Does the Early Years census return submitted match the attendance register? (Most recent Spring term)	<input type="checkbox"/> Yes <input type="checkbox"/> No
1.3	Do the children's records match those submitted to the Provider Portal?	<input type="checkbox"/> Yes <input type="checkbox"/> No
1.4	Are copies of parental declaration forms safely stored for 12 months after children have left the setting?	<input type="checkbox"/> Yes <input type="checkbox"/> No
2.	Eligibility of Children	
2.1	Do you request and record proof of dates of birth for children eligible for funding?	<input type="checkbox"/> Yes <input type="checkbox"/> No
2.2	Are parent details including National Insurance/ NASS numbers and dates of birth recorded on the Parental Declaration Form and the Provider Portal?	<input type="checkbox"/> Yes <input type="checkbox"/> No

2.3	Are placement forms or eligibility codes stored safely for eligible 2-year-olds?	<input type="checkbox"/> Yes <input type="checkbox"/> No
2.4	Are 30-hour codes validated and reconfirmed on time? Do you keep parents informed of application and reconfirmation due dates?	<input type="checkbox"/> Yes <input type="checkbox"/> No
2.5	Are all children routinely checked for Early Years Pupil Premium eligibility?	<input type="checkbox"/> Yes <input type="checkbox"/> No
2.6	Do you keep a record of EYPP funding allocation and spend?	<input type="checkbox"/> Yes <input type="checkbox"/> No
2.7	Are you registered for Tax Free Childcare?	<input type="checkbox"/> Yes <input type="checkbox"/> No
2.8	Are children who are eligible for Disability Access Fund and/or 1:1 SEN funding in receipt of the additional support?	<input type="checkbox"/> Yes <input type="checkbox"/> No
3.	Free Entitlement Delivery	
3.1	<p>Are invoices and receipts clear, transparent, and itemised with free/funded hours clearly shown ?</p> <ul style="list-style-type: none"> Free/funded and non-funded (ie chargeable) hours shown clearly and separately by week or month eg No of funded hours x £0.00 (<i>must always be £0</i>) No of chargeable hours x £6.00 (<i>your rate here</i>) Additional items, activities and consumables are clearly and separately itemised eg 5 lunches x £2.00 or 1 dance class x £2.50 Your full details, EY number and head office with contact details (including company or charity registration numbers) Invoices dated and invoicing period clear Date and amount of payment by parent recorded in receipts 	<input type="checkbox"/> Yes <input type="checkbox"/> No 
3.2	<p>Is there a setting policy where parents who are not able to or are unwilling to pay for optional voluntary charges?</p> <ul style="list-style-type: none"> Do you exercise discretion to waive or reduce optional charges? Are the support arrangements for low-income parents clear? Charges are not applied to vulnerable 2-year-olds on the Together for Twos scheme 	<input type="checkbox"/> Yes <input type="checkbox"/> No

3.3	<p>Does the parent contract clearly and simply explain terms and conditions for free funded entitlements?</p> <ul style="list-style-type: none"> Does the contract match the practice, charging and fee structure? 	<input type="checkbox"/> Yes <input type="checkbox"/> No
3.4	<p>Is there a charging policy and fee structure which is clear and transparent?</p> <ul style="list-style-type: none"> Are parents able to calculate cost of childcare by hour or session? 	<input type="checkbox"/> Yes <input type="checkbox"/> No
3.5	<p>Is there a deposit, registration, or administrative fee in place for free entitlements?</p> <ul style="list-style-type: none"> Are these fully refundable and when are they refunded to parent? 	<input type="checkbox"/> Yes <input type="checkbox"/> No
3.6	<p>What is the hourly or daily rate for chargeable/non funded hours and is it clear for parents?</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No
3.7	<p>When are free/funded entitlement sessions are offered?</p> <ul style="list-style-type: none"> No more than 10 hours per day eg 6 hours x 5 days for 30 hours or 3 hours x 5 days Is the model fair, equal, accessible, and supportive of the child's needs? 	<input type="checkbox"/> Yes <input type="checkbox"/> No
3.8	<p>What are opening and closing times for the setting and are they clearly advertised?</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No
3.9	<p>Is your setting All Year Round or Term Time only?</p>	<input type="checkbox"/> AYR <input type="checkbox"/> TTO
3.10	<p>Is the free entitlement stretched and are the hours on a pro-rata basis, if stretched?</p> <ul style="list-style-type: none"> How many hours over how many weeks? When are there closure periods or INSET days? 	<input type="checkbox"/> Yes <input type="checkbox"/> No
3.11	<p>Do you understand that "funding follows the child"?</p> <ul style="list-style-type: none"> Are notice periods applied to the free entitlements? How does the provide resolve disputes in relation to notice periods? 	<input type="checkbox"/> Yes <input type="checkbox"/> No
4.	General	
4.1	Date of last Ofsted visit and rating?	
4.2	Are annual accounts completed and available?	<input type="checkbox"/> Yes <input type="checkbox"/> No
4.3	Do your bank account details and business operating name match those held by Royal Greenwich?	<input type="checkbox"/> Yes <input type="checkbox"/> No

4.4	<p>Do you have staff contracts?</p> <ul style="list-style-type: none"> Are your staff and/or childminding assistants paid above the National Minimum Wage and/or London Living Wage? 	<input type="checkbox"/> Yes <input type="checkbox"/> No
4.5	<p>Are you registered with HMRC? What is PAYE number? Childminders</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No
4.6	<p>Are you advertised on Family Services Directory (FSD) with up-to-date information?</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No
4.7	<p>Are your entrance and external display boards up to date? Do you have a free early learning banner or poster on display?</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No

For advice and support, contact

Childcare Support
Childcare-support@royalgreenwich.gov.uk
 020 8921 3877

Families Information Service
fis@royalgreenwich.gov.uk
 020 8921 6921



Childcare
Choices

free early
 learning

ROYAL borough of
 GREENWICH



HM Government



Together we can achieve equality and equity for all.

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



#Greenwichequality

ROYAL *borough of*
GREENWICH

The Equality and Equity Charter sets out pledges to promote the values of equality, diversity, and inclusion

All early years and childcare providers are encouraged 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 also get a certificate to display.

We are keeping a track of who has signed up so we can find a way of promoting your commitment via the Families Information Service

Sign up now <https://www.royalgreenwich.gov.uk/equalitycharter>

Sign our Equality and Equity Charter →

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



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



HELP PAYING FOR CHILDCARE



MONEY TOWARDS CHILDCARE

Any **one** of the following schemes...

Age
0-11
Or 16 if disabled

Get up to
£2000 per child
For working families

TAX-FREE CHILDCARE

Age
0-16

Claim back up
to **85%** of costs
For working families

UNIVERSAL CREDIT

Age
0-15
Or 16 if disabled

Claim back up
to **70%** of costs
For working families

TAX CREDITS



... **can** be used with

FREE HOURS OF CHILDCARE

Age
2

For families getting
**certain government
support**

15 HOURS FREE CHILDCARE

Age
3&4

For **all** families

15 HOURS FREE CHILDCARE

Age
3&4

For **working** families

30 HOURS FREE CHILDCARE

Childcare Choices

Help working families save money on childcare bills with Tax-Free Childcare

Tax-Free Childcare supports working families, including the self-employed, with childcare costs. If a working parent or carer is earning at least the National Minimum Wage for 16 hours a week on average and under £100,000 per annum, they may be eligible to get £500 every three months (up to £2,000 a year per child) towards their childcare costs. If their child has a disability, they may be eligible for £1,000 every three months (up to £4,000 a year per child).

Parents can use Tax-Free Childcare to pay for childcare including:

- childminders, pre-schools, nurseries and nannies
- playschemes, before and after school clubs, and holiday clubs.

Sign up to Tax-Free Childcare and help your business grow

If you're a registered childcare provider, you can sign up to a childcare provider account and receive payments from parents who use Tax-Free Childcare.

The scheme helps parents to stay in work or work more hours by reducing childcare costs. This help may generate additional income for your business by increasing the need for extra hours of paid for childcare while parents are at work.

Don't Miss Out

Help get parents up to £2000 per child each year or
£4000 per disabled child each year



It couldn't be easier to sign up as a Childcare Provider with Tax Free Childcare. Once you've been approved by a regulator (for example Ofsted), you will receive an invitation letter.

If you haven't received your invitation letter or you have lost it, please contact the helpline on **0300 123 4097**.

The invitation letter will provide you with a 11-digit user ID. With your user ID, your bank details and your business postcode (the one registered with your regulator); you can now [sign-up](#).

<https://childcare.tax.service.gov.uk/ccp/signup/signupcode>

Enter your user ID and postcode

Your user ID

Your business postcode

Your business postcode is the one registered with your regulator, for example
Ofsted

Continue



HELP PAYING FOR YOUR CHILDCARE



TAX-FREE CHILDCARE



- For **working families**, including the self-employed, **in the UK**
- Earning **under £100k** and **at least £152** per week (equal to 16 hours at the National Minimum or Living Wage) each
- Who **aren't** receiving Tax Credits, Universal Credit or childcare vouchers
- With children aged 0-11 (or 0-16 if disabled)
- For every £8 you pay into an online account, the government will add an extra £2, **up to £2,000 per child per year**

Is it for me? ^

You can receive **up to £2,000 per child per year** - that's up to £500 every three months. If you have a disabled child, you can receive up to £4,000 per child - that's up to £1,000 every three months.

Am I eligible?

You, and any partner, must be over 16 and each expect to earn (on average) at least £152 per week (equal to 16 hours at the National Minimum or Living Wage).

If you, or your partner, are on maternity, paternity or adoption leave, or you're unable to work because you are disabled or have caring responsibilities, you could still be eligible.

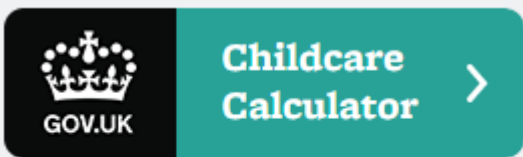
You **can't** get Tax-Free Childcare if either you, or your partner, each individually expect to earn £100,000 or more.

How can I use it?

You can use Tax-Free Childcare all year round to spend on regulated childcare, such as:

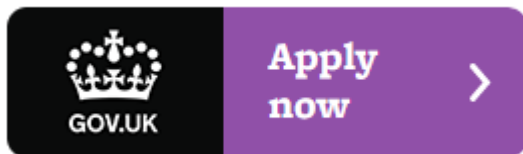
- Childminders, nurseries and nannies
- Before and after-school clubs and holiday clubs

For example, if your childcare costs are £750 per month, you would pay £600 into your childcare account and the government would pay in £150. This would be an annual saving of £1,800 per child.



Get an **estimate** of how much help you can get with Tax-Free Childcare and other offers.

<https://www.gov.uk/childcare-calculator>



<https://www.gov.uk/apply-for-tax-free-childcare>

Childcare
Choices

<https://www.childcarechoices.gov.uk/>

Service Level Agreement 2021/2023 has been updated to include new term dates and funding rates. If you already agreed it last year, you do not need to sign again.

You can read the [SLA 2021/2023 updated here](#)

If for some reason, you did not sign it last year, you can sign it here. Please do remember that if you are Ofsted registered and/or deliver early years or childcare provision, the SLA is deemed to apply unless the local authority confirms directly with you that it does not apply.

<https://forms.gle/4u1zG5tr6JryeF7j9>

TERM DATES 2022/2023

Terms	School Term dates 2022 to 2023	Funded weeks
Autumn 2022	Term time: Thursday 1 September to Friday 21 October 2022 Half-term holiday: Monday 24 October to Friday 28 October 2022 Term time: Monday 31 October to Friday 16 December 2022 Christmas and New Year holiday: Monday 19 December 2022 to Monday 2 January 2023	less 2 INSET Days 14 weeks
Spring 2023	Term time: Tuesday 3 January to Friday 10 February 2023 Half-term holiday: Monday 13 February to Friday 17 February 2023 Term time: Monday 20 February to Friday 31 March 2023 Easter holiday: Monday 3 April to Friday 14 April 2023	12 weeks
Summer 2023	Term time: Monday 17 April to Friday 26 May 2023 (except May Day Bank Holiday on 1 May) Half-term holiday: Monday 29 May to Friday 2 June 2023 (Spring Bank Holiday on 29 May) Term time: Monday 5 June to Friday 21 July 2023	less 3 INSET days 12 weeks
	Term dates include INSET dates	195 days 39 weeks
	Less 5 INSET days over the year for staff training <i>You choose when you take them</i>	190 days / 38 weeks

FUNDING CLAIMS SUBMISSION: HEADCOUNT & CENSUS DATES 2022/23

<p>Autumn 2022: 1 September to 31 December School Term Dates: Thursday 1 September to Friday 16 December (2 INSET days)</p>	
<p>Main Funding Claim Period Open for Submission From Thursday 1 September to Friday 14 October</p> <p><i>Please submit main claim by headcount date and any amendments no later than one week</i></p>	
<p>Autumn 2022 Headcount Day <u>Thursday 6 October</u></p>	<ul style="list-style-type: none">• Pupils <u>must</u> be in your setting on <u>Thursday 6 October</u> to make a funding claim• All amendments must be submitted by Friday 14 October• Any late starters and leavers during the term after headcount <u>must</u> be notified to eyc-funding@royalgreenwich.gov.uk by email
<p>Spring 2023: 1 January to 31 March School Term Dates: Tuesday 3 January to Friday 31 March</p>	
<p>Main Funding Claim Period Open for Submission From Tuesday 3 January to Friday 27 January</p> <p><i>Please submit main claim and census by headcount date and any amendments no later than one week</i></p>	
<p>Spring 2023 Headcount * EY Census Day <u>Thursday 19 January</u></p>	<ul style="list-style-type: none">• Pupils <u>must</u> be in your setting on <u>Thursday 19 January</u> to make a funding claim• All amendments must be submitted by <u>Friday 27 January</u>• Any late starters and leavers during the term after headcount <u>must</u> be notified to eyc-funding@royalgreenwich.gov.uk by email
<p>Summer 2023: 1 April to 31 August School Term Dates: Monday 17 April to Friday 21 July (3 INSET days)</p>	
<p>Main Funding Claim Period Open for Submission From Monday 17 April to Friday 26 May</p> <p><i>Please submit main claim by headcount date and any amendments no later than one week</i></p>	
<p>Summer 2023 Headcount Day <u>Thursday 18 May</u></p>	<ul style="list-style-type: none">• Pupils <u>must</u> be in your setting on <u>Thursday 18 May</u> to make a funding claim. Please submit main claim by this date.• All amendments must be submitted by <u>Friday 26 May</u>• Any late starters and leavers during the term after headcount <u>must</u> be notified to eyc-funding@royalgreenwich.gov.uk by email

AUTUMN 2022																				
September 2022			October 2022			November 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	2	3	4	5	6	7	8			1	2	3	4	5
4	5	6	7	8	9	10	9	10	11	12	13	14	15	6	7	8	9	10	11	12
11	12	13	14	15	16	17	16	17	18	19	20	21	22	13	14	15	16	17	18	19
18	19	20	21	22	23	24	23	24	25	26	27	28	29	20	21	22	23	24	25	26
25	26	27	28	29	30	1	30	31						27	28	29	30			
AUTUMN 2021							SPRING 2023													
December 2022							January 2023			February 2023										
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa
				1	2	3	1	2	3	4	5	6	7				1	2	3	4
4	5	6	7	8	9	10	8	9	10	11	12	13	14	5	6	7	8	9	10	11
11	12	13	14	15	16	17	15	16	17	18	19	20	21	12	13	14	15	16	17	18
18	19	20	21	22	23	24	22	23	24	25	26	27	28	19	20	21	22	23	24	25
25	26	27	28	29	30	31	29	30	31					26	27	28				
SPRING 2023							SUMMER 2023													
March 2023							April 2023			May 2023										
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	2	3	4	5	6	7	8		1	2	3	4	5	6
5	6	7	8	9	10	11	9	10	11	12	13	14	15	7	8	9	10	11	12	13
12	13	14	15	16	17	18	16	17	18	19	20	21	22	14	15	16	17	18	19	20
19	20	21	22	23	24	25	23	24	25	26	27	28	29	21	22	23	24	25	26	27
26	27	28	29	30	31	01-Apr	30							28	29	30	31			
SUMMER 2023							SUMMER 2023													
June 2023							July 2023			August 2023										
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa
				1	2	3	2	3	4	5	6	7	8			1	2	3	4	5
4	5	6	7	8	9	10	9	10	11	12	13	14	15	6	7	8	9	10	11	12
11	12	13	14	15	16	17	16	17	18	19	20	21	22	13	14	15	16	17	18	19
18	19	20	21	22	23	24	23	24	25	26	27	28	29	20	21	22	23	24	25	26
25	26	27	28	29	30	01-Jul	30	31						27	28	29	30	31		

School Year 38 weeks
Autumn 14 weeks
Spring 12 weeks
Summer 12 weeks

Funded Entitlements

15 / 30 hours per week x 38 weeks
570 / 1140 hours per year

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

School holidays
Bank Holidays in RED
Headcount/ EY Census Day
Less 5 INSET training days
For enquiries
Eyc-funding@royalgreenwich.gov.uk
020 8921 3877

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



GREENWICH
**Safeguarding
Children**
PARTNERSHIP



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

All children in Royal Greenwich, regardless of their background and circumstances, should have a happy and fulfilled childhood where they enjoy school and family life, learn, belong, grow and achieve so that they enter adulthood ready, willing and able to achieve their highest potential.



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

Register here for our newsletter

Name *

Enter your name

Email *

Enter your email

Interest

You can select one or more interest groups below

Select

Submit

<https://www.greenwichsafeguardingchildren.org.uk/news-2/>



Sign up to NSPCC newsletter safeguarding here

<https://learning.nspcc.org.uk/newsletter/email-subscriptions-safeguarding-child-protection>

What is domestic abuse?

Domestic abuse is a term used to describe any incident or pattern of incidents of controlling, coercive, or threatening behaviour, violence, or abuse between those aged 16 or over, who are or have been intimate partners or family members regardless of gender and sexuality.

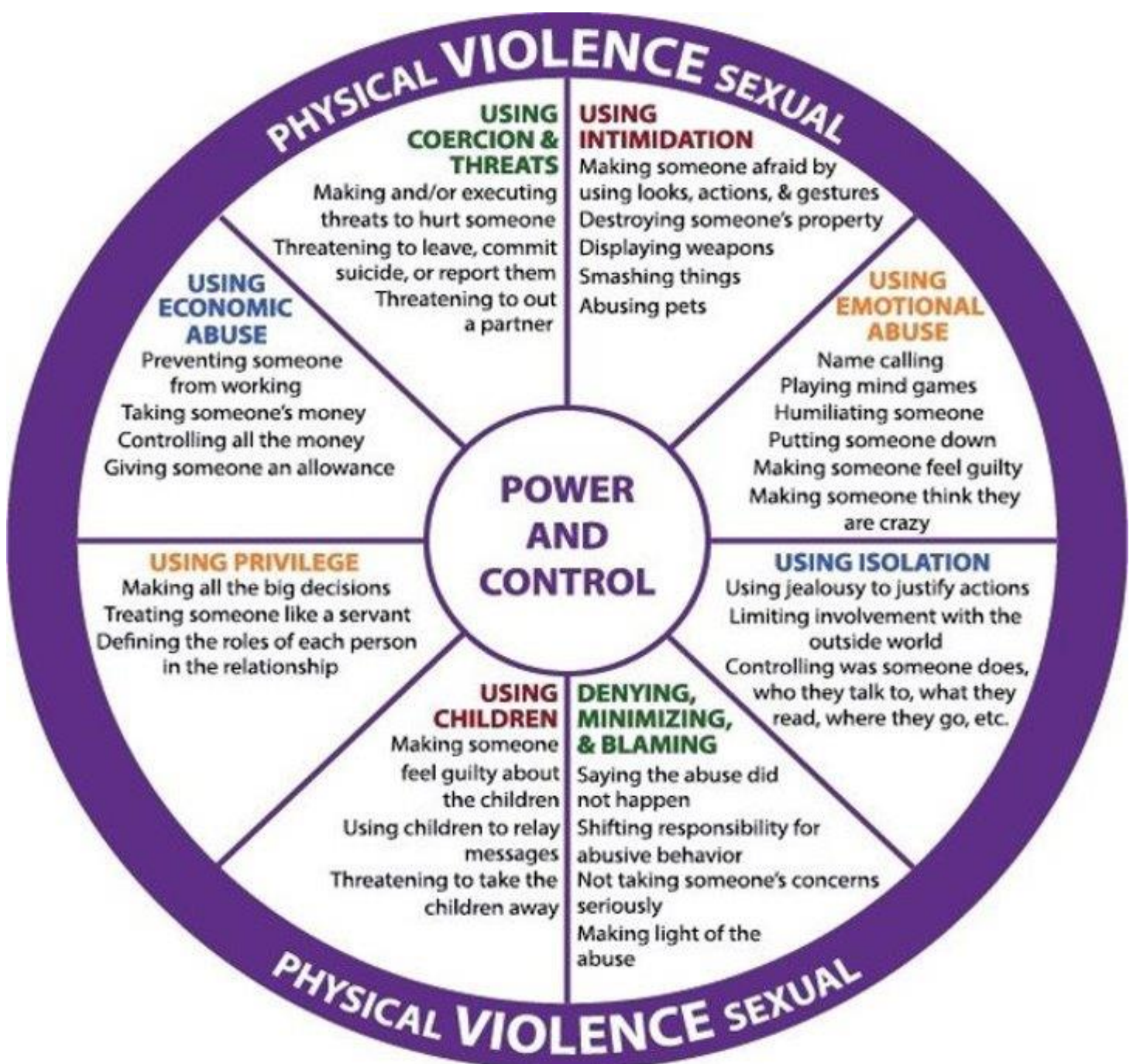
The abuse is not limited to, but can include:

- Psychological
- Physical
- Sexual
- Financial/Economic
- Emotional

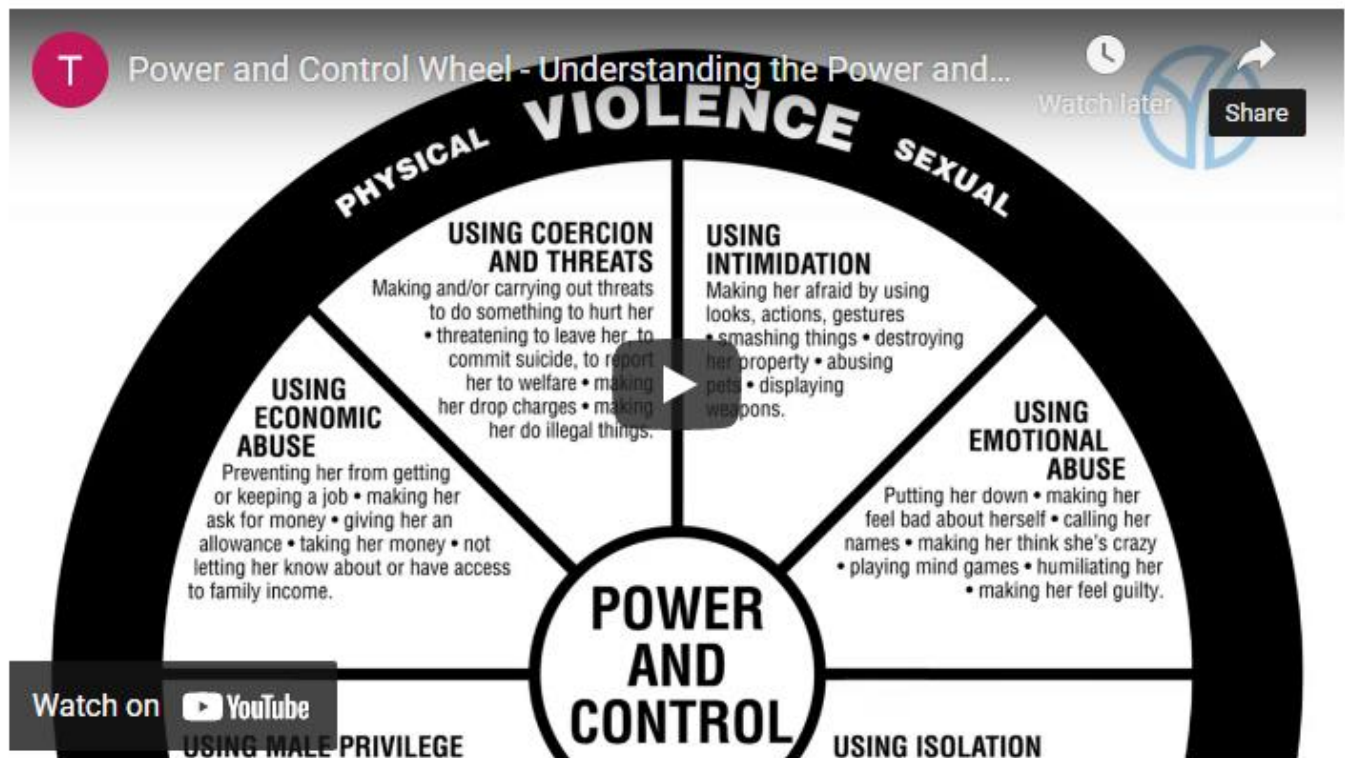
The term domestic abuse replaces domestic violence in recognition that abuse is not always physical.

Domestic abuse involves behaviour that is intentional and calculated to exercise power and control within a relationship. It is primarily but not solely perpetrated by men against women and is often 'invisible'

The wheel makes the pattern, intent and impact of abuse and violence visible



Understanding the Power and Control Wheel:



<https://youtu.be/5OrAdC6ySiY>

Learn more here

- [Physical and Sexual Violence \(outer ring\)](#)
- [Using Intimidation](#)
- [Using Emotional Abuse](#)
- [Using Isolation](#)
- [Minimizing, Denying and Blaming](#)
- [Using Children](#)
- [Using Privilege](#)
- [Using Economic Abuse](#)
- [Using Coercion and Threats](#)

Find wheels here in different community languages

<https://www.theduluthmodel.org/wheels/>

How to know if you are a victim of domestic abuse.

Does your partner, ex-partner or someone you live with:



- **stop you from seeing family and friends?**
- **bully, threaten, or control you?**
- **take control of your money?**
- **check your use of phones, laptops and tablets?**
- **physically and/or sexually abuse you?**

Domestic abuse is not always physical violence.

It can also include: control and '**gaslighting**'.

This is when someone uses violence and threats to scare their victims or keeps putting them down.

They do this to harm, punish, frighten and control them.

This includes:



- **taking over the victim's money**
- **online abuse**
- **threats and bullying**
- **emotional abuse**
- **sexual abuse**



Anyone can be a victim of domestic abuse.

It doesn't make any difference what your gender, age, ethnicity, religion, sexuality or background is.

If you are a victim of domestic abuse, there are signs that you can look out for.

These include:



- **being on your own and separated from your family and friends**
- **having bruises, burns or bite marks on you**
- **having your finances controlled, or not being given enough to buy food, medication or pay bills**
- **not being allowed to leave your house, or stopped from going to college or work**
- **having your internet or social media checked, or someone else reading your texts, emails or letters**
- **being put down all the time or being told you are no good**
- **being made to have sex or sexual contact**
- **being told that abuse is your fault or that you're overreacting**

How to recognise domestic abuse in a relationship

Anyone can be a victim of domestic abuse, regardless of gender, age, ethnicity, socio-economic status, sexuality, or background.

Find out about [help and support available to you if you or someone you know feels at risk of abuse](#).

If you answer yes to any of the following questions, you might be in an abusive relationship.

Emotional Abuse does your partner or former partner ever:

- belittle you, or put you down?
- blame you for the abuse or arguments?
- deny that abuse is happening, or play it down?
- isolate you from your family and friends?
- stop you going to college or work?
- make unreasonable demands for your attention?
- accuse you of flirting or having affairs?
- tell you what to wear, who to see, where to go, and what to think?
- control your money, or not give you enough to buy food or other essential things?

Threats & Intimidation - does your partner or former partner ever:

- threaten to hurt or kill you?
- destroy things that belong to you?
- stand over you, invade your personal space?
- threaten to kill themselves or the children?
- read your emails, texts or letters?
- harass or follow you?

Physical Abuse - does your partner, former partner ever:

- slap, hit or punch you?
- push or shove you?
- bite or kick you?
- burn you?
- choke you or hold you down?
- throw things?

Sexual Abuse - Does your partner, or former partner, ever:

- touch you in a way you don't want to be touched?
- make unwanted sexual demands?
- hurt you during sex?
- pressure you to have unsafe sex – for example, not using a condom?
- pressure you to have sex?
- **If your partner, or former partner, has sex with you when you don't want to, this is rape. Sexual abuse can happen to anyone, whether they're male or female**

The person abusing you may hurt you in several ways.

Have you ever felt afraid of your partner or former partner?

Have you ever changed your behaviour because you're afraid of what your partner, or former partner, might do?

Controlling behaviour is a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour.

Gaslighting

Gaslighting is a term that refers to trying to convince someone they're wrong about something even when they aren't.

Gaslighting is dangerous because it undermines a person's sense of self-belief. If you tell someone they're wrong about things over and over, it can make them feel insecure or less confident in their point of view. Eventually, they may come to agree with the person who is attacking them – believing that they must be right.

[10 Examples of What Gaslighting Sounds Like - YouTube](#)

Domestic Abuse and Sporting Events

'When England lose a World Cup game, incidents of domestic violence increase by 38% and (even more shockingly) by 26% when they win.' Solace

Incidents of domestic abuse rise significantly during major sporting events. With the World Cup coming up in October /November 2022, we need to be more vigilant in recognising domestic abuse may be happening.



Guidance

Domestic abuse: how to get help

Find out how to get help if you or someone you know is a victim of domestic abuse.

<https://www.gov.uk/guidance/domestic-abuse-how-to-get-help>

1. [Translated guidance](#)
2. [Recognise domestic abuse](#)
3. [Get help and support](#)
4. [Check whether someone has an abusive past](#)
5. [Get a court order to protect you or your child](#)
6. [Support someone you know](#)
7. [Find additional information and support](#)
8. [Get help if you think you might be an abuser](#)
9. [How to call the police when you can't speak](#)

If you are in immediate danger, call 999 and ask for the police. If you can't speak and are calling on a mobile press 55 to have your call transferred to the police. Find out [how to call the police when you can't speak](#).

For free, confidential advice, 24 hours a day [contact a domestic abuse helpline](#)

Support a friend if they're being abused

If you're worried a friend is being abused, let them know you've noticed something is wrong.

They might not be ready to talk but try to find quiet times when they can talk if they choose to.

If someone confides in, you that they're suffering domestic abuse:

- listen, and take care not to blame them
- acknowledge it takes strength to talk to someone about experiencing abuse
- give them time to talk, but don't push them to talk if they don't want to
- acknowledge they're in a frightening and difficult situation
- tell them nobody deserves to be threatened or beaten, despite what the abuser has said
- support them as a friend – encourage them to express their feelings, and allow them to make their own decisions
- don't tell them to leave the relationship if they're not ready – that's their decision
- ask if they have suffered physical harm – if so, offer to go with them to a hospital or GP
- help them report the assault to the police if they choose to

- be ready to provide information on organisations [LINK](#) that offer help for people experiencing domestic abuse

If you are worried that a friend, neighbour or loved one is a victim of domestic abuse then you can call the National Domestic Abuse Helpline for free and confidential advice, 24 hours a day on 0808 2000 247.

If you believe there is an immediate risk of harm to someone, or it is an emergency, you should always call 999.

<https://www.gov.uk/guidance/domestic-abuse-how-to-get-help>

If you are an employer



Let your employees know that if they are facing domestic abuse you want to help them to get help. Stay in regular contact with employees you know, or fear, may be facing abuse and if you lose contact with them, take swift action to visit them. If you believe there is an immediate risk of harm to someone, or it is an emergency, always call 999.

Encourage employees to look out for others who may be facing domestic abuse and signpost them to support. Your staff may also be worried about their own abusive behaviour at this time. There is no excuse for domestic abuse, no matter what stresses you are under, and support is available.

Hestia's [Respond to Abuse Advice Line](#) is a free resource for employers. Employers can call 020 3879 3695 Monday to Friday, 9am to 5pm, or email adviceline.eb@hestia.org for support, guidance, or information about domestic abuse and how to support employees and colleagues experiencing domestic abuse.

The [Employers' Initiative on Domestic Abuse](#) website provides resources to support employers including an [employers' toolkit](#).

What is domestic abuse?

https://www.royalgreenwich.gov.uk/info/200203/domestic_abuse/1433/what_is_domestic_abuse

Both Council page and the Greenwich Domestic Violence and Abuse Service page have emergency exit links if you need to leave the page quickly

Emergency exit from this page →



How to get help

If you, or someone you know, is experiencing domestic abuse, there is support and help available.

For confidential support or information, call the [Greenwich Domestic Violence and Abuse Service \(GDVA\)](#) helpline on [020 8317 8273](tel:02083178273) or email referrals_gdva@h4w.co.uk.

If you would like to speak to someone in person for practical and emotional support and advice, visit the Her Centre domestic abuse drop-in service. The drop-in is held every Friday from 10am to 12pm at YMCA, Woolwich Church Street, SE18 5PQ.


In an emergency always call 999.


Domestic abuse can happen to anyone - regardless of your gender. If you are a man and are experiencing domestic abuse, help is out there.

Contact [ManKind](#), the confidential helpline for male victims of domestic abuse, by calling **01823 33424** (weekdays, 10am to 4pm).

Contact GDVA

This is the Greenwich Domestic Violence and Abuse Service.

 Telephone: [020 8317 8273](tel:02083178273)

 Email: info_gdva@h4w.co.uk



Our advice line is open Monday to Friday 9.00am to 5.00pm on 0208 317 8273

Or you can call the 24-hour National Domestic Violence Helpline on 0808 2000 247

Ask for ANI codeword

If you are experiencing domestic abuse and need immediate help, ask for 'ANI' in a participating pharmacy. 'ANI' stands for Action Needed Immediately. If a pharmacy has the 'Ask for ANI' logo on display, it means they're ready to help. They will offer you a private space, provide a phone and ask if you need support from the police or other domestic abuse support services.



Ask for ANI logo used in participating pharmacies

Safe Spaces



[Safe Spaces](#) are also available in Boots, Morrisons, Superdrug and Well pharmacies, TSB banks and independent pharmacies across the UK. Once you are inside, specialist domestic abuse support information will be available for you to access. Many Safe Spaces are also prepared to respond to the 'Ask for ANI' codeword, to provide victims with a discreet way to access help calling the police on 999 or specialist support services.

Find your [nearest Safe Space](#).

HSBC WOOLWICH

Distance: 0.9 miles

15 Wellington Street Woolwich
London SE18 6PH

BOOTS LONDON PLUMSTEAD AP0960



Distance: 0.9 miles

156 PLUMSTEAD HIGH STREET,
London, SE18 1JQ

BOOTS LONDON WOOLWICH



Distance: 1.1 miles

44166 HARE ST, London, SE18 6NB

HSBC ELTHAM

Distance: 2.1 miles

111 Eltham High St, London SE9 1TD

BOOTS LONDON ELTHAM



Distance: 2.2 miles

96-104 ELTHAM HIGH ST, London,
SE9 1BW

TSB BANK GREENWICH

Distance: 3.7 miles

6 Crescent Arcade, London SE10
9EJ, UK

BOOTS LONDON GREENWICH TRAFGR



Distance: 3.1 miles

196-198 TRAFALGAR RD, London,
SE10 9ER

WELL PHARMACY – ELTHAM – COURT YARD

Distance: 2.2 miles

27 Court Yard, Eltham, London,
SE95PR

Telephone: 0208 859 6908

BOOTS LOND CHARLTON GRNWICH RP



Distance: 2.3 miles

GREENWICH SHOPPING PK,
London, SE7 7SR

MORRISONS THAMESMEAD

Distance: 2.4 miles

Morrisons, 2 Twin Tumps Way,
Thamesmead, SE28 8RD

Telephone: 0208 310 6585

Violence Against Women and Girls fact sheets

https://www.royalgreenwich.gov.uk/downloads/download/731/violence_against_women_and_girls_fact_sheets

Information about reporting or referring an incident involving violence against women and girls, with links to support services available.

- Crimes said to be committed in the name of honour fact sheet

[Download](#)

- Exploitation of girls by gangs fact sheet

[Download](#)

- Female genital mutilation fact sheet

[Download](#)

- Forced marriage fact sheet

[Download](#)

- Prostitution fact sheet

[Download](#)

- Sexual offences fact sheet

[Download](#)

- Stalking fact sheet

[Download](#)

- Trafficking for sexual exploitation fact sheet

[Download](#)

Royal Greenwich violence against women and girls' strategy

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

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

Royal Greenwich Children's Services

Useful Safeguarding Contacts and Telephone Numbers

Children's Services Front Door (Safeguarding, Social Care & FaASS previously 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

