



Here's what's in the November edition

- ☀ Service Level Agreement
- ☀ Early Talk Boost – ACTION REQUIRED
- ☀ Childcare Sufficiency Assessment Briefing
- ☀ EYFS Changes & People connected to Ofsted registered childcare
- ☀ Wraparound Childcare

- ☀ BHM 365 & Equality & Equity Charter
- ☀ Antiracist guides to download
- ☀ Transitions and routines
- ☀ EYFS Event – Summary of Talks
- ☀ Free Solihull Approach Online Training
- ☀ Fostering in Greenwich
- ☀ Autumn Training programme
- ☀ GLLAB
- ☀ Health & Wellbeing – Allergic Reactions leaflet / Flu & Winter Vaccinations
- ☀ Start for Life website & recipe ideas
- ☀ GCDA Cookery Clubs
- ☀ Childcare Choices

### Keeping Children Safe

- ☀ Out of School Safeguarding update & training
- ☀ FGM in the news
- ☀ NSPCC Learning – Non Accidental Head Injuries / Safeguarding Self-Assessment Tool
- ☀ 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](mailto:FIS@royalgreenwich.gov.uk)



Providers 020 8921 3877 [Childcare-support@royalgreenwich.gov.uk](mailto:Childcare-support@royalgreenwich.gov.uk)



**Missed 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 \(royalgreenwich.gov.uk\)](#)

### Service Level Agreement 2023/25

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>

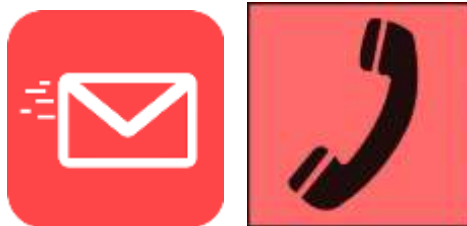
# ACTION REQUIRED



If you attended training and have received an ETB pack, please respond to the survey NOW

<https://forms.gle/qRoZKvYtk5YLQxiS9>

If you are not currently delivering or do not respond to this survey, please return the packs so that children in other settings can benefit from the targeted programme. You may be charged the full cost of the pack and training if you do not deliver the intervention or return the resources as there is a waiting list.



Email [eyc.training@royalgreenwich.gov.uk](mailto:eyc.training@royalgreenwich.gov.uk) or call 020 8921 3877 and Katie or Danielle will arrange to collect the packs.

If you are delivering, please return your tracker to date to [eyc.training@royalgreenwich.gov.uk](mailto:eyc.training@royalgreenwich.gov.uk) as soon as possible.



If you need any help or support to get going, drop a line to Katie and Danielle!

[Molly Wright: How every child can thrive by five | TED - YouTube](https://www.youtube.com/watch?v=aISXCw0Pi94)

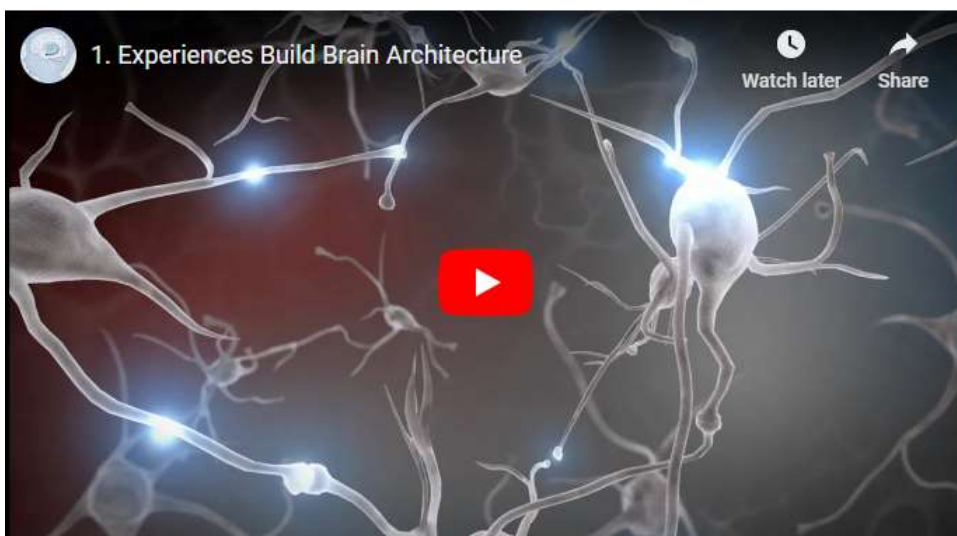


[https://youtu.be/aISXCw0Pi94?si=YI\\_jL2P0nkM5qxcA](https://youtu.be/aISXCw0Pi94?si=YI_jL2P0nkM5qxcA)

"What if I was to tell you that a game of peek-a-boo could change the world?" asks seven-year-old Molly Wright, one of the youngest-ever TED speakers. Breaking down the research-backed ways parents and caregivers can support children's healthy brain development, Wright highlights the benefits of play on lifelong learning, behaviour and well-being, sharing effective strategies to help all kids thrive by the age of five.

She's joined onstage by one-year-old Ari and his dad, Amarjot, who help illustrate her big ideas about brain science.

Visit the Harvard university website to read more here



<https://developingchild.harvard.edu/science/key-concepts/brain-architecture/>



Watch the Childcare Sufficiency Assessment Briefing <https://youtu.be/WO0dVipBzUs>

You can download a copy of the slides [here](#)

Place Group are an independent research company who have been commissioned by Royal Greenwich to carry out surveys with parents and carers and with providers about childcare needs, availability and sustainability.

You will be contacted for a short interview at a time that best suits you over the next 3 weeks up until

**24 November** when all of the surveys close. Please widely share the parent-carer survey with all your parents and carers.

## WHAT IS THE CHILDCARE SUFFICIENCY ASSESSMENT?

Local authorities have the statutory duty to ensure there is sufficient high-quality, available, accessible, and affordable childcare for working parents of children aged 0-14 (or up to 18 for disabled children)

What kind of information helps us to forward plan?

- Occupancy and vacancy rates
- Waiting lists and parent/carers enquiries
- Hours, prices and funding rates
- SEND provision and support
- Workforce challenges
- Opportunities and barriers for expansion or re-modelling
- Support and training needs





## GETTING A TRUE & ACCURATE PICTURE

Parent &  
Carer  
Childcare  
Survey

Early Years  
Provider  
Survey

Childminder  
Survey

Out of  
School  
Provider  
Survey



**TIME SENSITIVE  
FRIDAY 24 NOVEMBER**



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## GET THE MESSAGE OUT FOR PARENTS & CARERS

**GREENWICH  
PARENTS & CARERS  
TELL US ABOUT  
YOUR CHILDCARE  
NEEDS**

FILL OUT THIS SHORT  
ONLINE SURVEY SO WE CAN  
PLAN CHILDCARE PROVISION



FIS@royalgreenwich.gov.uk  
or 020.8921 6921



Help and advice

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

020 8921 6921



The government has announced more parents/carers will be supported through an extension of the free childcare offers. @royalgreenwich wants to find out how this will affect the demand for childcare. If you have a 0-18 year old[s] (including with SEND) - or are expecting - then please complete this short survey: <https://www.surveymonkey.co.uk/r/RBGCSA2023-Parents>



Sign up for notification from Childcare Choices here [Upcoming changes to childcare support | Childcare choices](#)

# **GREENWICH PARENTS & CARERS TELL US ABOUT YOUR CHILDCARE NEEDS**

FILL OUT THIS SHORT  
ONLINE SURVEY SO WE CAN  
PLAN CHILDCARE PROVISION



FIS@royalgreenwich.gov.uk  
or 020 8921 6921



Department  
for Education



## EYFS changes



# Early Years Foundation Stage (EYFS): Regulatory Changes

Government consultation response

27 October 2023

Department for Education (DfE) has announced planned changes to the EYFS following the consultation period that ended on 26 July 2023. All of which are still subject to parliamentary procedure.

Below are highlights of the changes that are due to come into effect in January 2024:

- **Page 9** - Implementation of **two versions of the EYFS framework**: one for childminders and one for group and school-based providers. The aim of this change is to make the EYFS easier to navigate and implement
- **Page 11** - The current requirement to supporting **children with English as an additional language (EAL)**. states, “For children whose home language is not English, providers **must** take reasonable steps to provide opportunities for children to develop and use their home language in play and learning, supporting their language development at home” (1.13). Changing ‘**must**’ to ‘**may**’ offers providers flexibility to best address the support needs of individual children.
- **Page 12** – Additional wording to reflect **new technologies**, for example smart watches that have imaging and sharing capabilities to improve the safety and protection of children in settings.
- **Page 19** -Replacing the requirement in the EYFS for childminder applicants to have **completed training** which helps them to understand and implement the EYFS with a requirement to **demonstrate knowledge and understanding**.
- **Page 21** – Allowing **childminder assistants to hold role of key person** to encourage some childminders to expand their provision and offer assistants more opportunities for professional development
- **Page 26** – Removal of the requirement for practitioners to hold a **level 2 maths qualification** to count within the level 3 staff: child ratios. Instead, the requirement to hold a level 2 maths qualifications will be placed on setting managers.
- **Page 31** - Allowing students on placement and apprentices to count in staff: child ratios at the level below their level of study only if their manager deems them sufficiently competent and responsible.

Below are the two changes that are due to happen at a later date

- Introduce an experience-based route to working in ratios (for group and school based providers only)
- Clarify that practitioners can only operate in Level 6 staff: child ratios if they hold Qualified Teacher Status (QTS), Early Years Teacher Status (EYTS) or Early Years Professional Status (EYPS) (for group and school-based providers only)

The following proposals will **not** be taking place:

- Reduce the percentage of Level 2 qualified staff required per ratio from 'at least half' to 30% or 40% of all other staff
- Change qualification requirements outside of peak hours.

### **Vodcast - updated EYFS Profile 2024 handbook**

The Department for Education has published a new vodcast for local authorities on the updated Early Years Foundation Stage (EYFS) Profile 2024 handbook.

The updated handbook was published on 9th October 2023, and is designed to support teachers and early years practitioners to complete the EYFS Profile at the end of this academic year. The vodcast includes:

- An overview of the EYFS Profile and findings from the evaluation of the 2021 EYFS reforms.
- Key changes made to the updated EYFS Profile 2024 handbook and updated EYFS exemptions guidance.
- Links to resources and information that can provide further support for completing the EYFS Profile.

You can watch the vodcast on YouTube [here](#) and you can view the slides [here](#).

### Guidance

## **People connected with Ofsted-registered childcare**

<https://www.gov.uk/guidance/people-connected-with-ofsted-registered-childcare>

This guidance is for:

- childminder assistants
- people living or working with a childminder
- people living or working on premises where childminding takes place
- committee members
- other people associated with Ofsted-registered childcare

Even if the young person aged 16 and over or adults don't provide childcare directly, Ofsted may need to check suitability if live or work with a childminder, or if become part of an organisation that looks after children.

Ofsted need to know and make sure that everyone who is legally responsible for the children's care, and anyone aged 16 or over who will care for **or come into contact with children**, is suitable.



## Living or working with a childminder

Ofsted needs to check if 16 or over and live or work in the home where the childminder will care for children.

- are a household member – that is live with a current or prospective Ofsted-registered childminder or live on the premises where the childminding takes place
- work regularly for a current or prospective Ofsted-registered childminder during childcare hours, for example as a cleaner
- want to work as a childminder’s assistant

## Household members

Ofsted need to check you even if only live there for **some of the time**. For example, if:

- studying at university but come back during the holidays
- stay in the childminder’s home regularly (such as if you split your time between 2 households)

This applies even if the young person or adult live elsewhere most of the time or are not there during childcare hours.

## Visitors

The childminder is responsible for visitors while they are in the home and must ensure there is no unsupervised contact with the children.

Ofsted do not normally need to check you if:

- a frequent visitor (for example, a relative or friend who comes round for lunch once a week)
- stay overnight with a childminder occasionally (for example, a friend sleeping over)
- doing building work or repairs in the childminder’s home
- working in the home outside childcare hours, so there are no children there (for example, cleaning in the evenings or at weekends)

This guidance also applies to those living or working with someone who is registered with Ofsted to provide childcare on domestic premises.

## Join an organisation that provides childcare

Type of organisation	Who needs to be checked
Companies set up solely or mainly to provide childcare	Everyone listed on Companies House as being legally responsible for the company
Companies set up for another purpose	The nominated individual who deals with Ofsted
Charities set up solely or mainly to provide childcare	Everyone listed on Charities Commission as being legally responsible (trustees)
Partnerships	All partners
Committee-run childcare	All new committee members
Organisations only on the Voluntary Childcare Register	The nominated individual who deals with Ofsted

## Wraparound Care



The DfE has also published the [National wraparound childcare programme handbook: a guide for local authorities](#) which sets out the programme's vision and objectives and sets out the expectations of the programme. This handbook is non-statutory and is designed to support local authorities in England to prepare for delivery of the national wraparound childcare programme from September 2024.

The programme will be delivered through local authorities, given our existing sufficiency duty and we will work in partnership with childminders and other providers as well as schools.

Here's a useful blog about the wraparound plans

[Before and after school childcare: Everything you need to know about wraparound care - The Education Hub \(blog.gov.uk\)](#)



## An Inspector Calls



Ofsted have recently produced and published [a set of short FAQ videos](#) for early years providers, featuring Sam Sleeman-Boss, Early Years Regulatory Inspector and Early Education Quality and Practice Lead.

The videos are:

- [Should I store my paperwork in a folder marked 'Ofsted'?](#)
- [What should I expect from the learning walk?](#)
- [Is the notification call the start of the inspection?](#)
- [How will inspectors consider the progress children make at my setting?](#)
- [Do I need a curriculum map?](#)
- [Do I have to use 'Development Matters'?](#)
- [How will inspectors prepare for my inspection?](#)
- [How will inspectors look at leadership and management?](#)
- [When will I have my early years inspection?](#)

### [Best start in life part 2: Ofsted's early years research review series](#)

In this podcast episode, Shreena Kotecha, Head of Strategy, talks to Lee Owston, Deputy Director, Schools and Early Education and Wendy Ratcliff, Principal Officer, Early Education about the [second part](#) of our early years research review series.

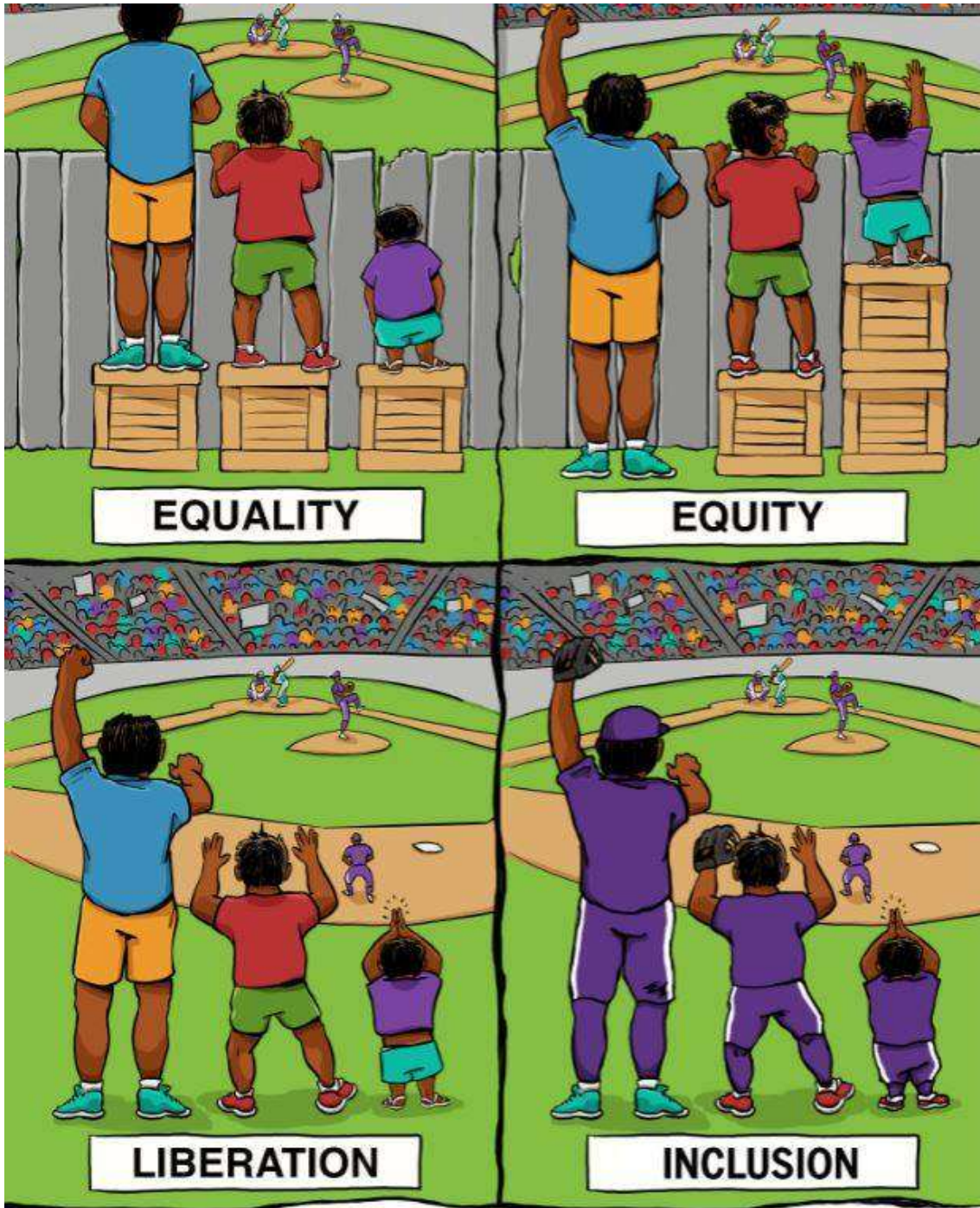
Wendy and Lee explain how this report builds on the [first part](#) of the series and share what the next report will focus on.

# ROYAL GREENWICH BLACK HISTORY

365



**“To bring about change, you must not be afraid to take the first step. We will fail when we fail to try.” Rosa Parks**



**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 →



# The tiney guide to becoming an inclusive, anti-racist early educator

By Laura Henry-Allain MBE & Matt Lloyd-Rose

tiney



Laura Henry-Allain believes that encouraging children to develop ‘inclusive, open and empathetic attitudes towards themselves and others’ is vital.

‘Unfortunately we do not live in an equal society,’ she said. ‘Many people face prejudice and discrimination every day. But it is my belief that education is the best way to drive enduring change.’

‘*Tiney’s Inclusive Education Guide* provides a framework for those looking to join us on this journey towards a more inclusive future. The overwhelming support we’ve received so far shows just how many people are ready and willing to enact change.’

Mr Lloyd-Rose added, ‘From childminders who want to diversify their curriculum, to parents who’ve encountered racial bias and “colourblind” attitudes at their child’s nursery, the response to our project has highlighted a profound desire for effective guidance to support early years professionals in their anti-racist work.’

‘We hope this guide provides something for the sector to use and rally around when it comes to promoting inclusion in every aspect of early years education in the UK. Not only will this result in better support for our under-fives, but it will also help to build stronger relationships between early years professionals and the families and communities they work with.’

Download this amazing resource [here](#)

[https://drive.google.com/file/d/1RptB4-uv\\_-qR7XOFgZw0jN-m-Bclmmq2/view?usp=sharing](https://drive.google.com/file/d/1RptB4-uv_-qR7XOFgZw0jN-m-Bclmmq2/view?usp=sharing)



The purpose of this booklet is to:

- highlight the various ways that race and racism impact children in the early years
- introduce the idea of racial socialisation and how it supports child development
- start to think about ways to support racial socialisation in the early years
- identify some ways to facilitate your journey in supporting racial socialisation in your setting.

Download this helpful resource [here](#)

<https://drive.google.com/file/d/1RCLdxDIIPRAiRzP2jZAp8Ary335U2t2j/view?usp=sharing>

## **EYFS LISTEN DISCUSS AND LEARN EVENT 2023**

### **Creating a Space for Belonging**



*Dr Sharon Colilles pictured with Kallie Schut, EYC Team Lead and Solin Flash, Headteacher at Pound Park MNS*

#### **Dr Sharon Colilles : Inclusive Pedagogy**

Thanks to the Inclusion, Learning and Achievement Service, and especially, Cathy Bee, there was a wonderful opportunity to listen to Dr Sharon Colilles speak on an 'Inclusive Pedagogy'. Sharon has conducted lots of research - you can read more in her article linked below.

<https://researchspace.bathspa.ac.uk/15310/1/15310.pdf>

Sharon speaks on 'Early childhood being a time when every child should be building a positive self-identity, a time when they need to explore who they are, and a time for understanding and making sense of their own place in the world. Speaking to pedagogy that already possesses a deep knowledge and understanding about how children learn and develop'.

Inclusive and enabling environments should create contexts where children are encouraged to reconnect with what they know and understand by introducing 'culturally appropriate resources' (Colilles, 2020) into programmes of learning. This includes resources which facilitate exploration, enable participation and connection with home-setting cultures and support reconstruction of knowledge about similarities and differences to self and others.

Sharon highlighted the importance on practitioners knowing children's ethnic background. You cannot assume from just looking at the child. It is also key to understand children who are from mixed heritages, to celebrate and include all of their backgrounds and cultures into the setting.





### **Power and agency**

- A – acknowledge prejudice exists and prevails
- R – reflect on your own play-based approaches
- C – co-create transformation in practice

### **Promoting voice**

Listen and value ideas that children express to support children's ethnic identity. Let the child's voice contribute to the curriculum. This is a key principle for engaging with children's unique contributions.

Time and space is important. Slowing down the pedagogy to be able to support inclusivity. Paying attention to the routines and why they are in place.

Are all routines necessary? Can some of these routines be better tailored to the children and their needs?

Lastly, Sharon encouraged for practitioners to reflect on how the spaces you create reflect who children are. How do you share home experiences within the setting? Are the resources in your setting culturally appropriate?

**Play is a cultural bridge between the setting and home.** So, it is vital to consider how you collate information on your children's identities.

How do you find out about children's ethnic background? Are the tick boxes for ethnic backgrounds too narrow for families to be able to share their full heritage?

### **Wingfield Primary School : 'Curriculum making in the EYFS'**

Also presenting were the leads at Wingfield primary school who spoke about 'Curriculum making in the EYFS' and how they implement this within their school.

You can read more about the programme of intervention here

<https://sites.google.com/sheffield.ac.uk/curriculum-making-early-years/home>

The project aims to:

- explore how children's interests can be used to inform curriculum planning - understanding children as knowledgeable experts in their own lives;
- share approaches to curriculum-making that incorporate children's interests, knowledge and diverse home practices;
- promote equality and diversity through inclusive and culturally responsive practices to support children's progress and achievements

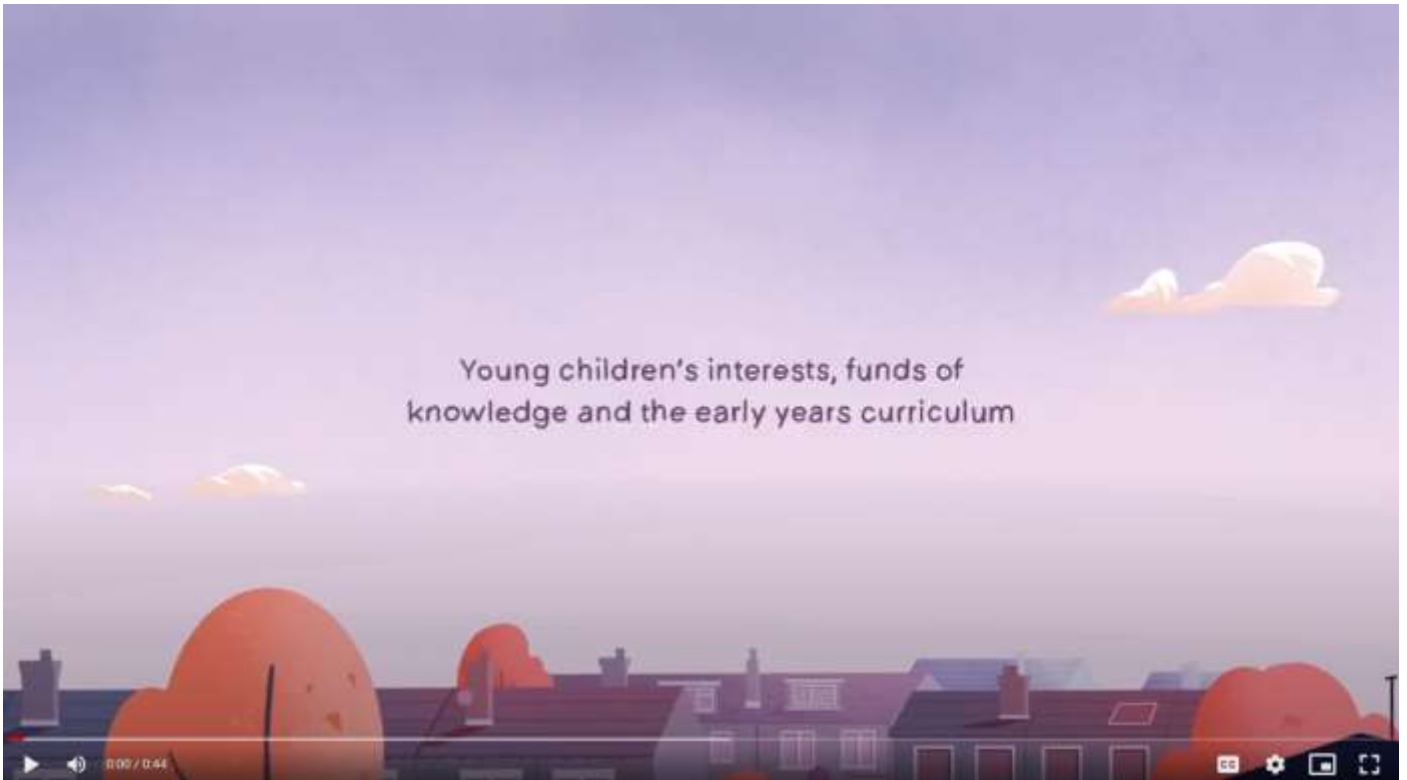
Similarly, to what Dr Sharon Colilles spoke on, making the curriculum with the children can be extremely beneficial to the impact that this has on the children's learning and development.

Funds of knowledge and working theories support in gaining a better understanding of embedding children's interests.

Funds of knowledge:

- Expanding understanding of interests based on home.
- Religion, parent occupations etc.
- Not just about what children like to play with
- Finding out as much as you can about family life and home life
- Children's interests develop through their experiences from people around them
- Sense of the world

Watch a video about funds of knowledge below



[https://drive.google.com/file/d/IGWLYo7n7VM\\_kWnnWvg5nsKUwHGjkcPEL/view](https://drive.google.com/file/d/IGWLYo7n7VM_kWnnWvg5nsKUwHGjkcPEL/view)

Working theories

- How children make sense of the world around them

Children as curriculum makers

- Recognition of them as active contributors
- Respect
- Responsiveness ideas interests and experiences

Finding about the family, not just the child to see where their interests are coming from. Families are their cultural or religious interests can inform on what the children are interested in.

These interests can be used to aid children to access all areas of the provision and curriculum. If your curriculum involves learning topics; you can think of how the topics can be adapted to ensure all children can be involved and be intrigued through involving their interests to begin with.

A questionnaire could be given to the family, to help understand what's behind children's interests. Ask your families, what's important to you? what's important for your child? How can we help your child to settle into the setting?

This will support you to discover the shared experiences with parents that creates the child's interest. Knowing this will help it make sense and for you to understand it better. This is also a good contributor to building on parent partnerships.

To understand the children's interests, it will support the questions you ask and how you extend on learning when children are engaged in activities.

For example, with the 'People who help us' learning theme, this can be rephrased to asking children who helps them at home and how do they help others? This way, children won't feel alienated if their parents don't feel they have jobs that helps others, therefore allowing for all parents to be involved in this.

Having a curriculum starting point, in how it includes the children.

### **Solin Flash : Educate Against Racism Group**

Solin Flash, Head teacher at Pound Park talked about her journey, the work being undertaken by the Educate Against Racism Group and the Leaders of Change programme which the maintained nursery schools have participated in.

Educate Against Racism is a partnership of school leaders from across Royal Greenwich. It aims to make a difference in our schools by addressing racial biases and imbalances. You can read more about EAR here

[https://www.royalgreenwich.gov.uk/info/200285/about\\_our\\_schools/2458/educate\\_against\\_racism\\_in\\_our\\_schools](https://www.royalgreenwich.gov.uk/info/200285/about_our_schools/2458/educate_against_racism_in_our_schools)

For early years

- Do the core books represent the children in the setting?
- Can they see themselves in the books, or resources?
- Celebrating black history, every day of the year. Not just in the month of October!
- Open ended resources? Do you have them in your provision?



### **Available tools and frameworks**

If you would like to have a look at the school's audit which you can adapt for your setting, download the template here

[https://www.royalgreenwich.gov.uk/downloads/file/6156/educate\\_against\\_racism\\_audit\\_template](https://www.royalgreenwich.gov.uk/downloads/file/6156/educate_against_racism_audit_template)

### **Educate Against Racism audit in Royal Greenwich**

1. Is race equity fully considered in the recruitment process?
2. Is the curriculum diverse and reflect the community and society?
3. Have all staff had anti-racist training?

4. Have all staff had unconscious bias training?
5. Does the learning environment reflect the diversity of society?
6. Do resources reflect the diversity of society?
7. Do books reflect the diversity of society?
8. Have you considered key policies through a race equity lens?
9. Does the school have a named governor for race equity?
10. Is the school signed up to the RGB equality and equity charter?
11. Do you consider ethnicity in your data analysis processes? For example, achievement, behaviour, attendance
12. Does the school have a staff action group?
13. Do staff reflect the diversity of society?
14. Are parents and carers kept informed about the anti-racist work the school is doing?
15. Are parents and carers engaged in the school's anti-racist work?



## **Anti-racism charter: Framework for developing an anti-racist approach**

This framework is a response to the Barriers report, which was based on the testimony of over 1,000 Black teachers about the impact of racism in their workplaces.

<https://neu.org.uk/latest/library/anti-racism-charter-framework-developing-anti-racist-approach>



## **Anti-racism and mental health in schools**

Podcasts, e-learning and resources about racism, its impact on young people's mental health, and what schools can do to address it.

<https://www.annafreud.org/resources/schools-and-colleges/anti-racism-and-mental-health-in-schools>

## Successful Transitions and Routines

Thinking in-depth about the routines and transitions our early year's children experience each day, are they working effectively?

Our daily routines and transitions help children to learn, grow and develop with confidence and certainty. Understanding and managing routines and transitions in early childhood can help make establishing a schedule that gives a level of predictability to the child's day.

- Routines are essentially these regular activities that a child becomes accustomed to expect in their life whilst they attend our settings.
- Transitions are those times that the child moves from one activity to the next.

Transitions can present challenges for carers and children within settings from time to time, sometimes this is due to one activity possibly being favoured over another or a child may be at a stage in their development that they find difficult to adapt to changes. These challenges can be alleviated by giving careful consideration to the effectiveness of the schedule.

Skilled early years practitioners will be able to create ways to engage the children by use of different tools for example, use of songs, musical instruments, or role play. It is all about the 'level' of enthusiasm and empathy you bring as an early years practitioner to these moments that will entice and inspire the children to follow your lead.

### Independent free choice activities

Routines in early years education should allow children time and space to follow what interests them through freedom of play. These opportunities can be by providing free choice time.

Research has shown that children are more likely to be more fully engaged in the activities that they choose during times they have shown an interest in rather than in those where the activity has been selected for them.

The educator's role though remains critical as they will need to keep a close eye on everyone being able to gain full access to activities. It is recommended that at least one hour in an eight hour day be dedicated to free choice activities.



## Outdoor activities

Similar to free choice activities, being outdoors enables children the freedom to follow their interests. Outdoor play encourages interaction with other children and promotes interaction with the larger outdoor world as well as building muscle strength.

Outdoor childcare routine and transitions vary dependent upon the environment and materials that they have available. While fixed playground equipment is great, children are happy and engaged with simple portable equipment like balls and bicycles. Teachers and carers must provide children with a variety of choice of equipment whilst outside, this will create interesting outdoor areas for the children and their individual interests.

Outdoor play can be even further enhanced by using some indoor equipment that lends itself to outdoor use. Indoor equipment that can be creatively utilised outdoors include such items as sand and water tables, paper and pencils, baskets of books placed strategically in shady areas and building blocks. Providing as much variety as possible will help to stimulate engagement and create extended learning opportunities.

## Group Activities

Research indicates that large group routines in childcare settings are particularly effective in helping children develop literacy skills as well as developing social skills such as controlling emotions and paying attention.

Ideally large group activities should be kept to maximum time of twenty minutes as this is the optimum period for learning in this way.



Small group sessions allow for more targeted activities that aim to promote the child's engagement and learning needs. As less children are involved, children are able to interact with ease with their peers, as well as get more personal attention from their educator.

Organising effective small groups takes some careful planning and may make a good option for free choice activities. Some ways that small groups can be used effectively include:

- Reading stories to small groups
- Offering a science experiment for children to participate in.
- Creating a group to work on a specific art project,
- Any activity that requires extra input and attention by an adult.

Ideally small group activities should always be kept to approximately 15 minutes to keep the children's interest

## Building strong transition times



Transitions are part and parcel of the child care daily routine. Effective management of these situations can go a long way to making the daily routines go seamlessly as possible, consider :

- Combining different activities into the one block – small group time could be incorporated into free choice time for example.
- Staggering activities such as hand washing before meals by selecting groups of children to wash their hands while the main group continues with a group activity such as singing
- Consider whether some children are capable of transitioning on their own
- Strategies like a five minute warning to prepare children that an activity is coming to an end and another is due to start, this can be visual aid too like a sand timer or sound alarm.



## Engaging routines

Routines and transitions in early years settings are part of the day to day activities. For some children they engage naturally with these, while others find it more difficult. To assist in making engagement easier consider the following:

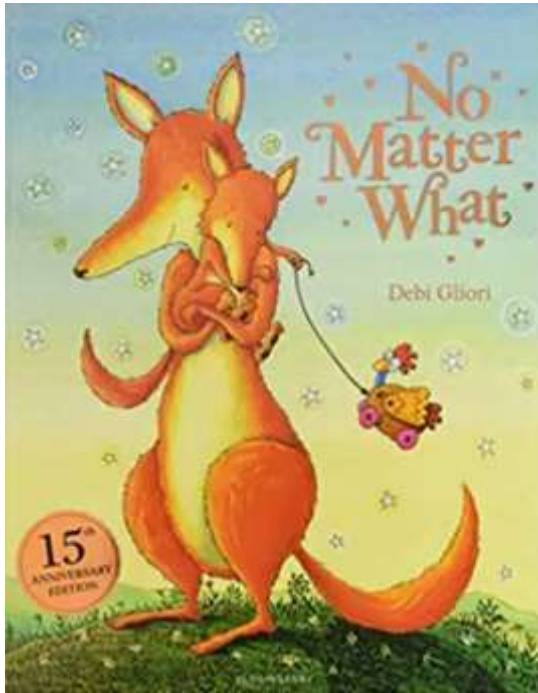
- Are routines planned in a way that would be easily explainable to a new arrival?
- If children are struggling with a particular routine critically examine the process to see where it is breaking down
- Is the setting environment designed to facilitate smooth transition from one activity to another without distraction?



Ultimately helping children to navigate their way through routines is about leading and guiding them to adapt to their new environment.

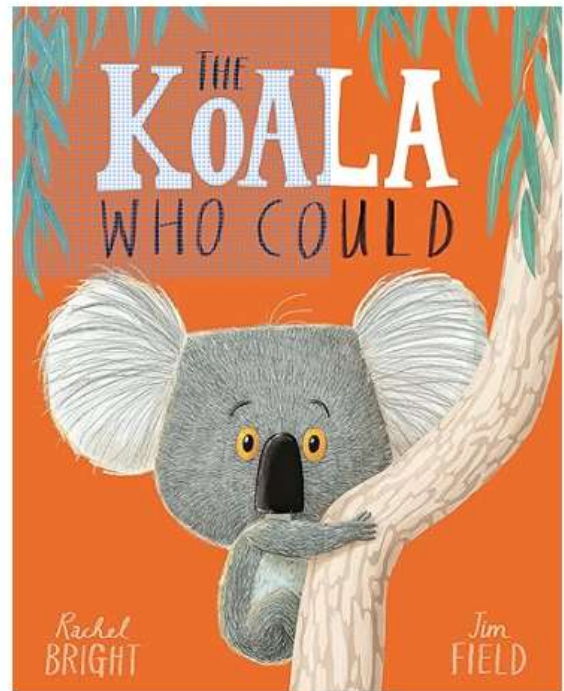
## 'No Matter What'

Author: Debi Gliori



## 'The Koala who could'

Author: Rachel Bright and Jim Field



A warm, reassuring picture book about unconditional love and setting big worries to rest, beautifully written and illustrated by Debbie Gliori.

*'I'll always love you no matter what...'*

'No matter what?' Small asks. But what if he turns into a bug, or a crocodile, or even a grizzly bear? Small has all sorts of questions about love, and his mummy must reassure him that her love will never, ever run out - no matter what.

A heartfelt story about the unconditional love each parent feels for their child, beautifully told and exquisitely illustrated by Kate Greenaway-nominated Debi Gliori and repackaged for a new generation to enjoy.

In a wonderful place, at the breaking of dawn, where the breezes were soft and the sunshine was warm, a place where the creatures ran wild and played free ... A Koala called Kevin clung to a tree.

Meet Kevin. A koala who likes to keep things the same. Exactly the same. But sometimes change comes along whether we like it or not... And, as Kevin discovers, if you step outside your comfort zone and try new things, you might just surprise yourself!



# UNDERSTANDING YOUR CHILD



S O L I H U L L      A P P R O A C H

## Online Offer

This is free online for any parent or professional in Greenwich.

- **Parent carers** can also access courses via registration at

[www.inourplace.co.uk](http://www.inourplace.co.uk)

Using the code **RBGFAMILY** and entering a Greenwich postcode.

- **Professionals/Family Hub Staff** working in Greenwich can access them by going to:

<https://solihullapproachparenting.com/online-courses-prf-greenwich/>

Entering the access code **RBGFAMILY\_PRF** and a Greenwich postcode (work or home) when registering

The content includes all courses for Parents online plus

- Understanding Brain Development
- Understanding Attachment
- Understanding Trauma

## Become a foster carer and change a child's life

Foster carers play a huge role in helping shape the future of young people in care.

Greenwich urgently need more foster carers to provide children and young people with a safe and caring home while they are unable to live with their own families.

There is amazing training and competitive allowances to all our carers.

[Speak to us today](#)

**To find out more about fostering, call our friendly team on 0800 052 1499.**

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



<https://youtu.be/mC64n7qVX20>

## 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](mailto: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)

- [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/PokLJjx5Ku54xavW9>

## Early Years & Childcare TRAINING PROGRAMME

Area	Training Courses and Workshops	Day	Dates	Start	End	Method of delivery	Cost
Ofsted Readiness	Ofsted Trends	Tuesday	07 November 2023	19:00	21:00	Zoom	Free
Safeguarding & Welfare	Intermediate Safeguarding	Thursday	09 November 2023	09:30	13:00	In person	£45
Safeguarding & Welfare	Intermediate Safeguarding	Saturday	11 November 2023	09:30	13:00	In person	£45
Safeguarding & Welfare	Out of School Safeguarding	Saturday	18 November 2023	9:30	16:30	In person	£30
Ofsted Readiness	Looking Ahead to Ofsted	Tuesday	21 November 2023	19:00	21:00	In person	Free
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	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](mailto:eyc.training@royalgreenwich.gov.uk)

Where cancellation is not received, and you do not attend the training you will be charged the full amount – where courses are free, you will be charged an admin fee of £10.



### 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](mailto: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>

## Paediatric First Aid Training Dates



Day	Dates	Start	Finish
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](mailto: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>

## 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 3 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.

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
- 5 modules can be completed in any order and at any time

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



Department  
for Education

## New online Early years child development training

Developed by early years experts

- Build your child development knowledge.
- Get practical advice for supporting children in your setting.
- Test your knowledge and reflect on your practice.
- Watch practical training videos.



Pause and restart the training at any time



Make notes as you learn



Download certificates after each module

Find out more by visiting:  
[child-development-training.education.gov.uk](https://child-development-training.education.gov.uk)

## **Greenwich Local Labour and Business**

### **Free recruitment solutions**

A key part of GLLaB's service is to provide free recruitment solutions to businesses, and appropriately match people to job vacancies, with a focus on local labour. We can tailor our service to meet a business's needs and provide a range of support including:

- dedicated Employer Engagement Officer account managers
- matching local, work-ready candidates from our database to job specifications
- pre-screening prospective candidates to identify suitable candidates to progress forward to employers for interview
- advertising and hosting recruitment open days to help employers select candidates for interview, including Annual Jobs and Skill Fair
- working with employers to identify future skill requirements and where required, provide customised pre-employment training
- providing interview venue facilities
- promoting job opportunities via the council's website and social media channels – Twitter, Facebook, and Instagram.

For free help and advice on recruiting local people for your business, contact the GLLaB Employer Engagement team to discuss your requirements:

By phone on 0208 921 2440 or email [gllab-jobs@royalgreenwich.gov.uk](mailto:gllab-jobs@royalgreenwich.gov.uk).

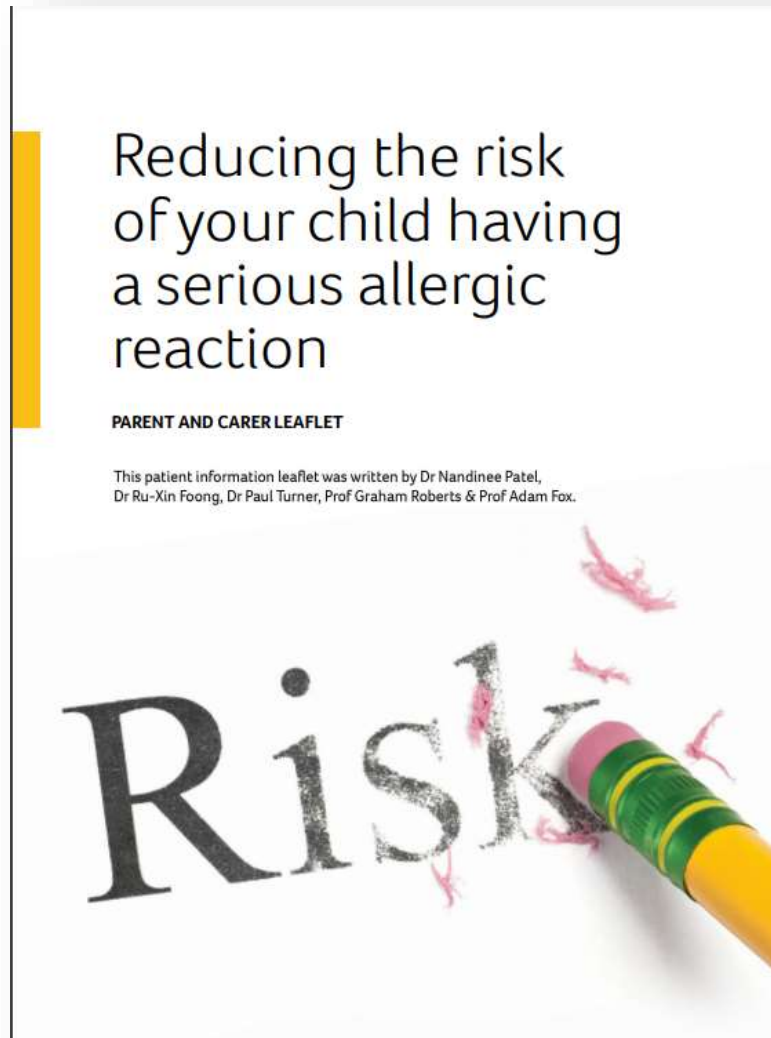
### **Greenwich Access to Apprenticeship Fund**

Greenwich based businesses can access the council's Apprenticeship Levy Fund to cover 100% of the training and assessments costs of an apprenticeship, to upskill existing members of staff or for a new apprentice.

For new recruits, GLLaB can help you identify candidates who live in the borough, and provide advice and support through the entire process, so please get in touch to find out more.

To find out more, please contact Greenwich Local Labour and Business at [apprenticeships@royalgreenwich.gov.uk](mailto:apprenticeships@royalgreenwich.gov.uk) or call 0208 921 2440.





### **New leaflet aims to reduce risk of serious allergic reactions in children**

The leaflet, developed with Anaphylaxis UK, is designed to empower patients, parents, families, grandparents, friends, and caregivers in caring for children with food allergies.

Key messages, such as the importance of:

- ensuring those at risk of anaphylaxis have access to two adrenaline auto-injectors and know how to use them
- having an allergy action plan
- those with asthma – making sure it is well-controlled

Whilst serious reactions are rare, the leaflet aims to alleviate anxiety among families dealing with food allergies. By following simple guidelines, children can lead safer and less restricted lives.

<https://www.anaphylaxis.org.uk/new-leaflet-aims-to-reduce-risk-of-serious-allergic-reactions-in-children>



<https://www.nhs.uk/live-well/seasonal-health/keep-warm-keep-well>

### Key messages

- Vaccines are our best protection against flu and COVID-19.
- Over the last few years winter vaccines have kept tens of thousands of people out of hospital and helped to save countless lives.
- Getting the flu and COVID-19 vaccines ahead of winter are two of the most important things you can do to keep yourself and others around you safe and 'get winter strong'.
- Having your winter vaccines will reduce your risk of serious illness.
- If you have your winter vaccines, you're more likely to have milder symptoms and recover quicker if you do catch the viruses.
- As well as protecting you and the people around you, vaccination also protects the NHS over winter by reducing the number of people that are likely to get seriously ill from catching a virus and needing to go to hospital.
- All flu and COVID-19 vaccines offered by the NHS have a good safety record. They have been tested on thousands of people across the world and have met the strict standards of safety, quality and effectiveness outlined by the UK's Medicines and Healthcare products Regulatory Agency (MHRA).



# flu: 5 reasons to vaccinate your child



## 1. Protect your child

The vaccine will help protect your child against flu and serious complications such as bronchitis and pneumonia

## 2. Protect you, your family and friends

Vaccinating your child will help protect more vulnerable friends and family

## 3. No injection needed

The nasal spray is painless and easy to have

## 4. It's better than having flu

The nasal spray helps protect against flu, has been given to millions of children worldwide and has an excellent safety record

## 5. Avoid costs

If your child gets flu, you may have to take time off work or arrange alternative childcare

For more information visit  
[www.nhs.uk/child-flu](http://www.nhs.uk/child-flu)

Flu **i**mmunisation  
Helping to protect children, every winter.

Children (flu) – [www.nhs.uk/child-flu](http://www.nhs.uk/child-flu)

- Your child can get a flu vaccine if they are
  - aged 2 or 3 years old on 31 August 2023

- school-aged, from reception to school year 11
  - at least 6 months old with certain health conditions
- Children should receive the flu vaccine as soon as possible to protect them and help stop the virus spreading to others.
  - Flu can be a horrible illness in young children but the child flu vaccine reduces your child's chance of needing hospital care for flu by around two-thirds
  - The child flu vaccine is usually given as a quick and painless spray up the nose.
  - The nasal spray vaccine does contain small traces of pork gelatine. If this is not suitable, your child may be able to have the injected version instead which does not contain pork gelatine. Speak to your child's nurse or doctor, or the school aged immunisation service about your options.
  - Vaccinating your child helps protect them from flu and prevent it spreading among vulnerable family and friends.
  - If your child is aged 2 or 3 years old or are aged 6 months to 2 years with certain health conditions, you can book a flu vaccination at their GP practice.
  - If your child is of school age, you do not need to make an appointment. They will be vaccinated in schools or community clinics – make sure that you sign their consent form.

## Guidance

# Flu immunisation for early years settings including child minders

Information for practitioners working in early years settings on the nasal spray flu vaccination.

<https://www.gov.uk/government/publications/flu-immunisation-for-early-years-settings-including-child-minders>

## The role of the Early Years Sector

### What can staff in the early years sector do to support the programme?

Staff working in the early years sector can help raise awareness of the programme amongst parents. Resources can be downloaded or ordered for free. You may want to display or give these to parents.

### Can staff get a flu vaccine?

Staff with certain medical conditions that put them more at risk of flu, or who are pregnant, are entitled to free flu vaccination (an injectable vaccine) through the NHS. Eligible staff should contact their GP practice. Some local pharmacies also provide this service. For more information see [www.nhs.uk/flujab](http://www.nhs.uk/flujab)

Some early years providers may choose to provide an injectable vaccine for their staff through their own occupational health services.

### What should we do if a child or staff member has flu symptoms?

There is no precise exclusion period.

Children and adults with symptoms of flu are advised to remain at home until they have recovered.

There is more advice at [www.gov.uk/government/publications/healthprotection-in-schools-and-otherchildcare-facilities](https://www.gov.uk/government/publications/healthprotection-in-schools-and-otherchildcare-facilities).

# Immunising preschool children against flu

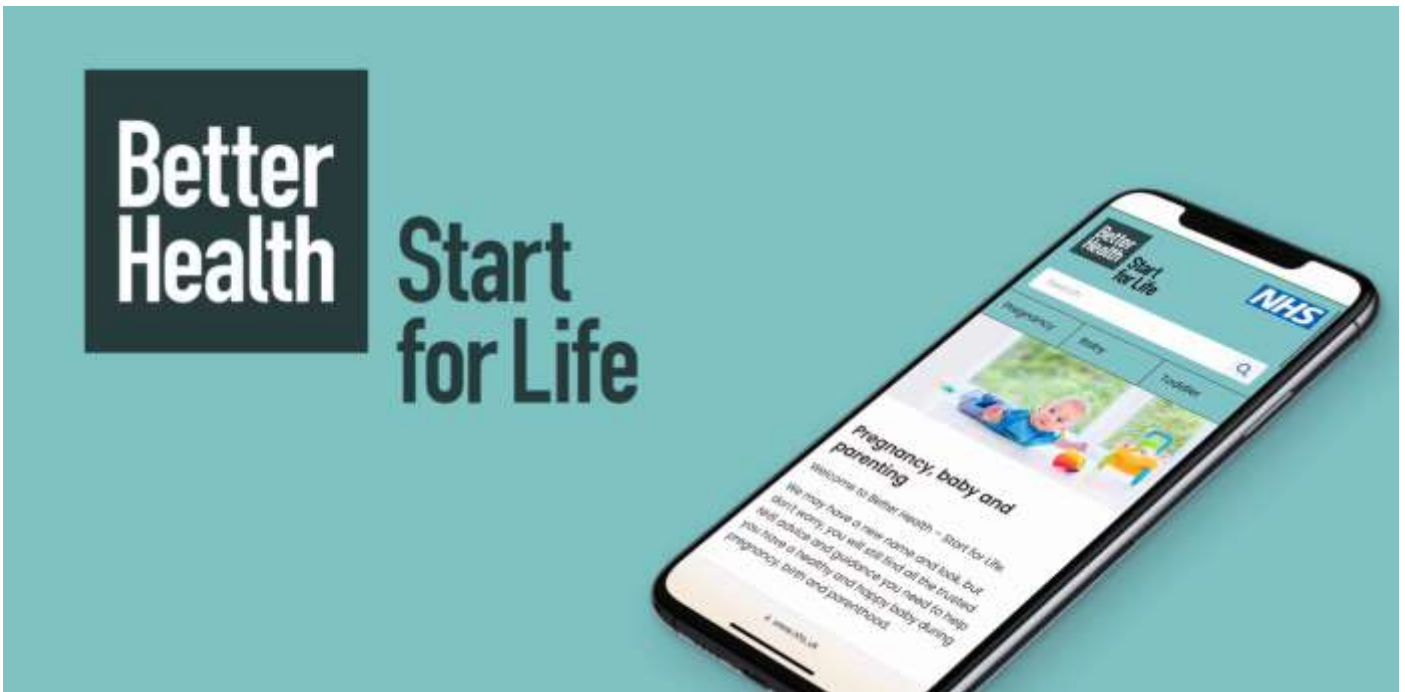
Information for practitioners working in early years settings, including childminders



Flu mmunisation  
Helping to protect children, every winter

[https://assets.publishing.service.gov.uk/media/651ec2787309a1000db0a8ee/UKHSA\\_12652\\_Flu\\_Early\\_Years\\_A4\\_2023\\_03\\_WEB.pdf](https://assets.publishing.service.gov.uk/media/651ec2787309a1000db0a8ee/UKHSA_12652_Flu_Early_Years_A4_2023_03_WEB.pdf)

## Start for Life New Look Website



<https://www.nhs.uk/start-for-life/>

Updated [pregnancy week by week guides](#)



### [Week-by-week guide to pregnancy](#)

With tips and advice on having a healthy pregnancy – from how your baby is developing to getting ready to give birth – this is your 1-stop guide to your pregnancy.

New ['Baby Basics'](#) and ['Labour and Birth'](#) sections



### **Baby basics**

Have a look at our guide to safe sleeping, coping with tiredness, and caring for your newborn.



### [Preparing for labour and birth](#)

Have a look at our guide on where to give birth, what to include in your birth plan, what to pack in your hospital bag and lots more.

New ['Ready or Not?' weaning quiz](#) and updated [recipe hub](#)



## Weaning

By the time your baby is around 6 months old, they need more than breast milk or formula. Find out how to wean your baby onto solid foods.



## **Recipes and meal ideas**

Introduce your baby to simple, natural foods first. Have a look at Start for Life's recipes and meal ideas for inspiration.

This is a great resources for providers wanting healthy recipes for children with nearly 100 recipes!  
Choose your favourites!

<https://www.nhs.uk/start-for-life/baby/recipes-and-meal-ideas/>



Chickpea biryani



African sweet potato  
stew



Jamaican fish



Squash and lentil soup



Sweet potato fingers



Butterbean goulash  
with cooked green  
beans



Mixed bean hot potato



Veggie biryani



Fish curry



Smashed avocado  
and banana



Peachy cereal



Falafel



**FREE**

# Cookery Clubs

Learn to eat well for less

Come and...

- Cook and eat tasty food for free
- Meet new people
- Learn fresh skills

5 week courses held at different venues across Greenwich throughout the year

Free cookery book on completion

To book your FREE place, tel: 0800 470 4831  
or email: [cookeryclubs@gcda.org.uk](mailto:cookeryclubs@gcda.org.uk)

gcda®  
[www.gcda.coop](http://www.gcda.coop)

ROYAL GREENWICH  
live well greenwich  
GOOD FOOD in Greenwich  
goodfoodingreenwich.org  
@foodingreenwich

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

## The Cookery Clubs are back!

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

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

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

**When:** Every Monday for 5 weeks, starting 6<sup>th</sup> November – 4<sup>th</sup> December

**Time:** 10.30am – 1.00pm

**Or**

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

**When:** Every Tuesday for 5 weeks, starting 7<sup>th</sup> November – 5<sup>th</sup> December

**Time:** 10.30am – 1.00pm

**Or**

**Where:** Woolwich Common Community Centre, 17 Leslie Smith Square, SE18 4DW

**When:** Every Wednesday for 5 weeks, starting 8<sup>th</sup> November – 6<sup>th</sup> December

**Time:** 10.30am – 1.00pm

**Or**

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

**When:** Every Thursday for 5 weeks, starting 9<sup>th</sup> November – 7<sup>th</sup> December

**Time:** 10.30am – 1.00pm

**Or**

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

**When:** Every Saturday for 5 weeks starting 11<sup>th</sup> November – 9<sup>th</sup> December

**Time:** 12.30pm – 3.00pm

**For more info or to book, please call 0800 470 4831 and ask for cookery clubs or email [cookeryclubs@gcda.org.uk](mailto:cookeryclubs@gcda.org.uk)**

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

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



# HELP PAYING FOR YOUR CHILDCARE



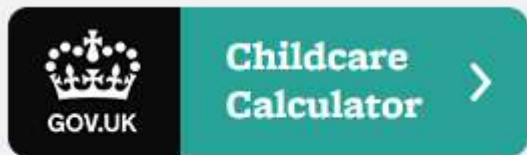
An online application is quick and easy

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



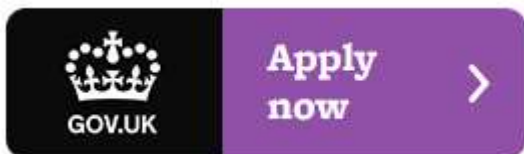
Access the online portal

<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/>



### Are you eligible\* for a free 30 hours place?

*\*If you are a working parent (including working foster parents) and your child is aged 3 or 4 on or **before** 31<sup>st</sup> December 2023, you may be eligible depending on your income and if you have a valid code.*

1. Check if you are eligible and remember to reconfirm **every 3 months**, if you already have a code, to keep your funded place
2. Set up or go to your Childcare Account [www.childcarechoices.gov.uk](http://www.childcarechoices.gov.uk)



3. Your code must be dated no later than **31<sup>st</sup> December 2023** so apply **NOW**
4. Take your eligibility code to your early years' setting or school as soon as you can before the end of term and **NO LATER than end of term**. The code must be checked by your nursery, school or childminder before your child can take up a place at the start of the Spring term. Providers must verify all codes with the local authority to receive funding
5. Your child must also be age eligible ie they had their 3<sup>rd</sup> birthday by 31st December 2023.

For more information, please contact Families Information Service

[www.royalgreenwich.gov.uk/fis](http://www.royalgreenwich.gov.uk/fis) [fis@royalgreenwich.gov.uk](mailto:fis@royalgreenwich.gov.uk) 020 8921 6921



HM Government



Apply now, if you  
want 30 hours **free**  
in January 2024

Bring the code to us in good time to help us  
plan and allocate a place for your child

Apply for a 30 hours code  
in good time. **Do it before**  
the end of term and no later  
than 31 December 2023



**[childcarechoices.gov.uk](https://childcarechoices.gov.uk)**

For more information, please contact Families Information Service  
[www.royalgreenwich.gov.uk/fis](https://www.royalgreenwich.gov.uk/fis) [fis@royalgreenwich.gov.uk](mailto:fis@royalgreenwich.gov.uk) 020 8921 6921

# HOW MANY HOURS OF CHILDCARE CAN YOU GET PER WEEK?

Age  
**3-4**  
years

**ALL PARENTS**

<b>15 HOURS</b>	<b>15 HOURS</b>	<b>15 HOURS</b>	<b>15 HOURS</b>
Now	APR 2024	SEP 2024	SEP 2025

**WORKING FAMILIES**

<b>30 HOURS</b>	<b>30 HOURS</b>	<b>30 HOURS</b>	<b>30 HOURS</b>
Now	APR 2024	SEP 2024	SEP 2025

Age  
**2**  
years

**FAMILIES RECEIVING SOME ADDITIONAL FORMS OF GOVERNMENT SUPPORT**

<b>15 HOURS</b>	<b>15 HOURS</b>	<b>15 HOURS</b>	<b>15 HOURS</b>
Now	APR 2024	SEP 2024	SEP 2025

**WORKING FAMILIES**

<b>15 HOURS</b>	<b>15 HOURS</b>	<b>30 HOURS</b>
APR 2024	SEP 2024	SEP 2025

Age  
**9-23**  
months

**WORKING FAMILIES**

<b>15 HOURS</b>	<b>30 HOURS</b>
SEP 2024	SEP 2025

Over 38 weeks a year

Providers may apply additional charges.

Sign up on Childcare Choices for updates [Upcoming changes to childcare support | Childcare choices](#)

## Keeping Children Safe

### Contact Children's Services

Emergency Duty Team (out of office hours only): 020 8854 8888

Referral team: 020 8921 3172

Email: [mash-referrals@royalgreenwich.gov.uk](mailto:mash-referrals@royalgreenwich.gov.uk)

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

### Early Years & Childcare



020 8921 3877



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



020 8921 4477



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

### LADO



020 8921 3930



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

Ofsted: 0300 123 4666 / [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

DBS Regional Office: 0300 105 3081 / [Kiranpreet.rehal@dbs.gov.uk](mailto:Kiranpreet.rehal@dbs.gov.uk)

[DBSRegionaloutreach@dbs.gov.uk](mailto:DBSRegionaloutreach@dbs.gov.uk)



Prevent Team 020 8921 8340



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

This is the Greenwich Domestic Violence and Abuse Service.



Telephone: 020 8317 8273



Email: [info\\_gdva@h4w.co.uk](mailto:info_gdva@h4w.co.uk)

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.

Guidance

# After-school clubs, community activities and tuition: safeguarding guidance for providers

Safeguarding guidance for providers of activities, after-school clubs, tuition and other out-of-school settings.

<https://www.gov.uk/government/publications/keeping-children-safe-in-out-of-school-settings-code-of-practice>

This guidance covers advice on what policies and procedures providers should have in place for:

- health and safety
- safeguarding and child protection
- staff suitability
- governance

It covers out-of-school settings such as:

- community activities - for example, youth clubs
- before- and after-school clubs
- holiday clubs
- supplementary schools - for example, language, cultural and religious
- private tuition
- music lessons
- sports training

Download:

- [safeguarding guidance for providers](#)
- a [leaflet on keeping children safe in sports clubs, tuition and other extra-curricular activities and clubs](#)
- [posters for your setting](#)

Book your essential Out of School Safeguarding Training [here](#)





**A summary of After-school clubs, community activities and tuition: safeguarding guidance for providers**

*CASPAR briefing*

*Publication date October 2023*

The Department for Education (DfE) published non-statutory guidance on ensuring the safety of children in out of school settings in England in 2020.

An update to this guidance was published in September 2023 to reflect new legislation, including changes to what constitutes a position of trust, and changes to statutory guidance, including Keeping children safe in education.

The guidance is aimed at providers of tuition, community activities, or other clubs for children without parent or carer supervision.

THE NSPCC briefing sets out key points from the guidance on best practice

Book your essential Out of School Safeguarding Training [here](#)

# SAFEGUARDING TRAINING



## After-school clubs, community activities, and tuition

Safeguarding guidance for providers

September 2023

To book,  
[eyc.training@royalgreenwich.gov.uk](mailto:eyc.training@royalgreenwich.gov.uk)  
or via QR code



9:30 - 16:30

Saturday 18 November  
in person at  
The Woolwich Centre

Out of School, Community  
Groups & Youth Club  
safeguarding training covers

- Types of Abuse
- Child Exploitation & Modern Slavery
- Child on Child Abuse
- Suitability of Staff & Volunteers
- Effective Safeguarding Policies & Procedures
- Health & Safety

£30pp (lunch not included)



## Free Safeguarding Bitesize Webinars

[Courses](#)

[royalgreenwich.gov.uk](http://royalgreenwich.gov.uk)



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

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

### Female genital mutilation (FGM)

We believe all girls deserve to grow up in a world free from harm

A woman has been found guilty of taking a three-year-old British child to Kenya for female genital mutilation (FGM).

The conviction, which carries a maximum sentence of 14 years, is the first for assisting in such harm under the Female Genital Mutilation Act 2003.

The only other successful prosecution under the act was in 2019 when a Ugandan woman from Walthamstow, east London, was jailed for 11 years for cutting a three-year-old girl.

<https://www.bbc.co.uk/news/uk-england-london-67225093>



Developing excellence  
in response to FGM and  
other harmful practices

Learn more about the harmful effects of FGM  
here

<https://nationalfgmcentre.org.uk/fgm/>

### Listen to Mama Sylla's to understand why the practice is so harmful



Mama Sylla is a woman who, aged just 9 years old, became a victim of Female Genital Mutilation. Listen to a podcast about her story here

[FGM with Mama Sylla](#)

## Possible signs for teachers to look out for that indicate a girl may be at risk of FGM...

The parents are being **evasive** about why/where/who the girl is going on holiday with.



The girl has been asked to keep the holiday a **secret** by her parents.



The girl mentions she is attending a **special ceremony** or "going to become a woman".



If you are concerned a girl is at risk follow your normal safeguarding procedures. If the girl is in immediate risk (i.e leaving the country in the next 24hrs) please alert the police.

For more information on affected communities head to <http://nationalfgmcentre.org.uk/world-fgm-prevalence-map/>

### What are the signs that FGM has occurred?

- △ Prolonged absence from schools
- △ Frequent need to go to the toilet
- △ Long break to urinate
- △ Urinary tract infections
- △ Noticeable behaviour change
- △ Talk of something somebody did to them that they are not allowed to talk about
- △ Change of dress from tight to loose fitting clothing
- △ Menstrual problems
- △ Difficulty in sitting down comfortably
- △ Complain about pain between their legs

Watch training webinar about FGM [Female Genital Mutilation](#)

[https://youtu.be/yjN-m5s0\\_l?si=kLwKM0P85xQKMfsI](https://youtu.be/yjN-m5s0_l?si=kLwKM0P85xQKMfsI)



free early learning  
Royal Greenwich  
*Free learning for your child, free childcare for you.*

## Female Genital Mutilation

Early Years & Childcare Service

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

020 8921 3877

Greenwich Safeguarding Children

free early learning  
Royal Greenwich



## **GSCP Publish Child Obesity & Safeguarding 7-Minute Briefing**

The GSCP worked closely with Public Health to develop a 7-minute briefing on child obesity and safeguarding. The briefing contains information on local resources, policy and practice guidance. It also includes learning from a local safeguarding practice review.

The briefing is available on the GSCP Website:

[GSCP 7-Minute Briefings – Greenwich Safeguarding Children Partnership](#)

## **Dog Safety**

Defra, the Child Accident Prevention Trust, the Office for Health Improvement and Disparities and, leading animal welfare organisations have put together a range of resources with practical dog safety tips that families can use in their everyday lives.

The resources include:

- Information from CAPT <https://capt.org.uk/dogs-and-children/>
- CAPT fact sheets [Dog safety Archives | Child Accident Prevention Trust \(capt.org.uk\)](#)
- Dog Safety infographics which can be shared on social media with key dog safety messages such as never leaving dogs and children alone, and any dog can bite. [Dropbox – Dog Safety Code static graphics – Simplify your life](#)
- Dog Safety printable posters which can be displayed [Dropbox – Dog Safety Code poster – Simplify your life](#)
- Information from the Dogs Trust [Dogs and children: living safely together | Dogs Trust](#)
- Dog safety information from the Canine and Feline Sector Group [Dog Safety – CFSG](#)

### Why language matters >

improving  
safeguarding and  
child protection  
practice with words



### Using 'non-accidental head injury' and not 'shaken baby syndrome'

'Whiplash-induced' head injuries in infants were first described in the 1970s by American paediatric radiologist John Caffey. He used the term 'whiplash shaken infant syndrome' to describe this form of abuse and this led to shaking becoming recognised as a cause of brain injury in infants.<sup>1</sup>

While Caffey identified shaking as the main cause of brain injuries in the cases he studied, research has since concluded that forceful contact to a baby's head also causes the injuries associated with 'shaken baby syndrome'.<sup>2</sup> So, while Caffey identified that the rapid movement of 'shaking' a baby can cause harm, the term 'shaken baby syndrome' itself doesn't prompt professionals to think about other causes of injuries, such as hitting, slamming, striking, throwing and crushing.

### Why shouldn't we use 'shaken baby syndrome'?

Using the term 'shaken' to describe infants experiencing head injuries is misleading. It focuses on one action and limits professional thinking around the other potential causes of a head injury in an infant.

'Shaken baby syndrome' also has a negative reputation from its use in the media where it became sensationalised through cases that came into the public eye.<sup>5</sup> On a practical level, this negative media representation and the stigmas around the term can make it difficult for parents to talk about the subject with professionals. The emotive words can also be distressing and distracting for professionals and overshadow effective conversation around ensuring parents understand how vulnerable new babies are.<sup>6</sup>

### What is a more helpful way for professionals to talk to each other about the subject?

Babies do have accidents that can result in injury. However, it is important for professionals to be able to identify when these injuries are a result of deliberate actions.

When babies are injured due to being hit, shaken or thrown, the term 'non-accidental head injury (NAHI)' more accurately reflects the nature of the abuse experienced. The NSPCC uses the term NAHI, however other services may use 'abusive head trauma (AHT)'. Both are widely used terms amongst professionals.<sup>7</sup> Using 'non-accidental head injury' instead of 'shaken baby syndrome' to describe an incident of deliberate head trauma can be useful for communication between professionals and agencies. It focuses on the impact to the child by making it clear that the injury wasn't an accident and prompts professionals to think about the potential risks posed by the adults around the child.<sup>8</sup>

## Working with parents

The Child Safeguarding Practice Review Panel (the Panel) identified in their national review Safeguarding children under 1 year old from non-accidental injury,<sup>9</sup> that some parent and carers with additional struggles, such as experiencing poor mental health, can find it harder to manage their own emotions and behaviours around their infant crying. Professionals need to recognise that the struggles parents and carers have around coping with crying can be a trigger for behaviours that may result in non-accidental head injury.<sup>10</sup>

Working with parents on handling their baby safely and managing stressors is important. It can reduce the actions or behaviours that may result in deliberate head injury to their babies.<sup>11</sup> However, non-accidental head injury can be a really tough subject to talk about and using terms like 'shaken baby syndrome' or 'NAHI' can alienate parents and carers. Stepping away from using labels and being able to use non-judgmental language can help parents and carers to think, and open up, about the challenges they are facing and the support they need.

It is helpful to frame conversations about NAHI with parents around recognising their triggers and equipping them with the tools to cope, rather than focusing on the potential harm they could cause their baby. If parents have the **tools and support to manage stress** they may feel less overwhelmed and can better care for their baby.



### Key points

- The term 'shaken baby syndrome' is outdated and doesn't cover the other causes of non-accidental head injury in infants and young children. There is a stigma of violence and blame around the term, both from the words themselves and the use of the term in the media.
- Using 'non-accidental head injury' helps professionals identify other actions that may result in non-accidental head injury and think about the wider safeguarding context around the injury.
- The context around an infant harmed or killed due to a non-accidental head injury can be complex. Working with parents on handling their baby safely and managing stressors can reduce the risks of behaviours that may result in deliberate head injury to their babies.

### Download

<https://learning.nspcc.org.uk/media/1062/core-info-head-spinal-injuries.pdf>

### Read more about NAHI

<https://learning.nspcc.org.uk/news/covid/non-accidental-head-injuries-in-infants>

### The NSPCC Self-Assessment Tool

### How do I start?

- Choose an assessment that is appropriate for your provision type
- Work through a set of simple questions and identify areas for development.
- Access information and resources to help improve policies and practice.
- Create a tailored action plan to save, print and share.
- Revisit the tool as many times as you like to update your progress.

### Safeguarding in education

This assessment provides a step-by-step guide to help you meet best safeguarding and child protection practices. It has been developed for use in UK schools and covers best safeguarding practice in line with the statutory safeguarding and child protection requirements set out in national legislation across the UK. It should be completed by your nominated child protection lead, working with senior leadership.

### Safeguarding in voluntary and community groups

This assessment provides a step-by-step guide to help voluntary and community organisations best meet safeguarding and child protection practices. The assessment is based on the [NSPCC safeguarding and child protection standards for the voluntary and community sector \(2019\)](#) and has been developed for people working with children and young people from 0-18 years old. You should use the checklist at least once a year as part of your ongoing child protection work

The tool is organised into five standards:

1. leadership and governance
2. policies and procedures
3. recognising and responding to child protection
4. supporting children and families
5. adults working with children



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

Register here for our newsletter

**Name \***

**Email \***

**Interest**  
You can select one or more interest groups below

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



Sign up to NSPCC newsletter safeguarding here

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

**Royal Greenwich Children's Services**  
Useful Safeguarding Contacts and Telephone Numbers

<b>Children's Services Front Door (Safeguarding, Social Care &amp; FaASS previously Early Help)</b>	
'Multi Agency Safeguarding Hub' (MASH) <a href="mailto:MASH-referrals@royalgreenwich.gov.uk">MASH-referrals@royalgreenwich.gov.uk</a>	020 8921 3172
Safeguarding Consultation Line	020 8921 2267
Social Care and Safeguarding Emergency Duty Team <a href="mailto:Childrens-Out-Of-Hours@royalgreenwich.gov.uk">Childrens-Out-Of-Hours@royalgreenwich.gov.uk</a>	020 8854 8888
<b>Local Authority Designated Officer - Winsome Collins Service Leader</b>	
<a href="mailto:childrens-LADO@royalgreenwich.gov.uk">childrens-LADO@royalgreenwich.gov.uk</a>	020 8921 3930
Winsome Collins – DO PVIs/ CMs Laura Lhumbis –DO Schools	020 8921 3930
<b>Greenwich Safeguarding Children Partnership</b>	
Greenwich Safeguarding Children Partnership website <a href="http://www.greenwichsafeguardingchildren.org.uk">http://www.greenwichsafeguardingchildren.org.uk</a>	020 8921 4477
<b>Prevent</b>	
Adam Browne – Prevent Co-ordinator	020 8921 8321/ 8340
Confidential Anti-Terrorist Hotline	0800 789 321
<b>Police 999</b>	
CAIT - Child Abuse Investigation Team	0207 230 3705
<b>Ofsted</b>	
Ofsted enquiries, complaints, investigation, and enforcement	0300 123 1231
<b>Royal Greenwich Early Years</b>	
Early Years & Childcare	020 8921 3877
Families Information Service	020 8921 6921
<b>Support, Advice &amp; Signposting</b>	
NSPCC	0808 800 5000/ 0800 136 663
Childline	0800 1111
Samaritans	08457 909090
Family Lives - Parentline	0808 800 2222
Young Minds – Parent Helpline	0808 802 5544
CAMHS	0203 260 5211
Greenwich 0 to 4 Health Visiting Service <a href="mailto:bromh.greenwich0to4@nhs.net">bromh.greenwich0to4@nhs.net</a>	0300 330 5777
<b>Children with Disabilities</b>	
Disabled Children's Social Work & Occupational Therapy	020 8921 2599
Disabled Children's Keyworker Team	020 8921 4939
SEND Assessment & Review Service	020 8921 8029
SEND Outreach Support Services	020 8921 3311

