



What's in the June edition

- ⚙ Service Level Agreement 2023/25
- ⚙ New Term Dates & Funding Period
- ⚙ Good Practice – Greenwich Providers

- ⚙ Equality & Equity Charter
- ⚙ Celebrate Differences – Play Checklist, Let's Explore Our Rights
- ⚙ Greenwich Childminder Network Forum
- ⚙ Mental Health & Wellbeing
- ⚙ National Week of Play
- ⚙ Home Learning & Early Language – Tiny Happy People
- ⚙ Sun & Water Safety
- ⚙ Water & Sand Play
- ⚙ Bitesize Webinars Replay
- ⚙ Summer & Autumn Training programme
- ⚙ DFE Updates – including Consultation
- ⚙ Childcare Choices

Keeping Children Safe

- ⚙ Safeguarding Bitesize Webinars
- ⚙ Case Reviews
- ⚙ NSPCC Learning
- ⚙ 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 \(royalgreenwich.gov.uk\)](https://royalgreenwich.gov.uk)

Service Level Agreement 2023/25

Please sign by end of the Summer Term

Read and sign SLA here by scanning QR Code or clicking or copying either of the links

[Read the SLA](#)

Sign the SLA ↓



<https://forms.gle/E9Px2gNPVfrbdUCW8> or <https://tinyurl.com/SLA-2023-25>

Terms	School Term dates 2023 to 2024	Funded weeks
Autumn 2023	Term time: Monday 4 September to Friday 20 October 2023 Half-term holiday: Monday 23 October to Friday 27 October 2023 Term time: Monday 30 October to Thursday 21 December 2023 Christmas and New Year holiday: Friday 22 December 2023 to Friday 5 January 2024	less 2 INSET Days 14 weeks
Spring 2024	Term time: Monday 8 January to Friday 9 February 2024 Half-term holiday: Monday 12 February to Friday 16 February 2024 Term time: Monday 19 February to Thursday 28 March 2024 Easter holiday: Friday 29 March to Friday 12 April 2024	11 weeks
Summer 2024	Term time: Monday 15 April to Friday 24 May 2024 (except May Day Bank Holiday on 6 May) Half-term holiday: Monday 27 May to Friday 31 May 2024 (Spring Bank Holiday on 27 May) Term time: Monday 3 June to Wednesday 24 July 2024	less 3 INSET days 13 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 (dates are indicators only)</i>	190 days / 38 weeks

FUNDING CLAIMS SUBMISSION: HEADCOUNT & CENSUS DATES 2023/24

<p>Autumn 2023: 1 September to 31 December School Term Dates: Monday 4 September to Thursday 21 December 2023 (less 2 INSET days)</p>	
<p>Main Funding Claim Period Open for Submission From Monday 4 September to Friday 13 October 2023</p> <p><i>Please submit main claim by headcount date and any amendments no later than one week</i></p>	
<p>Autumn 2023 Headcount Day <u>Thursday 5 October</u></p>	<ul style="list-style-type: none"> • Pupils <u>must</u> be in your setting on Thursday 5 October to make a funding claim • All amendments must be submitted by Friday 13 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 2024: 1 January to 31 March School Term Dates: Monday 8 January to Thursday 28 March 2024</p>	
<p>Main Funding Claim Period Open for Submission From Monday 8 January to Friday 26 January 2024</p> <p><i>Please submit main claim and census by headcount date and any amendments no later than one week</i></p>	
<p>Spring 2024 Headcount * EY Census Day <u>Thursday 18 January</u></p>	<ul style="list-style-type: none"> • Pupils <u>must</u> be in your setting on Thursday 18 January to make a funding claim • All amendments must be submitted by <u>Friday 26 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 2024: 1 April to 31 August School Term Dates: Monday 15 April to Wednesday 24 July (less 3 INSET days)</p>	
<p>Main Funding Claim Period Open for Submission From Monday 15 April to Monday 20 May 2024</p> <p><i>Please submit main claim by headcount date and any amendments no later than one week</i></p>	
<p>Summer 2024 Headcount Day <u>Thursday 16 May</u></p>	<ul style="list-style-type: none"> • Pupils <u>must</u> be in your setting on Thursday 16 May to make a funding claim. Please submit main claim by this date. • All amendments must be submitted by <u>Monday 20 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

2023-2024 Early Years & School Calendar

AUTUMN 2023																					
September 2023							October 2023							November 2023							
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	
					1	2	1	2	3	4	5	6	7				1	2	3	4	
3	4	5	6	7	8	9	8	9	10	11	12	13	14	5	6	7	8	9	10	11	
10	11	12	13	14	15	16	15	16	17	18	19	20	21	12	13	14	15	16	17	18	
17	18	19	20	21	22	23	22	23	24	25	26	27	28	19	20	21	22	23	24	25	
24	25	26	27	28	29	30	29	30	31					26	27	28	29	30			
SPRING 2023																					
December 2023							January 2024							February 2024							
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	
					1	2	31	1	2	3	4	5	6					1	2	3	
3	4	5	6	7	8	9	7	8	9	10	11	12	13	4	5	6	7	8	9	10	
10	11	12	13	14	15	16	14	15	16	17	18	19	20	11	12	13	14	15	16	17	
17	18	19	20	21	22	23	21	22	23	24	25	26	27	18	19	20	21	22	23	24	
24	25	26	27	28	29	30	28	29	30	31				25	26	27	28	29			
SUMMER 2024																					
March 2024							April 2024							May 2024							
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	
					1	2	31	1	2	3	4	5	6					1	2	3	4
3	4	5	6	7	8	9	7	8	9	10	11	12	13	5	6	7	8	9	10	11	
10	11	12	13	14	15	16	14	15	16	17	18	19	20	12	13	14	15	16	17	18	
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24	25	26	27	28	29	30	28	29	30				26	27	28	29	30	31			
SUMMER 2024																					
June 2024							July 2024							August 2024							
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	
						1	30	1	2	3	4	5	6						1	2	3
2	3	4	5	6	7	8	7	8	9	10	11	12	13	4	5	6	7	8	9	10	
9	10	11	12	13	14	15	14	15	16	17	18	19	20	11	12	13	14	15	16	17	
16	17	18	19	20	21	22	21	22	23	24	25	26	27	18	19	20	21	22	23	24	
23	24	25	26	27	28	29	28	29	30	31				25	26	27	28	29	30	31	

School Year 38 weeks
Autumn 14 weeks
Spring 11 weeks
Summer 13 weeks
School holidays
Bank Holidays
Headcount Day
Less 5 INSET days



Royal Greenwich Providers The Woodland Nursery

Congratulations! The Woodland Nursery, rated as Outstanding by Ofsted, has pioneered a unique approach to early years education by integrating nature and the great outdoors into its curriculum.

Through innovative forest school activities, children at The Woodland Nursery are provided with rich and immersive learning experiences that foster creativity, curiosity, and a deep connection to the natural world.



The forest school philosophy employed by The Woodland Nursery emphasises hands-on, experiential learning, allowing children to develop essential life skills such as problem-solving, teamwork, and resilience. By spending time in nature, the children gain a profound appreciation for the environment and develop a sense of stewardship, ensuring a sustainable future for generations to come.



They have been awarded the Pearson National Teaching Award Silver 2023. This is a testament to the dedication, passion, and hard work of the entire team at The Woodland Nursery. Their commitment to providing high-quality education that nurtures the holistic development of each child deserves celebration. The Woodland Nursery Team will also be considered for a Gold Teaching Award in The Award for Early Years Team of the Year and final results will be announced in late November.



Royal Greenwich Providers The Futures Nursery

Well done! The Futures Nursery have worked hard to prepare for their Ofsted Inspection after a challenging period. The dedicated leaders and staff reviewed their environment and activities on offer. They introduced a calming space for language support and development and emotional literacy.

Communication enriched language room



How I feel board

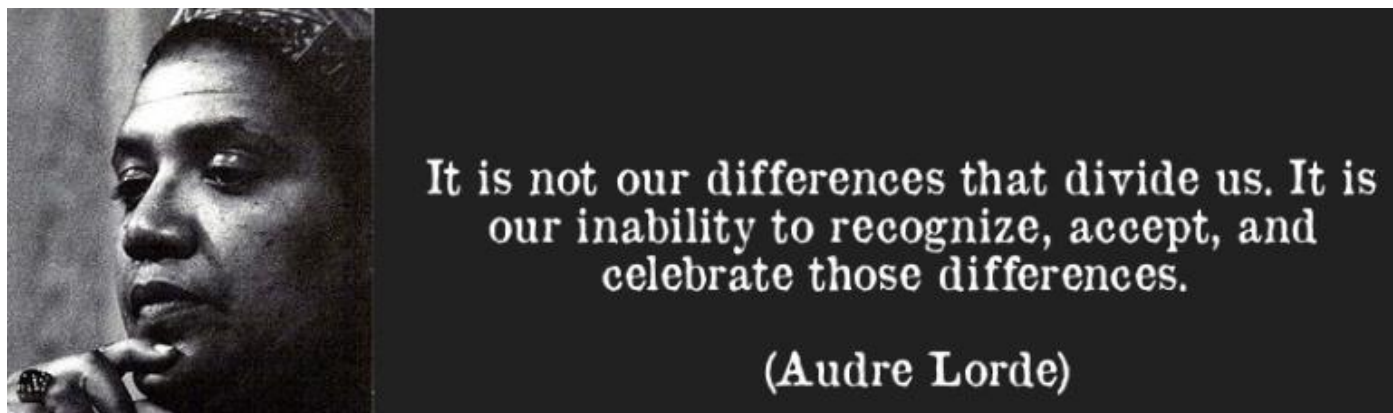


Sensory play using glop and building blocks



FAIRER SAFER ACCESSIBLE INCLUSIVE

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 →





**In Childcare, Play and Early Years Provision,
we need to ensure anti-racist actions to
safeguard wellbeing for all.**

[Wales-Guide-to-Good-Practice-Tackling-Racism.pdf \(ndna.org.uk\)](#)

[Childcare, play and early years](#)

Anti-racism in Childcare, Play and Early Years

Here are some new anti-racist resources for practitioners providing childcare for babies and young children - they aim to ensure workforces understand and reflect all of the various communities' children live in.



What is Equality V Equity?

Equality vs Equity 'Equality is about sameness; it focuses on making sure everyone gets the same thing.

Equity is about fairness; it ensures that each person gets what they need.

Equity is predominantly about creating a fair system rather than an equal system. This allows for children to be supplied with what is necessary for their personal need, rather than all receiving the same thing. The settings who are best able to provide this equity are very often the ones which promote this inclusivity in their communities.

Inclusive settings provide a range of exciting and stimulating experiences for children and communicate in a way in which all can understand. Inclusive settings place a high importance on promoting diversity in their community as well as within their own settings.

Read about Booth and Ainscow's Index for Inclusion below - evolving inclusive practices is as crucial as creating inclusive policies when creating inclusive cultures. An inclusive setting is always changing to meet the needs of its changing children.



Free download of the Index for Inclusion PDF of the book here

<https://www.eenet.org.uk/resources/docs/Index%20English.pdf>

Index for inclusion

developing learning and participation in schools

Tony Booth and Mel Ainscow
editing and production for CSIE Mark Vaughan

Equity and Equality Play Checklist

United Nations Convention on the Rights of the Child (UNCRC), Article 2: The Convention applies to every *child* without discrimination, whatever their ethnicity, sex, religion, language, abilities or any other status, whatever they think or say, whatever their family background.

Books - do your books:

- Show all genders in realistic situations, playing active roles in work and in the home?
- Show adults and children with various disabilities?
- Show a variety of family situations – extended families, one-parent families, step families, LGBT family members?
- Show a variety of racial, ethnic and cultural groups in realistic situations?
- Show people in non-stereotypical roles?
- Include books written in languages spoken in the children's homes?
- Extend children's experiences of other cultures' lifestyles, experiences and roles?
- Provide children with the opportunity to suggest new books for your setting?

Art materials - have you got?

- Art materials which can be used for the art and craft of differing ethnic groups?
- Paints, crayons, paper which can be used for the skin tones of people from a variety of racial backgrounds?
- Wall displays capable of giving information about differing cultural art forms?
- A variety of resources including those from reusable sources?

Games and toys

- Do your toys contain pictures and figures from different cultural groups with non-stereotypical roles for all genders?
- Have you got dolls of different gender and of more than one racial type with the correct features and clothing?
- Has your play kitchen got utensils and pictures of food from different cultures?
- Are your 'dressing-up' clothes interestingly multi-cultural and appropriate for play? Be mindful that 'dressing up' opportunities do not need to involve commercialised, store-bought character outfits. Offering loose parts, materials and authentic clothing items reflecting a range of cultural styles can offer valuable play experiences and opportunities for children to use their imaginations and creativity.
- Do you have equipment designed for particular disabilities and neurodiversity?
- Do you incorporate games from different cultures?

Music

- Have you got a variety of instruments played by people from different cultures?
- Do your audio resources reflect the range of music and songs from around the world?
- Have you got good music and movement games from different cultures?
- Do you have sound/light/rhythm equipment for sight and hearing impaired?
- Are children able to recommend songs and music from their culture?

Posters and publicity - do the pictures on your walls:

- Show people in non-stereotypical roles?
- Reflect a variety of cultures, disabilities and lifestyles?
- Give out positive messages on a range of topics?

Outside - do you have a range of outdoor opportunities?

- Climbing structures and walkways offering a variety of levels and different degrees of challenge?
- Trikes and bikes, hard-wearing Velcro straps for children who have difficulty keeping their feet on the pedals?
- Sand and water features that appeal to different senses?
- Space for outdoor games and exploration?
- Raised plant beds for access from wheelchair & sensory plants area
- Do you seek feedback from children and take steps to improve accessibility and quality based on this?

(With thanks to Take Ten More and with thanks to the Children's Commissioner's Office, Wales)

Read **NSPCC** [Safeguarding children who come from Black, Asian and minoritised ethnic communities](#)



Join our **Equality Diversity & Inclusion Training**

Saturday 4 November 2023 9:30 – 12:00

Email eyc.training@royalgreenwich.gov.uk to reserve your place



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



The Children and Young People's Commissioner Scotland has created a free book to teach young children about their human rights. The book explores what rights are and why they are important. It aims to support early years' practitioners with talking to young children about human rights.

[Let's explore our rights](#)

Free book download here [Lets_Explore_Our_Rights_2023.pdf \(cypcs.org.uk\)](#)



Watch and join in with the book reading here <https://www.youtube.com/watch?v=npeil31IyNk>

GREENWICH CHILDMINDER NETWORK

A termly opportunity to network with your colleagues and advisors and discuss what's new

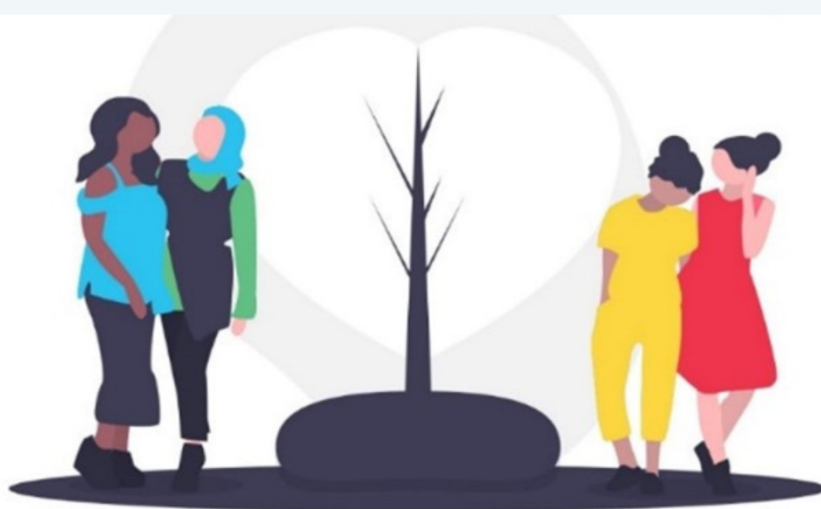
19:00 - 21:00

Tues 27 June

The Woolwich Centre
SE18 6HQ

Refreshments provided

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



Mental Health Wellbeing

With the pressures everyone has been and, is experiencing over recent years, anxiety has increased especially for our most vulnerable families and our staff. There are many resources available online for staff, as well as the children, young people and, families.

Available resources below:

- Every Mind Matters from the NHS is a national website with lots of ideas, information and expert advice. [Every Mind Matters – NHS \(www.nhs.uk\)](http://www.nhs.uk)
- Good Thinking has digital tools for help with sleep, anxiety, low mood and stress, and features free NHS approved apps and guides. They have also developed some resources for people from different faith backgrounds that include help in a number of different languages. [Digital mental health and wellbeing support for Londoners | Good Thinking \(good-thinking.uk\)](http://good-thinking.uk)
- The Live Well Greenwich website signposts to a range of resources, categorised by the type of support yourself or a family may need. [Get more support if you need it – Live Well Greenwich](#)

Free children's wellbeing resources



Increasing levels of well-being in the first five years of a child's life is key to their future mental health. The National Day Nurseries Association have created a range of free well-being resources that early years practitioners can read, download and use at their settings for the benefit of their children.

Visit the [website](#) to access:

Free children's well-being policy template, factsheet with top tips on supporting children's emotional well-being, children's well-being guide e-book

 National 
Week of Play
19-25 JUNE 2023



This year's event will focus on how we can ensure that play in the early years fosters and supports a sense of positivity and inclusivity, regardless of age, gender, or background.

The National Week of Play will celebrate play through a range of activities, including:

- Free virtual events exploring the importance of connecting through play
- A range of tips, ideas and activities for early years professionals to try throughout the week
- Ideas and resources to encourage parents and carers to get involved.

Parents, carers and early years professionals can register to take part in this year's National Week of Play, and to receive a free resource pack [here](#).

HOME LEARNING & EARLY LANGUAGE

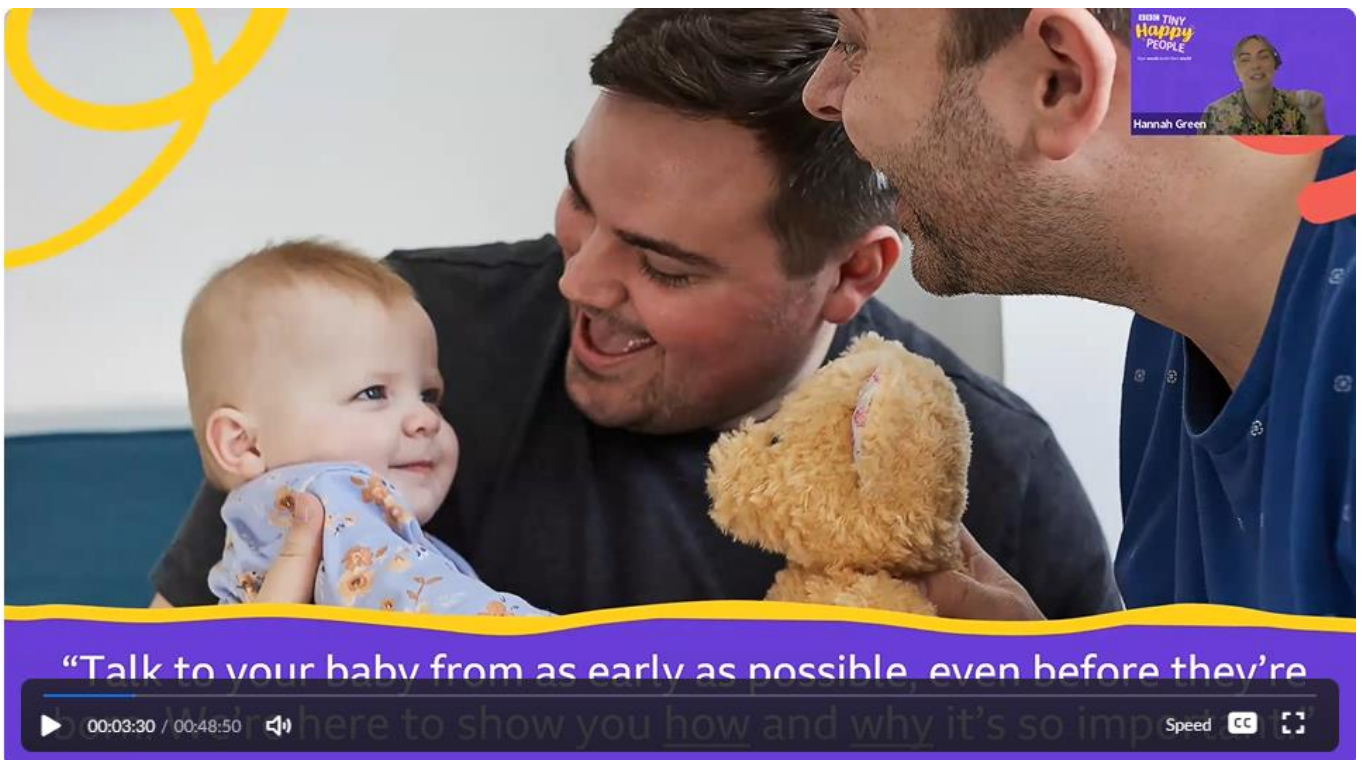


TINY Happy PEOPLE
Your words build their world

Closing the Word Gap

Watch webinar replay here

[Tiny Happy People Webinar](#)



Visit and signpost to the Tiny Happy People website here

<https://www.bbc.co.uk/tiny-happy-people>

TINY Happy PEOPLE

Home

Your words build their world

Tiny Happy People is here to help you develop your child's language skills. Explore our simple activities and play ideas and find out about babies and toddlers' amazing early development.

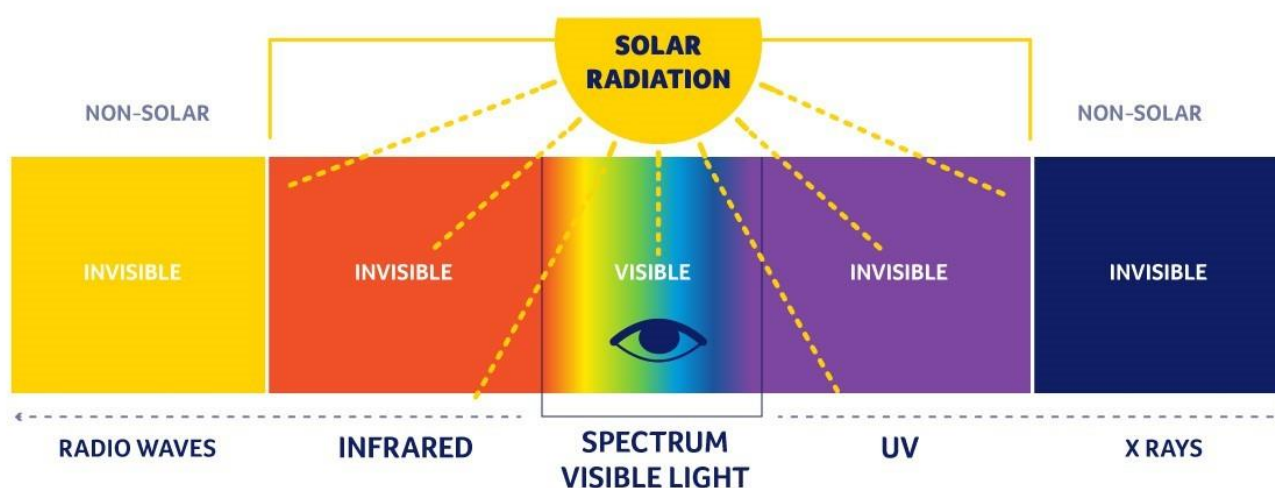
Sun Safety & Protecting Skin

Skin should be protected when the UV radiation level is 3 and above.

UV radiation is a high-energy part of the electromagnetic spectrum emitted from the sun and is responsible for causing skin damage, premature ageing and skin cancer.

UV radiation can't be seen and, unlike infrared radiation (heat), we cannot feel it either. UV levels are not related to air temperature and high levels of UV radiation also occur on cool days. Therefore, weather should not be used to determine the need for sun protection.

Ultraviolet radiation vs infrared radiation.



Take extra care to protect babies and children. Their skin is much more sensitive than adult skin, and damage caused by repeated exposure to sunlight could lead to skin cancer developing in later life.

Children aged under 6 months should be kept out of direct strong sunlight.

From March to October in the UK, children should:

- cover up with suitable clothing
- spend time in the shade, particularly from 11am to 3pm
- wear at least SPF30 sunscreen

Apply sunscreen to areas not protected by clothing, such as the face, ears, feet and backs of hands.

To ensure they get enough vitamin D, all children under 5 are advised to take vitamin D supplements.

When UV levels reach three and above, it is recommended that you protect your skin in five ways for maximum protection try this Australian advice —Slip, Slop, Slap, Seek and Slide:

- Slip on clothing that covers as much skin as possible; it's one of the best barriers between skin and the sun.
- Slop on a SPF 30 or higher, broad spectrum sunscreen 20 minutes before going outdoors, and reapply regularly.
- Slap on a hat that provides protection to face, neck and ears.

- Seek shade when outdoors. Staying under a tree and umbrella can reduce your overall exposure to UV radiation.
- Slide on some sunglasses that are close fitting, wraparound and cover as much of the eye area as possible.



SLIP



SLOP



SLAP



SEEK



SLIDE

Types of Hats

Wear a hat that provides plenty of shade to the face, neck and ears; these are common sites for skin damage, sunburn and skin cancer.

Choose a hat with closely woven fabric in one of the three recommended styles for good protection.

Choose between:

- a broad brimmed hat with a brim width of at least 7.5 cm
- a legionnaire style hat where the back flap meets the side of the front peak
- a bucket hat with a deep crown that sits low on the head and has an angled brim, which is at least 6 cm wide so it provides shade for the face



NHS Advice for adults and children on sunscreen and sun safety in the UK and abroad.

[Sunscreen and sun safety - NHS \(www.nhs.uk\)](http://www.nhs.uk)

A national accreditation programme providing nursery and pre-school settings with free resources to assist them in their duty of care to safeguard children against UV and prevent skin cancer through education

[Register with Sun Safe Nurseries](#)

An Australian site with helpful information on protecting skin

[Protecting my skin - Cancer Council \(cancersa.org.au\)](http://cancersa.org.au)



10 practical tips for parents/carers when applying sunscreen to children

- With squirmy children who are eager to get out into the sun, it can be easy to miss patches when applying sunscreen. Don't forget to check easy-to-miss areas such as the ears, tops of feet and hands.
- Get creative with sunscreen application; giving your kids novel ways to apply their sunscreen will make it more of a fun activity rather than a chore.
- Trial different types of sunscreen and see which works best for your child. You may find they are more receptive to a sunscreen spray or applying it themselves with a sunscreen stick.
- If you're going out for the day, you'll likely find it much easier to get your child to apply sunscreen before you leave for the day, or else they are likely to want to run straight into the water! This also allows the sunscreen to fully dry and be as effective as possible (application 15 to 30 minutes before sun exposure is best).
- Distracting children whilst applying their sunscreen could be a useful way of getting them protected. Something as simple as putting on their favourite TV programme or song could give you the opportunity to apply sunscreen.
- Applying a second coat of sunscreen about 15 minutes after the first helps cover any patches you may have missed the first time
- Try writing a word as you squeeze the sunscreen onto their skin, maybe one letter on each limb, torso etc.
- Alternatively, ask them to guess what picture you are drawing (a flower, smiley face) as you squeeze it on, and then tell them they can help 'rub it out' (i.e. spread it onto the skin)
- Do a 'join the dots' with the sunscreen, letting them spread the cream from one dot to the next.
- Coloured sunscreen makes it easier to spot if you've missed an area when initially applying sunscreen but will then fade.

Sun safety song - Sun safety songs help children understand the importance of staying safe in the sun. These songs can be used as part of your routine to help the children get ready for outdoor play.

[Slip Slop Slap Seek Slide - Sid the Seagull - YouTube](#)



[CBeebies Tips for staying safe in the sun - CBeebies - BBC](#)



SAFE WATER & SAND PLAY



Young children can be very spontaneous and unpredictable. Supporting and maintaining a safe environment for children is one of the most important elements for early years' practitioners and if water and sand play is not safe and maintained properly, it could potentially be very hazardous.

THE DANGERS OF STAGNANT WATER

Stagnant water is a breeding ground for bacteria and can be especially dangerous for small children.

KEY DANGERS OF STAGNANT WATER

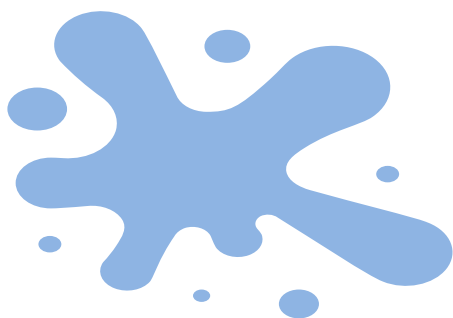
Infection risk

- As water may be full of bacteria, viruses and parasites can lead to different types of infections.
- #### Legionnaires Disease
- You can get Legionnaires disease if you breathe in tiny droplets of water containing the bacteria that causes infection.
 - There is a higher risk category for children who suffer with Cystic Fibrosis, Asthma and other Bronchial conditions.
- #### Amoebic Meningitis
- Amoebic meningitis is caused by the amoebae organism and may occur if active water that contains amoebae goes up the nose.
 - It can survive in soil for a long time and still reactivate when put in fresh water.



Ofsted will want to ensure that settings identify all significant hazards to children's safety.

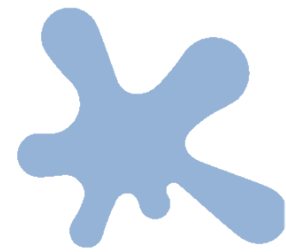
A private day nursery was rated by Ofsted as 'inadequate' upon inspection. The inspector reported that children were accessing the outdoor area where equipment was full of stagnant water which put children at risk.



ADVICE AND GUIDANCE

- ✓ Regularly assess your water and plumbing systems
- ✓ Regularly assess all water sources and equipment (eg. hoses, toys, trays) used throughout the setting.
- ✓ All water equipment, toys and educational resources should be dried out at the end of each session.
- ✓ Adopt safe hygiene practices, run taps before use and clean equipment well.
- ✓ Change water and other water-based products used (e.g., slime, shaving foam) daily.
- ✓ Keep lids/store equipment to avoid rainwater collection.
- ✓ Ensure children are frequently hand washing and following hygienic practices.
- ✓ Ensure high risk children (e.g., A child suffering with Cystic Fibrosis) are risk assessed and be discouraged from activities that may cause harm.
- ✓ Keep records of your risk assessments to evident the safety measures you have taken.
- ✓ Position your water tray in an area with good drainage.
- ✓ Be vigilant and assume that any water can potentially contain harmful bacteria.
- ✓ Educate children with water safety knowledge and awareness.
- ✓ Ensure a sandbox is covered when not in use. Animals love these for rooting around in.
- ✓ Try to get hold of a plastic sandbox if possible. The edges tend to be rounded off, and are therefore safer to get in and out of.
- ✓ Sand can reflect the sun so make sure little ones are well protected if the sandbox is outside.
- ✓ If sand gets wet, make sure it is raked and turned over to keep it as fresh as possible, and to help it dry out.

FUN IDEAS WATER & SAND PLAY



The lovely outside weather has finally arrived! It's that time to start thinking about your water play ideas. Children love playing with the water, it's a fantastic learning experience and is highly beneficial for children's scientific, mathematical, physical and emotional development. Here are a few fun activities you may want to try... Always **properly supervise** children around water and reapply sun cream after water play!

Sand Play Dough

- 1 cup of all-purpose flour
- 1 cup of fine beach sand {not craft sand}
- 1/4 cup of salt
- 1 tablespoon of cream of tartar
- 1 tablespoon of vegetable oil
- 1 tablespoon of glycerine
- 3/4 cup of boiling water

Whisk the top set of ingredients together in a large bowl. Add the boiling water and mix well with a wooden spoon. When cool enough to do so, dump the dough out onto the counter and give it a good knead. Let it cool completely (this will get rid of any residual stickiness) and then play!



Float or sink - Children love exploring new substances and making their own discoveries which is why observation during the early years is a key objective to their development. Observing how certain objects float, sink or disappear entirely during partial water play encourages them to consider how and why things happen and try to explain them.

If you collect a variety of materials during a nature walk and encourage the children to make predictions on which objects will float or sink. Why do you think a stone will sink? If a stone sinks, will the feather sink too? Why? Do all heavy things sink? What about a boat?

Curiosity approach :

The Curiosity Approach uses natural, authentic resources. The Curiosity Approach believes children deserve to explore their environment and we should provide a world of magic, wonder and a place where children can tinker and explore. Invitations to play are full of beauty and entice children to play and learn. Using natural resources like flowers, real kitchen



Water transfer STEM play



This activity is great for developing children's motor skills. Provide two trays, buckets, containers, or bowls. Fill one with water and encourage the children to use a range of materials/tools such as spoons, cups, and sponges, to transfer the water.

Another Top Ten Water Play Ideas *(from a popular site – credit to Marcus Fogg!)*

I. The Ice Age Bin : [The Ice Age Bin by Happy Hooligans](#)

The children can excavate little treasures out of a large block of frozen ice. Using excavation tools will help the ice to melt a bit faster, giving the children full control of the planning and execution of the whole water play activity.

- A block of ice containing toys and treasures (you can create this by placing a container filled with water and toys in the freezer)
- Salt shakers
- Some coloured de-icing salt (stir in a few drops of food colouring)
- A bowl of coloured water
- Plastic syringes
- Teaspoons

This activity is great for children under five years old because it's so exciting and self-explanatory. Simply freeze a few trinkets and toys – perhaps little shells and crystals – into a large block of ice and once it's done set out the ice alongside all of the other materials.

The children can use the syringes to spray water at the ice, strategically melting the spots where they see brightly coloured toys or spoon the salt onto the ice block to help with the process. What turns out surprisingly well in this activity is the level of collaboration between children who are united in the determination to uncover the treasures.

2. Painting the House (With Water) : [Paint the House by Screen-Free Parenting](#)

Who needs real paint when you have water and an outside surface that changes colour when it's wet? Children have the opportunity to develop their painting skills while getting that sense of satisfaction that comes with seeing changes where they've "painted".

- Painting equipment: Rollers, paintbrushes, and paint trays
- A surface (outdoors) that changes colour when it's wet
- Water

Explain to the children that it's time to paint the house! Do a quick demonstration and hopefully it'll be followed with enthusiasm and excitement. This activity is ideal for toddlers and young children who are

going through the “do-it-myself” phase and it can be great for siblings at home, as they take turns with the different paintbrushes and rollers.

It also introduces young children to the concept of colour changes and how moisture can change the appearance of a surface. Don't forget to ask what's happening to the walls, and explore the chances as the children paint.

3. A Homemade Water Wall : [Homemade Water Wall by Happy Hooligans](#)

One of the simplest ways to construct a basic entertainment hub that will keep young children amused for hours. It might look like a complex design but it's really as basic as they come.

- A piece of fencing, a board, a wall, a piece of an old bench (as pictured) or any other similar base.
- Halved plastic bottles
- Pieces of plastic pipe
- Any other tunnel-like items that can funnel water
- A staple gun
- A good eye for rough measurements

Start creating your water wall with a firm base. The idea is to have multiple pipes and funnel-like structures to lead the water into one container at the bottom. Attach the bits and pieces to the back of the base with the staple gun.

Simply use your eye and have a few trial runs to check that the water does get funnelled into the container before you attach the pipes and the bottles. By creating a reliable catchment at the bottom of the wall, you can reuse the same water over and over.

4. Pom-Pom Squeeze Water Play: [Pom-Pom Squeeze Water Play by My Bored Toddler](#)

As well as great sensory play, this pom-pom squeeze activity is extraordinarily basic and helps young children with their fine and gross motor control – perfect for young children under the age of two.

- Pom poms in an assortment of sizes
- A large container of water
- Smaller empty containers

The large container of water might be tempting for little hands and that's fine – go with whatever your little one instinctively wants to do. Place the pom-poms in the water and allow your child to observe them as they absorb it.

The idea is to take the drenched pom-poms and squeeze the water and into the empty containers – but watch out, you have to be prepared for lots of water on the floor with this one so it's a great activity for outside too.

5. Small World Beach : [Small World Beach by Screen-Free Parenting](#)

Learning to play independently and imaginatively usually happens after the age of three and this fun water and sand activity really stimulates the use of that imagination in a positive way.

- A tub of water
- Sand
- Rocks
- Bits of cloth to serve as towels
- Dolls

Basically, this activity is all about leaving the ingenuity up to the child's imagination. Provide the ingredients gathered in one spot outdoors and watch as a storyline develops and children enter into their own small worlds.

6. The Changing Shape of Water : [The Changing Shape of Water by Stir the Wonder](#)

This activity is suitable for all ages, but for a proper understanding, it's best suited to the four- to five-year-old age group. The idea is to demonstrate the defining characteristic of a liquid -that is, the way in which it adapts to the shape of the vessel that is holding it.

- Different shaped glass jars
- Water
- Food dye

Use the dye to colour the water in order to increase its visibility. Have your child pour the liquid into each of the various containers. Once the water is in the jar, point out the unique shape that the water has adopted. It helps to accompany the activity with a drawing of each jar used and to have the child colour in the blue liquid to demonstrate how the water changed its shape.

7. Bottle Cap Fine Motor Play : [Bottlecap Fine Motor Play by Fantastic Fun and Learning](#)

Ready to build some serious fine motor skills and hand-eye coordination? This exercise is oddly satisfying for youngsters, while also working on that key skill of sitting still and concentrating on the task at hand.

- An assortment of bottle caps
- A small dish of water
- At least one pipette, a syringe (with no needle) or a medicine dropper

Simply use an assortment of bottle caps. Different colours and sizes bring enough variety to make it interesting. The aim is to fill each bottle cap with water without spilling. It can be very challenging with a syringe, which is difficult for small hands to manipulate with precision. Ideally, try to find a use a pipette or a small medicine dropper.

8. Pool Noodle Boats : [Pool Noodle Boats by Frogs, Snails and Puppy Dog Tails](#)

You can race these boats by blowing on them, you can put them in the bath, you can name them, you can sink them...the options are endless, but whatever your children do they're certainly a great opportunity to stretch their imaginations.

- Foam sheets for arts and crafts

- Cut up pool noodles
- Straws
- A hole punch
- Scissors

It's a basic cut-and-assemble job. The boats' sails are made by cutting little triangles out of the foam. Punch holes in the sails and thread the pre-cut straw through the holes. The actual boats are made by cutting pieces of an old pool noodle to the right shape and size, and then you're ready to go!

9. Floating Chalk Prints : [Floating Chalk Prints by Picklebums](#)

This activity is ideal for children who are four- to five-years old. It's a printing activity that lets them create an artistic masterpiece, super simple and other than a possible water spill, it's mess-free.

- Chalk pastels or regular chalk
- Some paper
- A shallow tub of water that the paper fits into
- Something to scrape the chalk like plastic knives or a cheese grater
- Somewhere flat to set your prints to dry

Simply scrape the chalk over the water and allow the dust or shavings, to settle in the water. Keep adding more chalk dust in different colours, the shavings should form a layer on top of the water. Place the paper on top of the surface of the water and watch as the chalk colours adhere to the page in an artistic masterpiece. Finish off by setting the paper somewhere safe to dry.

10. Leak-Proof Bag : [Leak-Proof Bag by Paging Fun Mums](#)

This science activity is best suited to older children who will understand enough about what's going on to approach it with curiosity and fascination – but the activity should be fun enough for all children to get involved.

- Plastic zip lock bags
- Sharp pencils
- Water

The idea is to demonstrate how water does not leak out of a bag when you poke a pencil through both sides of the plastic. Magic, huh? Naturally, the children will find it interesting but the real fun happens when you pull the pencils out and let the water drain out – another good activity for a summer day outside.

Bitesize Webinars



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

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.

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



Book your place here by scanning QR code or clicking on link
<https://servicestoschools.royalgreenwich.gov.uk/courses/pvi>



Watch the replay here - click on the links below to watch (do the evaluation if you want the certificate and presentation handouts – please state name of training)

NEW!!

- [Ofsted Trends June 2023](#)
- [Staff Wellbeing](#)
- [Child Safety](#)
- [Having Difficult Conversations with Parents](#)
- [Mental Health Awareness](#)
- [Female Genital Mutilation](#)
- [LADO Managing Allegations](#)
- [Emergency Planning](#)
- [Child Exploitation](#)

Please complete evaluation to receive a copy of the presentation/certificate. State name of training



or <https://forms.gle/PokLJjx5Ku54xavWV9>

Early Years & Childcare TRAINING PROGRAMME

Area	Training Courses and Workshops	Day	Dates	Start	End	Method of delivery	Cost
Safeguarding & Welfare	Intermediate Safeguarding	Saturday	01 July 2023	09:30	13:00	In person	£45
Learning & Development	Makaton Training BY INVITE ONLY	Monday	03 July 2023	19:00	21:00	In person	Free
Safeguarding & Welfare	Safer Recruitment	Thursday	06 July 2023	09:30	12:30	In person	£45
Safeguarding & Welfare	Designated Safeguarding Person	Saturday	08 July 2023	09:30	17:00	In person	£60
Learning & Development	Makaton Taster BY INVITE ONLY	Wednesday	12 July 2023	19:00	21:00	In person	Free
Learning & Development	Childminder Network Forum	Tuesday	27 July 2023	19:00	21:00	In person	Free
Safeguarding & Welfare	Bitesize Webinar- Positive handling	Wednesday	13 September 2023	12:00	13:00	Zoom	Free
Safeguarding & Welfare	Bitesize Webinar - Schemas	Wednesday	27 September 2023	12:00	13:00	Zoom	Free
Learning & Development	Safeguarding Forum	Thursday	21 September 2023	18:30	20:30	In person	Free
Learning & Development	Curriculum & Teaching	Saturday	30 September 2023	09:30	13:00	In person	£45
Ofsted Readiness	Looking Ahead to Ofsted	Thursday	05 October 2023	19:00	21:00	In person	Free
Safeguarding & Welfare	Designated Safeguarding Person	Saturday	14 October 2023	09:30	17:00	In person	£60
Learning & Development	Equality Diversity & Inclusion	Saturday	04 November 2023	09:30	12:00	In person	£30
Ofsted Readiness	Ofsted Trends	Tuesday	07 November 2023	19:00	21:00	Zoom	Free
Safeguarding & Welfare	Intermediate Safeguarding	Saturday	11 November 2023	09:30	13:00	In person	£45
Safeguarding & Welfare	Designated Safeguarding Person	Thursday	23 November 2023	09:30	17:00	In person	£60
Learning & Development	Understanding & Responding to Challenging Behaviour	Saturday	02 December 2023	09:30	12:30	In person	£45
Safeguarding & Welfare	Safer Recruitment	Saturday	09 December 2023	09:30	12:30	In person	£45
Safeguarding & Welfare	Domestic Abuse Awareness	Tuesday	12 December 2023	19:00	21:00	In person	£30

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

Paediatric First Aid Training Dates



Day	Dates	Start	Finish
Saturday	08 July 2023	08:45	16:30
Wednesday	12 July 2023	08:45	16:30
Wednesday	27 September 2023	08:45	16:30
Saturday	23 September 2023	08:45	16:30
Saturday	14 October 2023	08:45	16:30
Wednesday	11 October 2023	08:45	16:30
Saturday	11 November 2023	08:45	16:30
Wednesday	15 November 2023	08:45	16:30
Saturday	09 December 2023	08:45	16:30
Wednesday	13 December 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>



EYFS “Listen, Discuss, Learn” Event 2023. CREATING A SPACE FOR BELONGING

Target Audience:

Teachers and Practitioners in Royal Greenwich

Course Description:

As part of the ongoing focus within RBG to strengthen Equality, Diversity and Inclusion, we are delighted to be hosting a one day “Listen, Discuss, Learn” event for EYFS teachers and practitioners. This day will focus on how we create a learning space where children truly feel that they belong.



Dr. Sharon Colilles SFHEA, will join us as our keynote speaker.

Sharon is Senior Lecturer in Early Childhood Studies at Bath Spa University, a Trustee on Froebel Trust Council, Vice Chair on the Executive for Early Childhood Studies Degrees Network (ECSDN) and an associate trainer for Early Education. She has a diverse career background, initially working for the Department for Work and Pensions (DWP), owning a private day nursery as well as working as project assistant for the development of Birth to Five Matters non-statutory guidance. More recent work is in the role of an advisory panel member for the development of a Children’s gallery at the National History Museum.

Sharon’s doctoral research is centred around play and how play-based pedagogical approaches facilitate children’s understanding about their mixed-ethnic identity. In her writing she considers how less hurried pedagogical approaches can create ‘space’ for addressing inequalities - hence a deep interest in work that develops anti-oppressive and anti-discriminatory practice.

We will also have workshops led by Pound Park Nursery School and Wingfield Primary School. Both schools will share how they have strengthened their inclusive practice through their own recent learning.

The day will be a mix of listening to expert input and shared good practice, discussing ideas with colleagues and gaining new understandings that can be implemented into your own practice.

Early booking is advised to secure your places as places will be limited.

Refreshments and a light lunch will be provided.

Impact Statement:

Through expert input and shared good practice, practitioners will develop their understanding of how they can strengthen children's sense of belonging in our early years classrooms.



Date	Time	Venue	Cost
Friday 13 th October 2023	9.00am – 3.30pm	Professional Development Centre	£65.00

To Book: Please visit the [Services to Schools Website](#)

Queries: Please contact us at Professional-Development@RoyalGreenwich.gov.uk or by telephone on 020 8921 5560

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](#)



New module added to DfE's Early Years child development training

Supporting physical development in the early years

The [Early years child development training](#) is an online programme that is free to access. It has been designed by early years professionals to help early years practitioners working with children 0-4 years strengthen their knowledge and understanding of child development.

Module 5: Supporting physical development in the early years is now available, along with 4 other modules on child and brain development, personal, social and emotional development (PSED) and communication and language.

This new module covers:

- the typical stages of physical development in the early years
- potential factors that can affect physical development
- how physical skills impact on learning, development and behaviour
- the importance of curriculum, environment and relationships for promoting physical development

To access this module, you will need to complete modules 1-3 of the training. If you are already signed up to the training and have completed modules 1-3, this module is available to start now. You can access it from your [My modules](#) page in the training.

Further modules will be added during 2023. If you haven't yet accessed the training, and would like to learn more and register, please visit [Early years child development](#).

Foundation Years Online

This webinar focused on food safety and sensory food education, including a session with the charity TastEd. You can watch the video of the session and download the slides on the Foundation Years website [here](#).

Supporting young children with SEND

The importance of early intervention and partnership working

Christina Welsh and Adi Soni from the EYSEND Partnership share the important work they have been doing to support the educational experiences of young people with SEN and disabilities in England. Their latest report shows how the early identification of SEND, including through formal diagnosis and obtaining a support plan in the early years, paves the way towards a positive experience at school in later years.

Read the blog on the Foundation Years website [here.](#)

Professional Development Guide - Education Endowment Foundation

Are you thinking about how to support your staff's professional development?

If so, the EEF have published a [new guide](#) to understand components of effective professional development in the early years. It focuses on four key areas:

1. Building knowledge
2. Motivating staff to adopt and maintain changes to their practice
3. Developing specific techniques
4. Embedding new approaches.

The guide also includes insights from early years professionals who share how they've refined their professional development provision.

Education Endowment Foundation Evaluations

Early Years Settings can now register to take part in a range of new EEF evaluations of early years programmes, co-funded by the Department for Education's Stronger Practice Hubs.

These fully funded projects will test the impact of interventions which aim to support young children's (2-5 year olds) early language and numeracy skills:

- [Early Years Conversation Project](#)
- [Concept Cat](#)

- [Early Talk Boost](#)
- [Talk with Tales for Children \(TWiTCH\)](#)
- [Tales Toolkit](#)
- [The One Project](#)

These projects include the first ever EEF-funded evaluation involving childminders. The pilot of [Communication Friendly Home-Based Settings](#), developed by Elkan, will give childminders training to improve their provision and practice to support their children's language skills.

[New oral health guidance from the Department for Education](#) is now available on the [Help for Early Years Providers website](#).

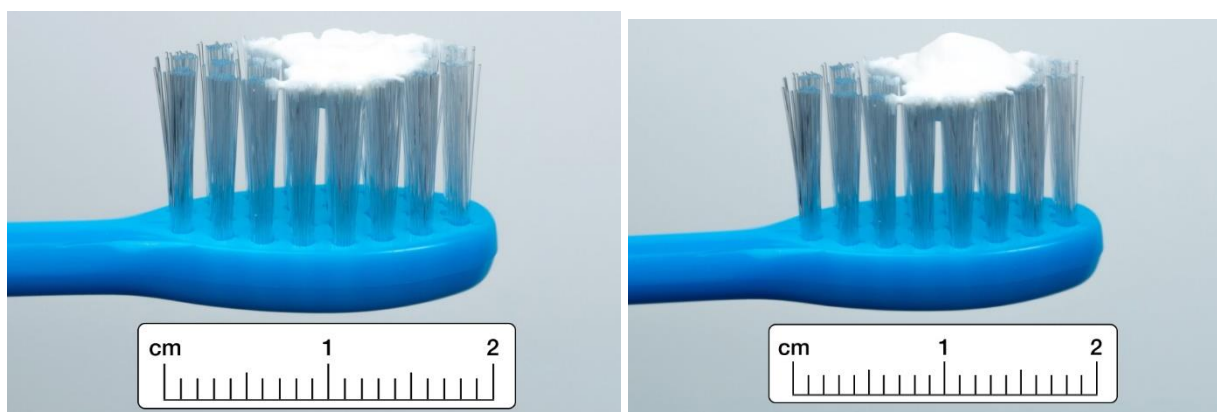


Nearly a quarter of 5-year-olds in England have tooth decay – but this is largely preventable. The guidance aims to help early years practitioners meet the oral health requirement in the Early Years Foundation Stage statutory framework.

The guidance:

- explains the importance of good oral health for early years children
- helps practitioners to meet the oral health requirement in the Early Years Foundation Stage statutory framework
- includes practical tips and activities to use in early years settings
- links to further reading and resources

For more guidance on supporting children in the early years, visit the [Help for Early Years Providers website](#)



Use a smear of toothpaste for children under 3. Use a pea sized blob of toothpaste for children aged 3 to 6.



Early years foundation stage (EYFS): regulatory changes

Launch of the Early Years Foundation Stage (EYFS) Consultation is now live on Citizen Space

Closes 26 Jul 2023

The Department for Education has launched a consultation on the EYFS to offer providers increased flexibility and alleviate known burdens, exploring giving providers more choice over how they operate and making it easier for them to deliver the EYFS. It is their intention that these changes will support settings to deliver the new entitlements announced at the Spring Budget.

They hope to hear from many people and organisations before the deadline on 26 July, so they can gather a broad range of views to help them reach well-informed decisions.

To note, this consultation builds on the measures consulted on in Summer 2022. The changes to 2 year old staff to child ratios and supervision whilst eating are due to come into force in September 2023, subject to parliamentary procedure.

[Early years foundation stage \(EYFS\): regulatory changes - Department for Education - Citizen Space](#)

Vodcast on EYFS Consultation

In this new vodcast, Ada Simpson (Head of Early Years Quality in Settings) and Daniel Blenkley (Early Years Qualifications Policy) from the Department for Education discuss the current EYFS Consultation, explaining the proposals and answering questions sent in advance by Foundation Years subscribers.

You can watch the vodcast [here](#) and download the slides [here](#).

Online event 6 July

Bookings are open for Foundation Years' next free online event on **6 July 2pm to 4.40pm**. You can book to attend [here](#)

- Department for Education on the EYFS Consultation
- Educational Endowment Foundation on the evidence behind approaches to Personal, Social and Emotional Development (PSED)
- Education Development Trust on Early Years Professional Development Programme (EYPDP)
- Ofsted on their newly launched resources for the sector



HELP PAYING FOR YOUR CHILDCARE



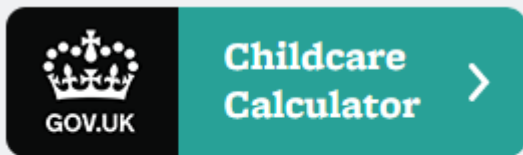
An online application is quick and easy

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



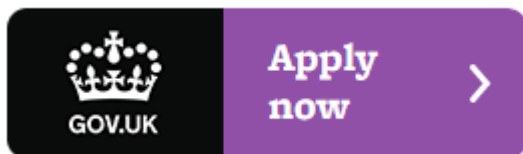
Access the online portal

<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/>

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 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 Safeguarding Bitesize Webinars

[Courses](#)

royalgreenwich.gov.uk



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

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



CASE REVIEWS MAY / JUNE 2023

[Local child safeguarding practice review \(LCSPR\): Child A.](#)

Unnamed safeguarding children partnership (2023)

[Serious case review in respect of Child K.](#)

Unnamed safeguarding children partnership (2023)

[Local child safeguarding practice review \[Child B\].](#)

Greenwich Safeguarding Children Partnership (2022)

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

Halton Children and Young People Safeguarding Partnership (2022)

[Multi-agency review of 'Lucy'.](#)

Hampshire Safeguarding Children Partnership (2022)

[Child E: serious case review \[executive summary\].](#)

Cheshire East Safeguarding Children's Partnership (2021)

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

Berkshire West Safeguarding Children Partnership (2023)

[A local child safeguarding practice review \(LCSPR\) commissioned under The Child Safeguarding Practice Review and Relevant Agency \(England\) Regulations 2018: David and Daniel 'UN21': the overview report.](#)

Nottinghamshire Safeguarding Children Partnership (2023)

[Serious case review independent overview report: Family T.](#)

Buckinghamshire Safeguarding Children Partnership (2022)

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

Swindon Safeguarding Partnership (2023)

[Child A: child safeguarding practice review.](#)

Unnamed safeguarding children partnership (2023)

[Child safeguarding practice review concerning Marie.](#)

Unnamed safeguarding children partnership (2022)



Domestic abuse is broader than domestic violence

The latest blog in NSPCC why language matters series looks at how using the term "domestic abuse" can help us to consider the wider abusive experiences of children and families beyond physical violence

[Read the blog](#)

Healthy and unhealthy relationships

Read NSPCC guidance on recognising the signs of healthy and unhealthy relationships, and how to appropriately respond if you think a child is in an unhealthy or abusive relationship

[Read more](#)

Serious youth violence

Human rights organisation Liberty and eight other grassroots groups and campaigning organisations have published a report on policing and serious youth violence in the UK. The report sets out new approaches to youth violence which include: an end to school exclusions; the removal of police from schools; and better training for teachers to understand the needs of pupils experiencing racism and discrimination.

Read the report: [Coalition calls for alternative solutions to serious youth violence](#)

Parental mental health problems

NSPCC Learning has published an updated Learning from case review briefing outlining risk factors and learning for improved practice around parental mental health and child welfare. The briefing, which looks at case reviews published between 2016 and 2022, highlights that professionals from adult and children's services need to work together to safeguard children when there are signs that a parent's mental ill-health is impacting their ability to look after their child.

Read: [Parents with a mental health problem: learning from case reviews](#)

Maternal mental health

The Association for Child and Adolescent Mental Health has published a podcast discussing recent research into emotion processing in the children of mothers diagnosed with depression. The podcast discusses: how health care professionals can alter outcomes for children of depressed mothers; targeted interventions in the pre-conception period; recommendations for what health care changes are needed to reduce disruptions in emotion processing patterns; and the limited research currently available on paternal depression.

Listen to the podcast: [Emotion processing in offspring of mothers with depression diagnoses emotion processing in offspring of mothers with depression diagnoses](#)

Early years toolkit

The UK Committee for UNICEF (UNICEF UK) and the University of Cambridge's Centre for Research on Play in Education, Development & Learning (PEDAL), have launched a new resource to support local areas in a shared understanding of mental health in infancy and early childhood. This practical resource will support service leaders, commissioners and policy teams to develop a whole-system approach to support the emotional wellbeing of babies and young children now, as well as laying strong foundations for positive mental health throughout their lives.

Download the toolkit: [Understanding and supporting mental health in infancy and early childhood](#)
[Infants: learning from case reviews](#)

[Early Moments Matter Policy Report](#)

Summary of risk factors and learning for improved practice around working with children aged two and under



This briefing looks at case reviews published between 2018 and 2022 which involved children aged two and under.

The large number of case reviews published during this period where children aged two and under were seriously harmed or died reflects the fact that this age group is particularly vulnerable. Infants are unable to communicate their needs verbally so professionals must identify safeguarding and child protection concerns through other means.

The learning from these reviews highlights that practitioners may need training and support to:

- identify and understand lived experience of very young children
- understand how parents' behaviour can affect a baby in the long term
- be confident in challenging parents if necessary

<https://learning.nspcc.org.uk/research-resources/learning-from-case-reviews/infants>

Child mental health

NSPCC Learning has published a briefing looking at learning from case reviews involving children struggling with their mental health. Analysis of case reviews published between 2021 and 2022 highlights the detrimental impact adverse experiences, such as abuse or neglect, can have on a child's mental health and the ways children's mental health problems may be related to safeguarding concerns.

Read: [Child mental health: learning from case reviews](#)

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/>

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<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

