



What's in the May edition

- ⚙ Headcount reminder
- ⚙ Child Safety Week
- ⚙ Mental Health & Wellbeing

- ⚙ Support activities for children with SEND
- ⚙ Equality & Equity Charter – What are Microaggressions?
- ⚙ Home Learning & Early Language – Start for Life
- ⚙ Summer Training programme
- ⚙ Bitesize Webinars : in case you missed it
- ⚙ DFE Update – Multiply Programme
- ⚙ Ofsted –New Adults Childminder Form
- ⚙ Childcare Choices

Keeping Children Safe

- ⚙ Safeguarding Bitesize Webinars
- ⚙ Case Reviews April 2023
- ⚙ 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 \(royalgreenwich.gov.uk\)](#)

Summer 2023

Funding Portal closes

Friday 26 May

You must submit your funding claim on time before the end of working day on Friday 26 May

Any late starters and early leavers during the term after headcount must be notified to eyc-funding@royalgreenwich.gov.uk by email



Child Safety Week

5th - 11th June 2023



Why does child safety matter?



“All paediatricians dread breaking bad news: telling parents that their child requires emergency surgery or intensive care, or that resuscitation has been unsuccessful. When illness or death is the result of a preventable accident, the emotional toll is compounded by the avoidable nature of the tragedy.”

Consultant paediatrician

For the poorest families

Children from the poorest families are **40% more likely** to have a serious accident.

Public Health England

At home

80% of accidents to **under 5s** happen at home. **1 child dies each week** from an accident at home.

Public Health England

On roads

2,400 children are **badly injured** on roads every year.

Department for Transport

In Scotland

1 Scottish child **dies a month** from accidents. **1 in 7** emergency admissions were due to an accident.

Public Health Scotland

In England & Wales

Accidents **kill more children** than anything else apart from cancer.

ONS mortality statistics

There are families behind each of these statistics.

With your help, we can make children safer.



Free educational resources

<https://capt.org.uk/wp-content/uploads/2023/04/Child-Safety-Week-Parents-Pack-Safety-Made-Simple.pdf>

<https://capt.org.uk/resource-centre/>

BITESIZE WEBINAR

CHILD SAFETY

- WATER
- SLEEP
- ROAD
- FOOD
- TOY

To book
eyc.training@royalgreenwich.gov.uk
or via QR code



13:00 - 14:00
Weds 7 June
via Zoom



Safety made simple





Buy safe toys

<https://capt.org.uk/buy-safe-toys/>

Your child's toy: Dangerous **X** or safe **✓**?



Strong magnets



Magnets safely inside



Small parts come off



Secure parts



Easy access to button batteries



Secure button batteries

What makes toys safe?

When you're shopping for toys online, there are often lots of options at different prices. Why is it good to look for brand names you know and how can you spot a safe toy?

Here we compare a trusted brand name with an unsafe alternative to show what makes toys safe.



Safe Magformers toy

Magnetic toy copy

Quality brand name

Copycat toy

The toy has been tested to UK standards. That means it's been pulled, twisted and dropped from a height to make sure it doesn't break

✓

✗

The maker is member of the British Toy and Hobby Association. Together they make sure their toys are safe.

✓

✗

You can buy it in trusted shops, not just online

✓

✗

There are instructions for safe use included

✓

✗

Care sheet explaining safe use

✓

✗

The magnets are secure in strong plastic so can't be taken out or swallowed

✓

✗

Made with cheaper plastic to save money

✗

✓

Plastic may weaken when exposed to sunlight

✗

✓

Plastic breaks under pressure, releasing dangerous magnets that children can swallow

✗

✓

Watch a webinar about Toy Safety

<https://www.youtube.com/watch?v=czoj4RjA7Gk>

***Dangerous
toys and
how to avoid
buying them***

Webinar starts promptly at 1pm



Never Leave Children Alone in the Bathroom



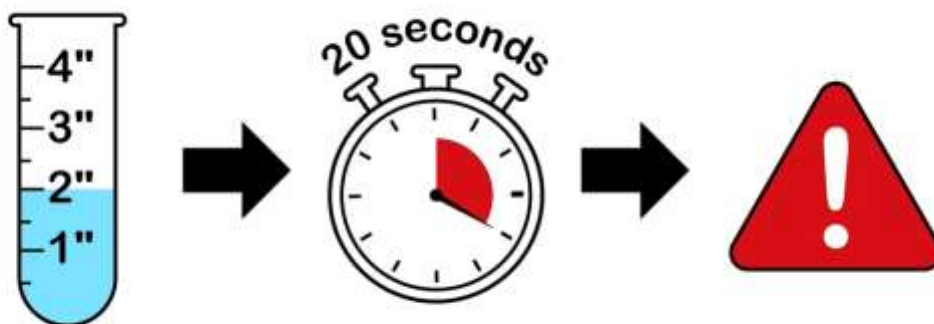
Sadly there have been several tragic incidents of children drowning at home in the bath.

Children should **always** have an adult supervising their bath time as children under the age of 6 can quickly drown even in shallow water.

Remember also that baby bath seats give a false sense of security – they are **NOT** a safety device.

Drowning Awareness Video

<https://youtu.be/WXgeWBjBt2E>



Watch out in water

“This has highlighted the dangers posed when a child is left unsupervised for a short period of time and even in the shallowest of water.”

Coroner’s report, bath seat drowning of 7-month-old

Drowning happens silently. A drowning child can’t speak or control their arms. They slip quietly under the water. It’s only in the movies they splash about and cry for help. It’s a scary thought.

But once you understand how and where drowning happens, there are things you can do to prevent it.



Babies and small children – mostly drown at home in the bath or in the garden, in just a few centimetres of water. Keep them at arm’s reach.

Baths

- Bath seats are great for supporting your baby in the bath but they’re not safety aids – a baby shouldn’t be left alone in one even for a moment as they can slip out
- Get everything you need ready before bath time because you’ll need to stay with your baby or young child all the time they’re in the bath
- Don’t rely on your toddler to keep an eye on the baby while you pop out for a towel, as they’re still too young to understand danger.

In the garden

- Empty the paddling pool out after you’ve used it
- Turn a pond into a sandpit, or fence it in or cover it while your children are little
- Make sure your child can’t get to the neighbour’s pond
- Be alert to ponds, pools or hot tubs when visiting other people’s homes.

Older children – can still get into difficulties. They may over-estimate how strong a swimmer they are or underestimate risks in the sea or open water. Teach them to float until help arrives.

Out and about

- Teach older children to choose safe places to swim like public pools and beaches with lifeguards
- Explain the dangers of swimming in open water, including strong currents, deep, cold water and things under the surface they can’t see.

At the beach

- Teach children to swim between the two-coloured red and yellow flags – these mark the areas patrolled by lifeguards
- Inflatables can be swept out to sea when the wind is blowing – keep children off inflatables when the orange windsock is flying and always keep an eye on them.

Mental Health Wellbeing



Live Well Greenwich Line
Call FREE: 0800 470 4831

Is staff wellbeing on your agenda?



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

1

Have a mental health lead with responsibility for staff wellbeing

2

Include staff wellbeing in your mental health policy

3

Promote openness about mental health in your school

4

Offer supervision and encourage discussion groups

5

Signpost staff to supportive services

6

Look at simple ways to reduce workload

7

Provide reflective spaces for staff at times of stress

8

Set up a staff social group

9

Start an annual staff wellbeing survey

10

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

Staff Wellbeing Webinar Weds 7 June 12:00 -13:00



Via Zoom – Join live or sign up to receive recording and catch up later

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

Special Educational Needs and Disabilities (SEND) Local Offer

What is the Local Offer?

<https://youtu.be/Gi-sC1lyxR8>



Welcome to

SENDIASS



email us:

sendiass@royalgreenwich.gov.uk



call:

020 8921 8402

<https://www.greenwichsendiass.uk/>

What is SENDIASS?

<https://youtu.be/54R4cDbX6L8>



Activities to Support children with SEND



Things to do

Find out about [local activities and things to do to support children with SEND](#) in Greenwich

Other SEND Activities Ages 0-4			
Name of Provider	Location	Cost	Type of activity
Homestart Greenwich	Woolwich & Plumstead	£1 per child	Various groups and sessions
Sutcliffe Park Sports Centre	Eltham	£2.50 per session	Soft play
Storkway Children's Centre	Kidbrooke	£1 per family	Stay & Play

Play Plus



Tuesday Mornings
(Term Time Only)
10am - 11.30am



Play Plus is a wonderful session for any children who struggle with communication or have any additional need. We have experienced staff, who can help with signposting to different services, as well as staff who are qualified in Makaton Signing.

Each session is based on a popular children's book with fun activities that can support speech and communication. Our sessions are free, so please come along and join us.

Contact Lydia at lydia@thebigredbusclub.com to find out more.

Big Red Bus Club, Charlton Limited, Charlton Under Fives Play Centre, Cemetery Lane Entrance, Charlton Park, London, SE7 8UB, Tel: 02088548054
Company Registration Number 08132170, Registered Charity in England and Wales 1170704



[Big Red Bus Club – Family Wellbeing Charity \(thebigredbusclub.com\)](http://thebigredbusclub.com)

Fun things to try with disabled children

<https://www.familylives.org.uk/advice/your-family/special-educational-needs/fun-things-to-try-with-disabled-children>



Written by a parent of a disabled child

Here are some tips and fun things to do with your child if they have a disability or additional needs. These tips are kindly provided by a parent for parents.

- **Texture book** - Make a texture book using different textures – like wall paper, sand paper, bubble wrap, washing scourers, foam wash cloth etc
- **Smell tour** - Take a 'Smell tour' past places like the fishmongers, fish and chip shop, the body shop/Lush soap shop, pet shop, etc
- **Borrow equipment** - If you need equipment during the holidays, ask your school/college or day centre if you can borrow equipment from them, rather than hiring it.
- **Disability friendly park equipment** - Many public parks offer special integrated play equipment. There is a wheelchair-friendly roundabout, Called the Mobility Whirl, in over 200 British parks. To find out more, call: 01248 600372.
- **Foil play mat** - Use a foil emergency blanket as play matt. Great for sensory stimulation.
- **Dance competition** - Put on music and have a dance competition!
- **Dress yourself** - Using either a large piece of card or lining paper, draw around each other to create life-size figures. Then cut up old clothes to dress your portraits up.

- **Toy libraries** - Toy libraries provide toys and play opportunities for children with special needs and also information and support for parents, carers and their siblings. To find your nearest toy library, contact the National Association of Toy and Leisure Library's Helpline Services: tel: 020 7255 4616 or email: helpline@playmatters.co.uk
- **Ideas book** - Roma Lear has written a range of books full of ideas of activities for people with special needs, look out for her on Amazon.
- **Sensory flour games** - Mix cornflour and water together and it makes a great sensory play tool. Also put flour into a plastic bag and seal it with some food colouring. As it gets squished round it will change colour.
- **Substitute sand** - Moonsand, for indoor play, made by Spin Master Ltd TM is available at most toy stores, including the Early Learning Centre. It's a soft medium that trickles like normal sand, but moulds like dough. Lots of colours. Great fun!
- **Graffiti wall** - Stick some blank paper on a wall and turn it into a 'graffiti wall'. You can also paint a wall with blackboard paint or put up a big white board for graffiti fun.
- **Home skittles** - Use guttering to make a chute to play skittles.
- **Sensory tent** - Kit out a play tent with everyday items, such as old CDs, tinsel, fairy lights – for a great sensory space.
- **Sensory indoor tray play**- Use a plastic box, filled with different things, like dried beans, sand, shaving foam, even toothpaste, for sensory play.
- **Matching pairs game** - Use a digital camera to photograph and make your own matching pair cards, eg: your dog, your home, family.
- **Concessions** - Always ask about discounts for disabled people and their carers. Some major venues have generous discounts. Always ring the theatre and ask, or call in personally if possible, as concessions are not available online.
- **Aromatherapy** - Put on some relaxing music and have a home-made aromatherapy session. Dilute aromatherapy oils in a special carrier massage oil. Different people like different pressure so experiment a bit according to personal sensory needs.
- **Favourite memories scrapbook** - Use a camcorder or camera phone and make a scrapbook to record special moments when you are out and about, that you can look at together at the end of the day. Use a scrapbook to tell other people about favourite days out.
- **Smelly socks game** - Use old socks or buy some from a charity shop. Scent some cotton wool balls with different smells like tea, coffee, lemon, apple or tomato ketchup etc. When the cotton balls are dry, put them in the socks, tie them up with a ribbon, and play a game of 'Guess the smell'.



How to play with your disabled child

<https://www.sense.org.uk/information-and-advice/life-stages/childhood-and-school/how-to-play-with-a-child-with-complex-disabilities/>

Click on links to read more

- [The importance of play](#)
- [Tips before you start](#)
- [Playing with your child](#)
- [Make it sensory](#)
- [Encourage exploration](#)
- [Adapt and make toys](#)
- [Inclusive play and siblings](#)
- [Playing outside your home](#)
- [Play in hospital](#)
- [Know your rights](#)
- [Risks, health and safety](#)



<https://youtu.be/Lbp9KIBXLn4>

What are 'Microaggressions'?

"Everyday verbal, non-verbal and environmental slights, snubs or insults, whether intentional or unintentional, which communicate hostile, derogatory or negative messages to target persons based solely upon their marginalized group membership" (Sue et al 2019).

They are almost always the result of stereotyping of certain groups, which is learned through our social conditioning and we may be unaware of how these can affect others.

Microaggressions disproportionately affect Black and minority ethnic people, but women, disabled people and LGBTQ+ individuals and working class people (UK) are similarly affected. In the UK, the legacy of colonialism also contributes to negative attitudes and behaviours against people associated with former colonies. They often take the form of:

- Casual remarks/'Off the cuff' remarks
- Exclusionary behaviours
- Questions or comments that reveal assumptions based on stereotypes
- Undermining in public
- Colour "blindness"
- Marginalising or erasing queer identities
- Denial of individual prejudice
- Questioning lived experience

Watch this video on YouTube to see how microaggressions are like mosquito bites;



Have you signed up yet to the Equality and Equity Charter?

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

[Sign our Equality and Equity Charter | Royal Greenwich Equality and Equity Charter | Royal Borough of Greenwich](#)

Royal Greenwich is a vibrant borough with a growing diverse population. We share an ambition to create a fairer, safer, accessible, and inclusive borough where everyone feels they belong, has a voice and an equal opportunity to succeed and thrive.

All early years and childcare providers are invited to adopt the values and principles in the charter in everything that they do so that we can unlock opportunities for all children, families and staff across our borough.

Royal Greenwich primary schools and settings are signing up, including childminders - **have you signed up yet?**

You will get a certificate to display for parents and carers to demonstrate your commitment.

The new Service Level Agreement is due and will include a commitment to the Charter so don't delay.

It's quick and easy ... **Sign up now on link below or scan QR code with your phone camera**

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

Sign our Equality and Equity Charter →



HOME LEARNING & EARLY LANGUAGE



Better Health
Start
for Life

Start for life tips for parents on getting children talking

<https://www.nhs.uk/start4life/baby/learning-to-talk/3-to-5-years>

Learning to talk

Chat, play, read!

Young children love it when you chat, play and read with them, even if you think they're too young to understand. You can turn almost anything into a game. And every little thing you do together will help set them up nicely for the day they start school.

Tips to help with speech development

Here are some tips and activities to help your child develop their speech skills:

- use things your child is interested in for play, follow their lead and make sure you're physically at their level while playing
- if you notice your child looking or pointing at something, talk to them about it before they lose interest in it
- picture books introduce your child to new things they haven't seen yet in real life – ask them to tell you the story, or talk about what the characters might be thinking and feeling
- make reading, singing and playing even more fun by using lots of actions and different voices
- take turns to make noises or speak – your child will be able to hold longer conversations, so slow down your speech, give them plenty of time to respond and listen carefully to what they have to say
- talk to your child in short, simple sentences, as it's easier for them to understand you and have a go at copying when they are ready
- try to use the same book or sing the same song, as young children learn a lot from repetition

The Education Hub



<https://educationhub.blog.gov.uk/2022/10/20/how-to-help-your-childs-early-language-skills-top-ten-tips-from-the-experts/>

Your child's education starts at home long before they enter the classroom. And even when they start nursery or school the home is where a significant amount of their learning happens.

That's why it's really important to build a positive learning environment at home – so parents can bring learning moments into their everyday activities while their child enjoys stimulating and engaging activity.

Creating an environment at home that actively encourages children to develop their language and social skills provides a great foundation for more formal learning. And developing language skills at a young age is consistently linked with better school attainment and job prospects.

Tracy Jackson, Head of Early Years at the National Literacy Trust, and Dr Kirsten Asmussen, Head of Child Development and Early Intervention Foundation have some top tips on how you can build a great home learning environment and help your child express themselves in their earliest years:

Babies

1. Make the most of the times your child is keen to copy your facial expressions – **try sticking your tongue out, blinking or making lip sounds for added engagement.** This also goes both ways. **Copy the sounds your baby makes.** Say back to them what they are trying to tell you through their noises.
2. **Back-and-forth conversation between parents and children** increases vocabulary skills and language development. Whether they can use any words yet or not, **respond to your baby's babbling** as if they are initiating a conversation. A good place to start is to notice what your baby is looking at and talk about that.
3. While playing with your child, following predictable routines is important but so is **an element of surprise in your playtime.** 'Body' or 'lap' games that **include tickling or tactile stimulation,** such as 'incy-wincy spider' are exciting and stimulating for babies and small children.
4. As your baby grows, they will start to develop 'gesturing and joint attention' – **where they look to where you point.** To encourage this key developmental stage, **make lots of actions and**

gestures along with speech and respond to your baby's gestures – use gestures and actions to help your child understand what you say, eg saying “bye bye” and waving.

5. From a very early age, **a baby can recognise the difference between happy and sad faces and can copy simple facial movements**. By six months, they can typically express a range of emotions such as pleasure, fear and excitement through facial expressions, vocalisations and body language. **You can encourage them to express themselves by describing your baby's emotions as you speak to them.**

Young Children

6. **Reading with them is a key way to develop a closer connection**, encouraging your child's imagination to grow by introducing them to new words. Look at the pages together, talk about the pictures, and follow your child's focus. **Try reading to them first**, and then, as your child gets older, **encourage them to be more involved, first by having them turn the pages, then by discussing the story with them.**
7. Your little one is constantly seeing and experiencing new things, and so **things like trips to the supermarket or the shops provide a whole new world to explore**. This is a chance to **point new things out and name things**. As soon as you notice your child looking or pointing at something, talk about it before their attention moves on to something else – that might be within a couple of seconds for babies – and **this can reinforce language skills**.
8. **Songs, poems and rhymes** are enjoyed by children from a very early age. The **repetition, sounds and rhythm help children to predict what's coming next**. From as early as one month, **sing songs and rhymes to your baby with actions or lots of repetition**. Once your child is a few years old, play rhyming games with them – can your child come up with a word that rhymes with “cat”?
9. Once your baby becomes a toddler, they begin to understand what they can't see – to be able to pretend and think about the future. **Make-believe games and conversations about feelings and memories are associated with children's vocabulary development** and expressive language use. Play make-believe games together or games which use opposites such as on or off, big or little. Also encourage your child to talk about the future and anticipate events.
10. **Ask your child lots of questions. Use open questions with lots of possible answers.** “What are you going to play with today?”, “How do you think the character will solve the problem?” Ask your child if they can give possible solutions to problems, for example if their favourite hat is missing. All this helps a child understand the past, present and future and use their memory skills.

Every child is different and there's no one-size-fits-all. What matters most is spending time with your child chatting, playing, and reading. Every little thing you do with them will set them up well as keen little learners for when they start school.

Early Years & Childcare TRAINING PROGRAMME

Area	Training Courses and Workshops	Day	Dates	Start	End	Method of delivery	Cost
Safeguarding & Welfare	Bitesize Webinar - Staff Wellbeing	Wednesday	07 June	12:00	13:00	Zoom	Free
Safeguarding & Welfare	Bitesize Webinar - Child Safety	Wednesday	07 June	13:00	14:00	Zoom	Free
Safeguarding & Welfare	Prevent Duty	Thursday	08 June	19:00	20:30	In person	£10
Learning & Development	HAF Designated Safeguarding	Saturday	10 June	09:30	17:00	In person	£75
Ofsted Readiness	Ofsted Trends	Thursday	15 June	19:00	21:00	Zoom	Free
Safeguarding & Welfare	HAF Intermediate Safeguarding	Saturday	24 June	09:30	17:00	In person	£75
Safeguarding & Welfare	Intermediate Safeguarding	Saturday	01 July	09:30	13:00	In person	£45
Safeguarding & Welfare	Safer Recruitment	Thursday	06 July	09:30	12:30	In person	£45
Safeguarding & Welfare	Designated Safeguarding Person	Saturday	08 July	09:30	17:00	In person	£60

Cancellation Policy

Must be made in writing by e-mail at least 5 working days before the course
eyc.training@royalgreenwich.gov.uk

Where cancellation is not received, and you do not attend the training you will be charged the full amount



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



Day	Dates	Start	Finish
Saturday	24 June 2023	08:45	16:30
Saturday	08 July 2023	08:45	16:30
Wednesday	12 July 2023	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, 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>

Bitesize Webinars



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



A series of one-hour free webinars at lunchtime with Early Years & Childcare Advisors to share key messages about important themes. You may use these for your staff training and inductions.



<https://youtu.be/PMdHIESqSU0>

Please complete evaluation to receive a copy of the presentation



or <https://forms.gle/PokLJjx5Ku54xavW9>

For any queries email eyc.training@royalgreenwich.gov.uk

Training support available from DFE



The National Professional Qualification in Early Years Leadership (NPQEYL) is a free, high quality and evidence-based leadership course provided through the Department for Education. It's designed for current and aspiring nursery leaders, childminders, and leaders of school-based nurseries to help develop the knowledge and skills to lead a setting and boost early years development to ensure every child has the best start in life

<https://foundationyears.org.uk/2023/01/blog-department-for-education-offers-free-high-quality-leadership-training-for-leaders-of-pvi-nurseries-and-other-early-years-settings/>

Early Years Professional Development Programme

The **Early Years Professional Development Programme** has now closed accepting applications for February 2023 with Cohort 1 participating in learning. Good luck to our Greenwich providers who have joined!

The programme will be open Cohort 2 soon. Meanwhile have a look at the training.

The training is designed for childminders and early years practitioners, qualified to Level 3 or above, who regularly work with disadvantaged children aged 2-4 (*eligibility criteria applies).

To find more information on eligibility and how to apply please visit the [website](#). Early years practitioners should discuss with their line managers before applying

<https://www.earlyyearsdpdp.com/about-the-programme/>

Help for early years providers

Guidance for people who work in early years, from the Department for Education.

The [Help for early years providers](#) has a wealth of information that can help. For example, there's useful advice on [reducing paperwork](#) so you have more time to focus on areas such as [sensory food education](#).

Early years child development training



This training:

- is free for childminders and nurseries
- combines theory with practical tips and ideas to use in your setting
- includes opportunities to reflect on your practice
- reinforces your understanding through learning check questions and tests
- links to additional resources
- offers the opportunity to download certificates of completion
- has been developed by expert practitioners

[Early years child development training : Home page \(education.gov.uk\)](#)



Department
for Education

[DFE](#)

[Education Hub Blog](#)



Studying maths provides people with the life skills they need to thrive, from managing personal finances to boosting their career prospects. Adults with good numeracy skills are also more likely to be employed and earn higher wages.



Take a quick numeracy quiz

Answer these 6 questions to help you understand areas of numeracy you might want to improve.

The questions have:

- no pass or fail mark
- multiple-choice options for answers

It should take around 5 minutes to complete all the questions and you can use a calculator if you wish.



[Start Quiz](#)



An Inspector Calls

[Ofsted](#)

[Early years inspection handbook](#)

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



Guidance

Childminders: report new adults in the home

You must tell Ofsted about new people aged 16 or over who live or work in the home you look after children in within 14 days. This includes children who turn 16.

Ofsted have a new link for childminders only.

What you must do

As a childminder, you must Ofsted about new adults in the home you look after children in.

This service replaces the EY2 and EY3 you would have had to do previously.

It will meet your legal requirements as a childminder to notify Ofsted about new adults in the home.

<https://www.gov.uk/guidance/childminders-report-new-adults-in-the-home>



Ofsted can take action against you if you do not tell us about these people within 14 days.

The first of the 14 days is the day the new adult, begins living in the home, starts working there or turns 16.

Tell us about new adults in the home you look after children in



Only use this service if you are a registered childminder with no more than 2 other adults helping you at the same time.

[Tell Ofsted about new adults >](#)

<https://www.report-childminder-new-adults.service.gov.uk/childminder-maintenance/sign-in/new/>



HELP PAYING FOR YOUR CHILDCARE



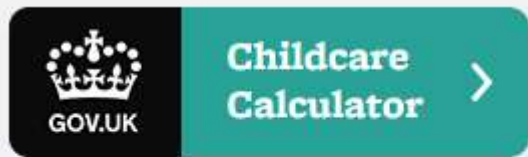
An online application is quick and easy

You get an immediate response on whether you
are eligible for a place



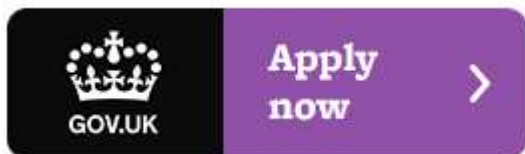
Access the online portal

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



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>

<https://www.gov.uk/apply-30-hours-free-childcare>



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

Here is the link to some videos from Childcare Choices which you can share on your social media

<https://www.childcarechoices.gov.uk/providers/guidance-and-resources/social-media/short-films-2022/>

Guidance

Sign up to Tax-Free Childcare if you're a childcare provider

Find out how to sign up to Tax-Free Childcare and get a childcare provider account to receive payments from parents using the scheme.

<https://www.gov.uk/guidance/sign-up-to-tax-free-childcare-if-youre-a-childcare-provider>

What you'll need

To sign up you should be the main contact for your business. You'll be able to set up a 'delegate' to manage your account for you during the process.

You'll need your:

- 11-digit user ID from your invitation letter – if you did not get one or have lost it, [contact the helpline](#)

Telephone:

0300 123 4097

- bank account details
- your business postcode (the one registered with your regulator, for example Ofsted)



Looking up a childminder on TFC

Something to note, if you have registered for tax-free childcare as a childminder, and a parent or carer cannot find you - the information below should help.

“You can search for your provider in the ‘Your Tax-Free Childcare account’ section of the account homepage. If your provider is registered as sensitive with their regulator – perhaps because they’re a childminder working from their home address – you’ll need to search for them using their **regulator ID and postcode**. It will not recognise the childminders name if it is withheld.”

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 020 8921 8340



prevent@royalgreenwich.gov.uk

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.

Free Bitesize Webinars



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

COMING UP

A series of one-hour free webinars at lunchtime with Early Years & Childcare Advisors to share key messages about important themes. You may use these for your staff training and inductions



Join live or sign up to receive recordings to watch at another time

Staff Wellbeing

Weds 7 June 12:00 – 13:00

Child Safety Week : Water, Sleep, Food, Toy & Road

Weds 7 June 13:00 – 14:00

All via Zoom



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



If you missed it, click on the links below to watch

- [Female Genital Mutilation](#)
- [LADO Managing Allegations](#)
- [Emergency Planning](#)
- [Child Exploitation](#)



CASE REVIEWS APRIL 2023

[Children C and D: LCSPR report.](#)

Greenwich Safeguarding Children Partnership (2023)

[Local thematic child safeguarding practice review: Young Person SC.](#)

Sandwell Children's Safeguarding Partnership (2023)

[Child safeguarding practice review: learning identified from Family A.](#)

South Gloucestershire Children's Partnership (2023)

[Local children's safeguarding practice review Child G: overview report.](#)

Suffolk Safeguarding Partnership (2022)

[Child safeguarding practice review: Child X.](#)

Sutton Local Safeguarding Children Partnership (2022)

[Local child safeguarding practice review: subject: Daisy.](#)

Unnamed safeguarding children partnership (2022)

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/>

NSPCC
Learning

Sign up to NSPCC newsletter safeguarding here

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

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 Service Leader	
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
Greenwich 0 to 4 Health Visiting Service bromh.greenwich0to4@nhs.net	0300 330 5777
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