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- ☀ Expansion of Entitlements
- ☀ Ofsted Update – Registration Exemptions
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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



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



New EYFS

Following a consultation in Summer 2023, Department for Education (DfE) have published the [two EYFS statutory framework documents](#). Subject to parliamentary procedure these **two frameworks, one for [childminders](#) and one for [group and school-based providers](#), will replace the current single EYFS framework from 4 January 2024.**

DfE recognises the effort and expertise settings put into providing high quality early education to the children in their care. We hope that publishing these frameworks in advance will support settings to get to grips with flexibilities being introduced. This is alongside the information and guidance that has already been published on Foundation Years, such as this [blog](#).

The [Early Years Qualifications Requirements and Standards guidance](#) has also now been published.

[Blog: Announcement on the changes to the EYFS from January 2024 - Foundation Years](#)

The DfE has also published an independent evaluation of the landmark 2021 EYFS reforms on early education. It found the changes to the curriculum have benefitted many settings, practitioners and children. Key findings included:

- The majority of leaders and staff thought the 2021 EYFS reforms have had or will have a positive effect on children's learning and development.
- Leaders generally thought the 2021 EYFS reforms had improved the quality of teaching.
- The majority of settings reviewed and/or made changes to their curriculum and assessment approaches as a result of the EYFS reforms. Most commonly, this involved putting less focus on observation and tracking and spending more time with children instead.
- Many leaders thought the reforms were leading to better quality interactions with children.

You can read the full evaluation here: [Early years foundation stage \(EYFS\) 2021 reforms: evaluation – GOV.UK \(www.gov.uk\)](#)

DfE want to ensure that early years providers understand what these changes mean for their settings, and want to work with our stakeholders to do this. DfE have provided some initial information below, which they hope will be useful in explaining the changes.

Do these changes mean that ratio requirements are being changed again?

The changes announced do not make any further changes to the number of adults required to look after children in setting. The changes announced offer providers increased flexibility around how providers deploy staff, such as the qualifications their practitioners must have to count within certain ratio requirements.

The changes build on the ratio changes announced at the Spring Budget. The following three changes to the EYFS came into force on 4 September 2023:

- a change to the current statutory minimum staff:child ratios in England for 2-year-olds from 1:4 to 1:5;
- clarifying that childminders can care for more than the currently-specified maximum of three young children, when caring for siblings of children they already care for, or when caring for their own child; and
- clarifying that “adequate supervision” while children are eating means that children must be within sight **and** hearing of an adult.

Who called for these changes and why have some been taken forward but not others?

The DfE want to ensure providers can operate successfully and practitioners can focus on providing children in their care with a high-quality early education and have opportunities to progress their careers. The consultation included a broad range of proposals following extensive engagement with early years providers, sector organisations and membership bodies. The vast majority of proposals in the consultation had been called for by providers.

The consultation had 2667 responses. Alongside the consultation DfE also ran [an extensive survey of providers](#) to understand how providers might change their practise if these changes were introduced.

Ministers have carefully considered all the responses to the consultation and the results of the provider survey, and they have decided to proceed with the majority of the proposals. However there were two proposals in particular which received more widespread concern from respondents, which Ministers have decided not to proceed with:

- Reducing the percentage of level 2 qualified staff required per ratio from ‘at least half’ to 30% or 40% of all other staff (group and school-based providers only).
- Changing the qualification requirements outside of peak hours (group and school-based providers only).

More information can be found in the [consultation response](#).

Are the learning and development requirements changing again?

There are no significant changes to Section 1 or Section 2 of the EYFS, which were the focus of the 2021 reforms. DfE have also published an evaluation report which looked at the effectiveness of the 2021 reforms. This independent evaluation conducted by found the majority of leaders and staff thought the 2021 EYFS reforms have had or will have a positive effect on children’s learning and development, and leaders generally thought the 2021 EYFS reforms had improved the quality of teaching. You can read all the findings of this evaluation [here](#).

There have been quite a few changes to the EYFS in recent year. How are you helping providers understand and implement these changes?

The majority of the changes being made to the EYFS came into force for January 2024, to give the sector time to use the new flexibilities ahead of the first roll out of the new entitlements, in April 2024. In the vast majority of cases, the January 2024 changes set new minimum requirements which providers may choose to utilise in their setting. The changes that will come into force in January build on the changes to

staff: child ratios for two-year-olds, the childminder ratio flexibilities, and the clarification on wording around supervision whilst eating which came into force in September 2023.

DfE will work with stakeholders, including representative organisations and local authorities to ensure settings have the information and support they need to respond to any changes to the EYFS. The DfE will be arranging events and webinars over the next few months to explain in detail the changes. These will be promoted via the Foundation Years Website.

What else is DfE doing to support Early Years providers to recruit and retain staff?

The DfE understand that the recruitment and retention of qualified staff is a key issue for the early years sector. Driving up interest in early years careers and ensuring there are enough opportunities for career development is a priority for the government.

Alongside the changes being made to the EYFS, the DfE are developing a range of new workforce initiatives and removing barriers to entering the sector by ensuring qualifications are suitable and easy to understand. This includes launching a competition to run Early Years Skills Bootcamps, held over the summer that would include a pathway to an accelerated level 3 Early Years apprenticeship. They are also considering new degree apprenticeship routes so everyone from junior staff to senior leaders can easily move into a career in the sector.

The DfE have taken action to boost workforce numbers by collaborating with the Department for Work and Pensions and the Careers & Enterprise Company to promote the importance and value of a career in early years, and will launch a new national campaign early next year to support the recruitment and retention of talented staff.

What changes are coming into force in January 2024?

- Create two separate EYFS frameworks (one for childminders and one for group and school-based providers).
- Introduce a new statutory document on early years qualification requirements and standards.
- Remove the requirement for Level 3 practitioners to hold a Level 2 maths qualification to count within staff:child ratios and instead place this requirement on managers (for group and school-based providers only).
- Change wording on English as an Additional Language (EAL) requirement, from "must" to "may".
- Allow students and apprentices to count in staff:child ratios at the level below their level of study, where it is judged appropriate.
- Remove the requirement for childminders to complete EYFS training before registration and instead continue to require EYFS knowledge and understanding (for childminders only).
- Allow childminder assistants to hold the role of key person (for childminders only).
- Allow 'kitchens' to be considered within floor space requirements (for childminders only).
- Move the Early Learning Goals (ELGs) from the childminder EYFS to an annex (for childminders only).
- Change language on collection of physical evidence.
- Significantly amend the section on the EYFSP in the childminder EYFS (including removing the RBA) (for childminders only).
- Include "other electronic devices with imaging and sharing capabilities" to safeguarding requirement.
- Provide further information on safeguarding responsibilities when childminders are working in a group (including change on child protection language) (for childminders only).
- Clarify that while qualifications must be verified, employees do not have to provide physical copies of their qualifications (for group and school-based providers only).
- Change wording on suitable person (for childminders only).
- Change wording on confidential areas for childminders (for childminders only).
- Remove the requirement for childminders to display PFA certificates, instead make these available on request (for childminders only).
- Clarify the wording on the validity of PFA certificates (group and school-based providers only).
- Allow childminders to display a copy of their certificate of registration digitally and make available on request (for childminders only).

What changes are coming into force at a later date?	<ul style="list-style-type: none">• 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).
What changes won't be taken forward?	<ul style="list-style-type: none">• Change qualification requirements outside of peak hours.• Reduce the percentage of Level 2 qualified staff required per ratio from 'at least half' to 30% or 40% of all other staff.

From 4 January, 2 revised frameworks have replaced the current EYFS framework.

Providers are responsible for ensuring that they follow the current version of the framework for their provider type.

The 2 new frameworks are:

- EYFS statutory framework for childminders
- EYFS statutory framework for group and school-based providers

The EYFS framework also includes [Early years qualification requirements and standards](#).

The EYFS framework:

- sets the standards that all early years providers must meet to ensure that children learn and develop well
- ensures children are kept healthy and safe
- ensures that children have the knowledge and skills they need to start school

This statutory framework is for:

- school leaders
- school staff
- childcare providers
- childminders
- out-of-school providers

[Help for early years providers and childminders](#) working with 0- to 5-year-olds is available.

Further supporting materials for settings and practitioners are available on the [Foundation Years](#) website.



Early years foundation stage statutory framework

For childminders

**Setting the standards for learning,
development and care for children from
birth to five**

Published: 8 December 2023

Effective: 4 January 2024

[EYFS statutory framework for childminders \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)



Department
for Education

Early years foundation stage statutory framework

For group and school-based providers

Setting the standards for learning,
development and care for children from
birth to five

Published: 8 December 2023

Effective: 4 January 2024

[EYFS statutory framework for group and school based providers
\(publishing.service.gov.uk\)](https://publishing.service.gov.uk)



Support for practitioners and teachers to complete the **Early Years Foundation Stage (EYFS) Profile**. The foundation years website will be updated regularly throughout the 2023/24 academic year. Each update will cover a new area of the EYFS Profile, focusing on topics the sector has asked for more information on.

<https://foundationyears.org.uk/2023/11/early-years-foundation-stage-profile/>

Completing the EYFS Profile for children with SEND

<https://foundationyears.org.uk/2023/11/completing-the-eyfs-profile-for-children-with-special-educational-needs-and-disabilities/>

The EYFS Profile must be completed for all children registered at a school, including children with SEND, unless an exemption has been granted. Children cannot be exempted from the Profile on the basis of SEND. For more information on the limited use of exemptions, please see the [EYFS guidance on exemptions](#).

Children with SEND have differing levels of knowledge, skills and abilities

SEND covers different types of need, including communication and interaction, cognition and learning, social, emotional, and mental health, and sensory and/or physical needs. Children in the early years may have a range of needs which cut across some or all of these broad areas.

Children will have differing levels of knowledge, skills and abilities across the Profile. It is important that there is a full assessment of all areas of their development. Some children with SEND may be at the 'expected' level of development for some ELGs, and at an 'emerging' level for ELGs where their specific condition has an impact on their learning and development. Other children with SEND may, with the right support, reach the expected level in the ELGs, even where their specific condition has an impact.

Using adaptations and reasonable adjustments

Where a child has a SEND, teachers should take care to ensure the child is able to demonstrate their level of development. Children must be assessed on the basis of what they can do when using the adaptations and reasonable adjustments they normally use to carry out daily activities. Examples of adaptations include: mobility aids, magnification, and adapted ICT and equipment. Reasonable adjustments can be any of those ordinarily available in the school's provision including: prompts, visuals, sensory support and movement breaks.

All children, including those with SEND, can use their established or preferred mode of communication for all the ELGs except 'Speaking'. Therefore, spoken words are only required for achieving the Speaking ELG. Where a child has a SEND, teachers should be alert to identifying the child's level of development in a variety of ways, including eye pointing, use of symbols, or signs. In this case, teachers should give additional detail about the child's understanding and preferred means of communication in their EYFS Profile record.

Involving parents and/or carers and other professional

Actively involving children, their parents and/or carers, and other professionals such as the SEN Coordinator (SENCo) or health professionals in the assessment process is especially crucial when working with children with SEND. This will enable teachers to get a clear picture of the child's learning and development, and ensure parents and/or carers have a clear understanding of their child's development and any additional support which will be offered.

Holding transition conversations

When communicating the EYFS Profile data to the year 1 teacher, additional information should be passed on alongside this for children with SEND. Where a child has an outcome of 'emerging' for one or more of the ELGs, additional information about the barriers to learning that have been identified, and any successful strategies to help the child overcome these barriers, should be passed onto the year 1 teacher alongside EYFS Profile judgements.

Teachers should also share any other records from within or outside the setting with year 1 teachers and use these records to inform transition conversations and processes. Wherever possible, other professionals working with the child should be invited to contribute to transition conversations.

Exemptions from the EYFS learning and development requirements

<https://foundationyears.org.uk/2024/01/exemptions-from-the-early-years-foundation-stage-learning-and-development-requirements/>

The Early Years Foundation Stage (EYFS) is the statutory framework that sets the standards and requirements that all early years providers in England must follow to ensure every child has the best start in life and is prepared for school.

The framework is flexible enough to accommodate most circumstances. However, there are circumstances where providers or individual children can be exempt from the learning and development and assessment requirements, these are described below.

Exemptions cannot be granted from the safeguarding and welfare requirements of the EYFS.

Expansion of childcare entitlements

The DfE laid regulations before Parliament to expand the entitlements to free childcare for eligible working parents in England. The regulations came into force on 01 January 2024 and provide for the phased rollout of the expanded entitlements.

From 1 April 2024 eligible working parents in England will be able to access 15 hours of free childcare per week from the term after their child turns 2.

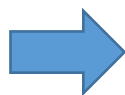
From 1 September 2024, 15 hours will also be available to children of eligible working parents from the term after they turn 9 months.

From 1 September 2025 eligible working parents in England will be able to access 30 hours of free childcare per week, over 38 weeks of the year, from the term after their child turns 9 months old until they start school.

Parents are advised to start applying no later than mid-January to mid-February in case there are any issues. All applications for working parents 2 year old for Spring term must be by 31 March 2024.



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



Apply for free childcare if you're working

<https://www.gov.uk/apply-free-childcare-if-youre-working>

The new early education and childcare statutory guidance for local authorities has now been published online, and is available at [Early education and childcare - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/early-education-and-childcare).

From 2 January 2024, eligible working parents of 2-year-olds will be able to apply for a code for 15 hours of free childcare, starting from 1 April 2024.

When to apply

Parents can apply from when their child is:

- 1 year and 36 weeks for 15 hours free childcare
- 2 years and 36 weeks for 30 hours free childcare

Your child's birthday	When they can get their hours from	Recommended time to apply
1 September to 31 December	Term starting on or after 1 January	15 October to 30 November
1 January to 31 March	Term starting on or after 1 April	15 January to 28 February
1 April to 31 August	Term starting on or after 1 September	15 June to 31 July

It is recommended that parents start applying for their codes from mid-January. Royal Greenwich can start checking new two-year-old codes manually. We have been accepting and validating new two-year-old codes from 2 January.

If you receive queries from parents regarding their eligibility, you direct them to <https://www.childcarechoices.gov.uk/> in the first instance. This is the parent-facing website which helps parents understand what entitlements they may be able to receive.

PROVIDER FORUM



Watch the video replay [here](#)

<https://youtu.be/kLATVSZAYUQ>

For a copy of the slides, please complete the evaluation at the end of the presentation and you may also request a certificate if you wish.



The screenshot shows a YouTube video player. The main video frame displays a presentation slide with the following text: **ROYAL GREENWICH**, **PROVIDER FORUM**, **JANUARY 2024**, and **Kallie Schut**, **Early Years & Childcare Team Leader**. Below the slide is a video thumbnail showing three children sitting at a table outdoors, engaged in an activity. The video player interface includes a play button, a progress bar showing 2:37 / 1:36:53, and various control icons like volume, closed captions, settings, and full screen.

Topics covered included the Childcare Sufficiency Assessment snapshot, the updated EYFS and the expansion of the early years and childcare entitlements including wraparound care.

ROYAL GREENWICH CHILDCARE CHOICES

15 HOURS FOR 2 YEAR OLDS



15 hours of early education for 38 weeks (up to 570 hours per year), that can be used flexibly with APPROVED participating providers from the term AFTER the child turns 2

TOGETHER FOR TWOS AVAILABLE NOW

For families in receipt of support (eg on benefits or low income)

Apply on Royal Greenwich portal



Take 6 digit short code to your childcare provider

FROM 1 APRIL 2024, ELIGIBLE WORKING FAMILIES

For working families where both parents/carers work and each earns at least 16 hours equivalent of National Minimum Wage

Apply on government gateway Childcare Choices, [here](#) before 31 March 2024

Take 11 digit long code to your childcare provider who will validate the code

Parents/carers MUST renew code every 3 months

To check eligibility under either scheme for 2 year olds and to validate codes, contact Families Information Service on fis@royalgreenwich.gov.uk or 020 8921 6921



An Inspector Calls



Guidance

Registration exemptions

Guidance for childcare providers on when you must register with Ofsted or a childminder agency, when you cannot register, and when you do not have to.

www.gov.uk/guidance/registration-exemptions

Contents

1. [Introduction](#)
2. [Explaining the law](#)
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**Liz Pemberton's (The Black Nursery Manager on Instagram)
Anti-Racist Workout Plan**

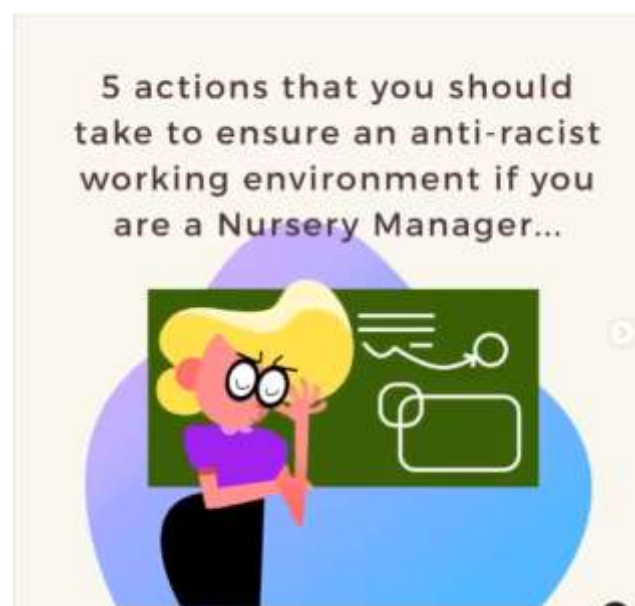
[Week 1](#)

[Week 2](#)



[Week 3](#)

[Week 4](#)



5 things that you should not say to Black Nursery Practitioners...



"I was hoping that you could take the lead for Black History month this year, I have no idea how you guys celebrate it"

Instead...

"Could we look at Black History month themes as a whole team. I'd like each practitioner to go away and do some research"

If a Black parent always chooses to talk to the Black practitioner at drop off or pick up time do not assume it's because they are friends...

It's probably because...

Representation matters and Black parents may not always see care givers who look like them in a nursery environment

"I hate when child A kisses their teeth, I reckon she's going to have such a bad attitude when she's older, she reminds me of you!" **laughs**

Think about...

Your unconscious bias and the harmful stereotyping that you are perpetuating in that throw away statement

" We've put all the Black dolls away because the kids never play with them"

Think ...

How do you repond to the Black dolls? Do you treat them with care? Do you actively encourage the children to play with them?

"Well I think that all of the children's lives matter, not just the Black ones! That's racist"

Acknowledge that...

We live in a racist society which prioritises the lives of White children. Don't just think about the amount of non-White children on your nursery displays and resources but really consider, for instance, how many times your manager talks about anti-racist practice during staff meetings. Is this prioritised in the same way that SEN or Safeguarding is ? Advocating for Black children will uplift **ALL** children as we teach them to value every child in our day to day practice.

5 things that will make your role play areas in the nursery more inclusive for Black children...



@theblacknurserymanager

2. PUT LIKKLE SEASONING IN YOUR ROLE PLAY KITCHEN PLEASE AND THANKS

a) Have you got some empty containers of thyme, chicken seasoning, maggi cubes, jerk seasoning or curry powder? If so, BRING THEM TO NURSERY! If you don't then you wanna pop down that 'ethnic food aisle' in the supermarket bab!

b) Have an awareness of the dietary choices of the Black children in your setting. For example, because 99.9% of the children at my nursery were Black Caribbean and / or Muslim we did not serve pork so think twice before offering those bacon rashers during role play to the Black children. Check with parents!

4. WATCH YOUR LANGUAGE

Remember that role play is an extension of imaginative play. It is expected that as practitioners we encourage the use of imagination to help maintain those high aspirations for Black children.

"WOW! You would make an excellent Doctor, you are so caring and kind! Can you check my temperature? Doctor Kemi"

"I love thinking about the future! What do you think you want to do when you get big?"

(if they say that they don't know encourage them to think about sectors where you see Black people underrepresented in the UK e.g as University Professors, as Judges in the CPS

1. CREATE A HAIRDRESSING ROLE PLAY AREA THAT INCLUDES BLACK HAIR CARE PRODUCTS

a) Make sure that it has empty shampoo, conditioner and hair oil bottles that are specifically for **Afro hair**. You can ask moms and dads to bring in their empty ones from home (bit of parent partnership there for you too!)

b) Include wide tooth combs, Afro combs, silk bonnets and silk scarves in your hairdressing role play area.

c) Display images taken directly from Black hair magazines to display in that area. **Be conscious** not to only display mixed and light skinned Black people with one type of hair texture.

3. CHECK WHAT CLOTHES YOU HAVE IN YOUR DRESSING UP BOX

a) Time to audit! If you have a 'Rasta hat' with locs attached to it that somebody brought back from their holiday to Jamaica **please throw it in the bin**. This is not a dressing up item.

The same applies to Afro Wigs from that 70's night you went to last year. **Black peoples hair is not a costume.**

b) Make sure that during dressing up time you do not subconsciously dissuade the Black children from becoming 'Astronauts'. If they choose to dress up as one build on those learning opportunities and support with additional resources, i.e 'Look Up' a book by @Nathanbryon and illustrated by @dapsdraws

5. STOP CENTERING WHITENESS, IT'S NOT THE DEFAULT HUNS!

If we are thinking about the kind of world that we want to create for our children that builds on anti-racist practice then imaginative play is a great place to start.

When we are re-enacting 'Goldilocks and the 3 Bears' for instance or 'Frozen' think critically about how hair, White skin and femininity is framed.

Discuss with children if they could re-imagine Goldilocks with canerows and beads or if they would like to draw Elsa with Brown hair instead.

5 things that you should consider when it comes to Black dads in a nursery environment...



You may have stumbled upon this and thought "Ok, Liz, you're taking this too far now... What to 'consider' when it comes to Black dads? Come on, a dad is a dad! We treat **all** dads the same"

But lets look at some wider statistics for the UK

Why ?

Well, because it sets the scene. It's like the lead up in a movie except, for Black men this is **real life**. How the UK interacts with them and then presents this back to you through the media creeps into **your** psyche, even if you are the loveliest practitioner doing the hand over at the end of the nursery day !

Black men are more unlikely to disclose if they believe that their mental health is suffering.

Racial disparities in mental health literature and evidence review , 2019

Black people account for 3% of the population, but 8% of deaths in custody

Black people dying in police custody should surprise no one- Guardian article June 2020

Between April 2018 and March 2019 there were 4 stop and searches for every 1,000 White people, compared with 38 for every 1,000 Black people

info taken from the gov.com stop and search data March 2020

Black African and African Caribbean men are 26 percent more likely than White men to be remanded in custody

Prison Reform Trust, 2018

So, now lets get into it...

When a Black dad comes to drop off/pick up his child from the nursery please check in with **your** thoughts and perceptions.

1. Smile

Your body language is KEY and we can clock when you're not genuine or uncomfortable in the presence of our Blackness. Black men have had a history of being demonised in this society. They know how their Black masculinity is translated.

2. Whose Dad is it ?

That's Rashaan's dad not Samuel's...can you see where I'm going with this?

I'll say no more.

3. Don't be surprised

"God, Ezekiel's dad is SO lovely, I was really scared of him before! I don't know why!"

Your Black co-worker knows why...

4. Keep that same energy

Do you really treat all Black dads as individuals ?
Have you ever checked in with your own bias... are you **conscious?**

Remember when you said that it was not enough to not be racist but you had to be **anti-racist?** (it was when you had the black square on your grid on the 2nd of June) How is that going for you now that you're back at your nursery ? now that your manager has pissed you off ? now that Lolo's dad didn't smile back at you ?

THIS is REFLECTIVE PRACTICE.

5. It's good to talk

There is **a lot** going on in the world right now for Black people and Black men are often feeling the brunt of **overt racial profiling**. Imagine how you would feel if you were presumed to be guilty of a burglary after just picking up your baby daughter from nursery. Imagine police officers accosting you as you were trying to put your baby in the car (yes... this actually happened to one of my dads as he stepped outside of the nursery with his baby daughter in her car seat.)

Sometimes a little chat with dads can make the world of difference. A 5 minute chat devoid of assumption and **full** of kindness.

It is our job as practitioners to set the tone of our nursery environment

because nursery is a place that is full of joy and that should extend to our Black dads too.

5 actions that you should take to ensure an anti-racist working environment if you are a Nursery Manager...



1. Lose the ego...

Because if that is what is driving you, you will never be able to cultivate a nursery environment in which anti-racist practice can flourish.

Racism is not Black/Non - Black POC problem to solve.

If you are a White nursery manager whose team consists of Black , White and non-Black POC **or** only one or some of those groups , you need to practice the art of actively observing **every** interaction with a new lens.

Your ego and privilege will lead you to believe that you shouldn't turn the lens on yourself **first** though.

Guess what hun... **it starts with you.**

2. Anti- Blackness must be acknowledged !

Gotta do all of the work, all of the time and that means that even **you** have to explore those problematic and deeply ingrained views and thoughts that you have *"Karen-jeet".

The ideologies of colourism that Black and non-Black POC have adopted are as a direct result of a time in British history called **colonialism**.
(go and read up).

3. Add it to the Action Plan.

Nursery managers love an action plan to set out where they are on that RAG chart (the traffic light system).

But where are you when it comes to adding topics about anti-racism, are you at Red, Amber or Green ?

Is anti-racist practice ever discussed in your staff meetings ?

If not, add it on for next month and the month after and the month after and the month after and ... you see my point ?

Anti-racist practice is **ongoing** it's not achievable by attending a one day training course or reading a '*How to be an ally*' type of book.

4. Listen to and act on what your Black practitioners tell you

The climate that **you** create sets the tone for how equipped your Black practitioners feel that you are when it comes to handling the reporting of incidents of racism in the workplace .

If a practitioner reported a safeguarding incident you would drop **everything** to start that ball rolling. You'd follow that flowchart the local authority gave you. Safeguarding is so high up on the agenda that Ofsted use it as an area to differentiate between an Outstanding and Inadequate judgement !

Same urgency for addressing racism please.

5. Educate yourself about what racism is

Contrary to the popular belief of White people it is not the **responsibility** of Black people to tell you what racism is. If we **want** to share, discuss, talk about it **we will**.

My DM's are regularly filled with White people asking me to explain my experiences, justify my posts and seek **'ally cookies'*.
"blocka, blocka, blocka" (see bonus slide).

You do not receive points for telling me how great a White person you are for treating a Black person with humanity. I also do not care that you helped to build a school in Ghana and took pictures on your White saviour complex tour with *"the most to die for, cutest, sweetest little Gambian kids"*

Please GTFOH with your tales of being an 'explorer'. Have my ancestors not suffered enough?

**my friend @davidcahn206 taught me that phrase when he told me to take back the cookie i gave him.*

@theblacknurserymanager

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 →





Royal Greenwich Providers

The Woodland Nursery

Congratulations to the Woodland Nursery for their well-deserved Gold Award at the Pearson National Teaching Awards!



What did it feel like to win the award?

Our initial reaction was surprise, elation and then gratitude that our team's hard work, insight and diligence have been recognised by such a prestigious and respected organisation as the Teaching Awards Trust.

Why do you feel you won?

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



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 for all training by scanning QR code or clicking on link <https://servicestoschools.royalgreenwich.gov.uk/courses/pvi>



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

Please complete evaluation to receive a copy of the presentation/ & certificate.

State name of training



<https://forms.gle/PokLJjx5Ku54xavW9>

 [Ofsted Trends June 2023](#)

 [Mental Health Awareness](#)

 [Ofsted Trends November 2023](#)

 [Female Genital Mutilation](#)

 [Staff Wellbeing](#)

 [LADO Managing Allegations](#)

 [Child Safety](#)

 [Emergency Planning](#)

 [Having Difficult Conversations with Parents](#)

 [Child Exploitation](#)



NEW Bitesize Webinars



Watch here [50mins] https://youtu.be/xTW_GQUUk7g



Watch here [12 mins] <https://youtu.be/66kJkv6kaoc>

UNDERSTANDING YOUR CHILD



S O L I H U L L A P P R O A C H

Free Online Offer for Parents & Professionals

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

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

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

Area	Training Courses/Webinars	Day	Date	Start	End
Safeguarding & Welfare	Safer Recruitment	Saturday	10 February 2024	09:30	12:30
Forum	Provider Forum – Expansion of Entitlements	Wednesday	21 February 2024	16:00	17:30
Forum	Provider Forum – Expansion of Entitlements	Wednesday	21 February 2024	19:00	20:30
Forum	Safeguarding Forum	Thursday	22 February 2024	18:30	20:30
Learning & Development	Equality Diversity & Inclusion	Saturday	24 February 2024	09:30	12:00
Forum	Childminding Network	Thursday	29 February 2024	19:00	21:00
Ofsted Readiness	Looking Ahead to Ofsted	Tuesday	05 March 2024	19:00	21:00
Learning & Development	Curriculum & Teaching	Saturday	06 March 2024	09:30	13:00
Safeguarding & Welfare	Designated Safeguarding Person	Saturday	09 March 2024	09:30	17:00
Safeguarding & Welfare	Domestic Abuse Awareness	Wednesday	13 March 2024	19:00	21:00
Ofsted Readiness	Ofsted Trends	Thursday	14 March 2024	19:00	21:00
Safeguarding & Welfare	Intermediate Safeguarding	Saturday	23 March 2024	09:30	13:00

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 – 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
- 📧 Book via usual Direct Services to Schools below or the attached QR code

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

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

Paediatric First Aid Training Dates



Day	Dates	Start	Finish
Saturday	27 January 2024	08:45	16:30
Monday	05 February 2024	08:45	16:30
Saturday	24 February 2024	08:45	16:30
Saturday	09 March 2024	08:45	16:30
Monday	25 March 2024	08:45	16:30
Wednesday	17 January 2024	08:45	16:30
Saturday	27 January 2024	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.

Training support available from DFE

<p>Help for early years providers</p> <p>Guidance for people who work in early years, from the Department for Education.</p>	<p>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.</p>
<p>Early years child development training</p> 	<p>This training:</p> <ul style="list-style-type: none">• 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 <p>Early years child development training : Home page (education.gov.uk)</p>



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

Lunar New Year

Lunar New Year is the first new moon of a lunar calendar or lunisolar calendar whose months are moon cycles. The event is celebrated by numerous cultures in various ways at diverse dates.

Lunar New Year is a celebration of the arrival of spring and the beginning of a new year. It is the most important holiday in China, and is celebrated in South Korea, Vietnam, and countries with a significant overseas Chinese population.

The New Year is determined by the Lunar Calendar which begins with the new moon resulting in the New Year falling on different dates.



The New Year falls on 10 February 2024 and culminates on 24 February 2024 with the Lantern Festival.

The festival celebrates family reunions and society.

Lanterns are the most notable part of the festival.

Zodiac sign for 2024 is the Year of the Dragon



FUN FACTS:

The Dragon is the 5th animal in the 12 year zodiac cycle.

Dragons symbolize power and strength

In China many places are named after dragons

The Chinese dragon dance is performed at many celebrations. The dragon is made with bamboo sticks and shiny glittery fabric

The dragon is the only mythical creature in the Chinese zodiac



Videos to watch together

The story of the New Year Zodiac

https://www.youtube.com/watch?v=eVCIAj8q_IY



New Year Celebrations

<https://youtu.be/7YA9fwm4s8M?t=96>

During the New Year celebrations food forms an important part due to their specific meaning and thoughts of good fortune. Some dishes served are:



Spring Rolls – they look like gold bars so are thought to symbolize wealth.



Dumplings – for sending out the old and welcoming the new



Rice cakes – made from rice flour, wheat, salt and sugar which can be either sweet or savoury. Eating these means that you will start your year on a high note.



Long noodles – represents long life. The longer the noodle the longer the life, therefore these should not be cut when eating



Red is a lucky colour as it represents happiness and good fortune. During the New Year celebrations adults will give children red envelopes to pass on their blessings and good fortune. In turn children will give their elders red envelopes as a sign of gratitude.

Why not make your own envelopes using red paper and gold or yellow paint. The children can make small gifts to place inside to give to family and friends.



Playing & Learning Together



A fun activity to support children's fine motor skills.

Number boxes up to 5 or 10 and fill tray with large pom-poms and rice.

Children can use chopsticks (or tweezers) to fill the boxes with pom-poms or scoops for the rice.



Things to Make Together



Cupcake liner dragon craft

You will need:

- ❖ Black card
- ❖ Mini cupcake cases
- ❖ Googly eyes
- ❖ White card
- ❖ Red and yellow tissue paper
- ❖ Glue
- ❖ Scissors
- ❖ Yellow felt tip pen or colouring pencil

1. Cut 8 cupcake liners in half.
2. Use glue to stick a liner half onto the black card with the round curve pointing to the left of the page. Continue to glue and layer the halves down the page to make the dragon's body.
3. To make the dragon's head – use **two** cupcake liners. Cut one of them in half and fold the other liner in half.
4. Cut the sides of both liners.
5. Glue the two pieces together making sure the folded section opens and closes at the bottom.
6. Stick the dragons head onto the body
7. Use the white card to cut out horns and teeth. Colour in the horns
8. Cut a few strips of the red and yellow tissue paper. Crinkle the strips, then glue on the inside of dragons mouth

Paper plate drum



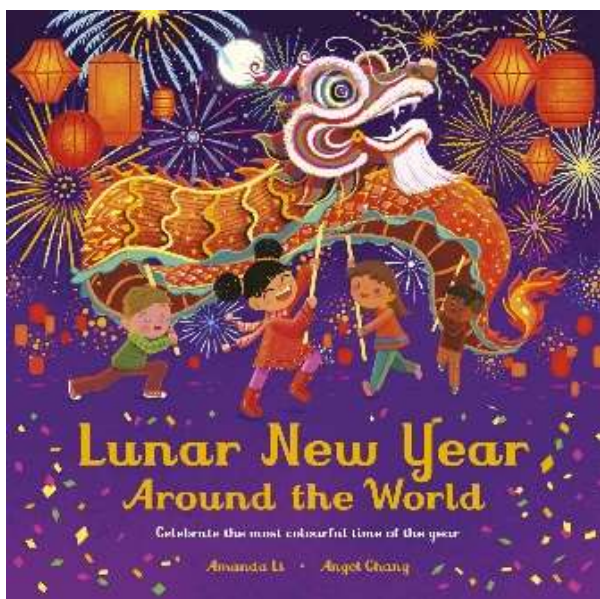
You will need:

- ❖ Small paper plates
- ❖ String / Wool
- ❖ Small bells
- ❖ Glue & Sellotape
- ❖ Double sided tape
- ❖ Red and Gold / Yellow paint
- ❖ Stickers (optional)
- ❖ Wooden dowel

1. Paint two paper plates red and leave to dry.
2. Sellotape the wooden dowel on the inside of one of the plates
3. Cut two pieces of string, then thread string through two bells
4. Attach the strings to the inside of paper plate with sellotape.
5. Glue the second plate onto the other that has the stick and strings attached. (Double sided tape can be used to help the plates stay stuck together).
6. Paint yellow marks onto the drum and add stickers if you want to,
7. Rolling the stick backward and forward between the palms of you hand will make the string and bell swing backward and forward.



Books to Share Together

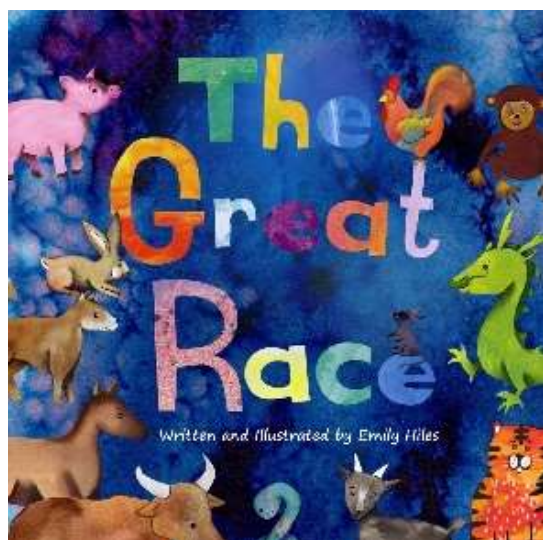


The most colourful time of the year is celebrated in communities around the world. Discover how it's celebrated through the eyes of the children who live there.

Meet families in China, Vietnam, Singapore, Thailand and Indonesia, as well as in bustling cities like London, San Francisco, Sydney and Toronto and join them in their celebrations at home and on the streets in parades, lantern festivals and in temples.



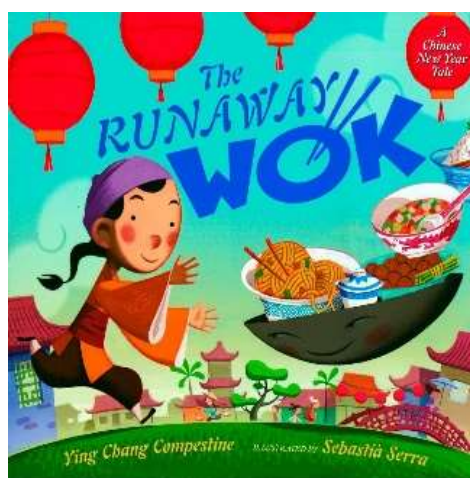
Why do dragons dance during Chinese New Year? Allow children to find the right answers on their own with the help of this very informative book. The great thing about this book is that it's been specifically designed for children. Therefore, you can see colours, pictures and as few texts as possible.



The Story of the Chinese Zodiac. As the New Year approaches, each animal wants it to be named after them, but no one can agree. The Jade Emperor decides there should be a race to decide the winner, but who will win?

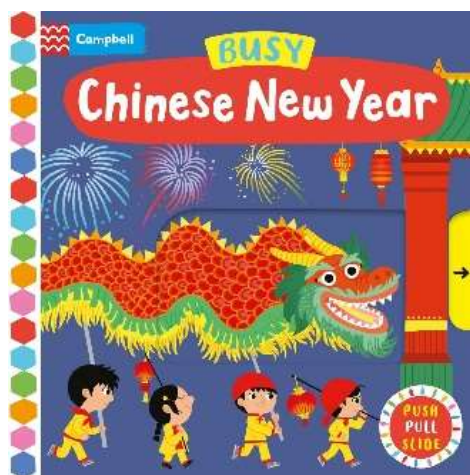


In a small village in China, a little girl named **Mei** and her family celebrate **Chinese New Year**, helps her family prepare for the holiday by cleaning the house and decorating with red lanterns and paper cuttings. On the day of the holiday, the family enjoys a special feast and watches fireworks. As they celebrate, Mei reflects on the things she is grateful for and hopes for a happy and prosperous new year.



When a boy goes to the market to buy food and comes home with an old wok instead, his parents wonder what they'll eat for dinner. But then the wok rolls out of the poor family's house with a *skippity-hoppity-ho!* and returns from the rich man's home with a feast in tow!

With spirited text and lively illustrations, this story reminds readers about the importance of generosity.



Children can push, pull and slide the tabs to join in the celebrations in *Busy Chinese New Year!* Make the Lion and Dragon dance, enjoy a family banquet and watch the spectacular fireworks.



With her magic paintbrush, Shen can paint steaming pots full of fish and oysters to feed the hungry people in her village, but when the evil emperor hears of her gift he commands Shen to paint gold for him instead. She is determined to keep her promise to paint only for the poor, but how can she match the emperor's mighty power?

The Benefits of Outdoor Play

3.68 Providers must provide access to an outdoor play area or, if that is not possible, ensure that outdoor activities are planned and taken on a daily basis (unless circumstances make this inappropriate, for example unsafe weather conditions) EYFS 2023

Support Children's Health

- ✦ Natural sunlight promotes healthy bone development.
- ✦ Boosts the immune system.
- ✦ Helps develop co-ordination and balance.
- ✦ Freedom to scream and shout which helps to reduce stress and anxiety

Supports Children's Social and Emotional Well-being

- ◇ Helps with developing their confidence, independence, and resilience.
- ◇ Socially interact and engage in activities with their peers.
- ◇ Develop critical thinking skills.
- ◇ Learn about the natural environment.

Physical Development

Fine and Gross Motor Skills



Outdoor play has many benefits that support the learning and healthy development of all children. A child's learning takes place in an environment that is safe, stimulating, as well as challenging. It will capture their attention and interest where they become naturally curious and motivated to explore and investigate. A stimulating outdoor environment can be in a garden, a small outdoor area or in large open spaces like parks and woodlands.

The outdoor environment plays the role of being an educator and third teacher where children actively learn and construct knowledge from their own experiences. It can be seen as an educational backdrop that serves to create opportunities for children to learn and develop an understanding on the importance of the natural world around us. It is through a child's discoveries that senses are stimulated, and an emotional appreciation of the natural environment begins.



What do children learn from using their senses when playing outdoors?



Sensory play outdoors is important as it supports children's awareness and understanding of different environments. Young children are generally tactile and use their senses to explore and make sense of the world around them. Engaging in activities outdoors children will use their senses like touch to learn about the differing textures. They will create memories from their explorations and make associations from new experiences. This type of play experience can be beneficial for children with disabilities and sensory processing disorders.

<https://www.sensorydirect.com/blog/outdoor-sensory-play-ideas/>



With the outdoor environment constantly changing, each season presents itself with its own unique opportunities where children can be curious, active independent learners.

Children have the freedom to use their imagination and be creative in play which not only supports their physical development but promotes their cognitive thinking where inquiry and shared knowledge can take place with adults and their peers.

It is through these positive interactions that children not only develop their language skills, but they become confident to make independent choices in their play whilst

building resilience and having a can-do attitude to trying new things. These key factors are crucial for supporting the development of children's social and emotional well-being.

Playing outdoors in the winter months

In Scandinavia, their approach to learning and play focuses on 'friluftsliv', which translates to "free-air life"; which means having the desire to connect with nature and get the experiences you wouldn't find indoors. It is an important life lessons that support children's development and understanding on the changes to the environment within the different seasons.



'There's no such thing as bad weather, only bad clothing', this saying is commonplace when we think of the British weather. With children loving to be outdoors it is important that we continue to provide opportunities so that they can play outside in the autumn and winter. Just 15 minutes outdoors not only helps to boost the immune system but gives children the exposure to natural light which is essential for a daily dose of Vitamin D.

Before planning to go outside having conversations about the cold weather, how the environment changes and knowing how best to keep warm is another learning opportunity that support children to use their critical thinking and problem-solving skills. These key skills are supportive to the characteristics of effective learning and development.

FUN PLAY ACTIVITIES TO DO OUTDOORS IN WINTER

Children love to show adults their discoveries and point to things that they may see in their environment. Whilst playing outside or going for a walk why not set challenges for children to find things.

A few examples of activities in the autumn and winter are:

1. **Nature scavenger hunts** – these help children to develop an understanding of their natural environment. Print of picture cards of the outdoor environment so children can look for insects, animals or natural objects whilst going out for a walk. Alternatively, you could have a colour card that children can use to find objects and plants outside that match.



2. **Nature collection hunt** – Whilst going for a walk or playing in the garden give children their own bags to collect leaves, sticks, tree bark, pinecones, or flowers to use for their mud kitchen, to make nature artwork or create sensory trays.



3. **Understanding the seasons – Winter** - collecting leaves and placing them in a tray with a small amount of water. Leave outside overnight. This activity is a group activity opening discussion to help children understand the different changes to elements in our natural environment. Children can use their senses to investigate and form an understanding of the world around them.
4. On days when you cannot go outside – **bring the outdoors in** by creating a tuff tray or plastic tub based on the current season.





TINY **Happy** PEOPLE

Your words build their world

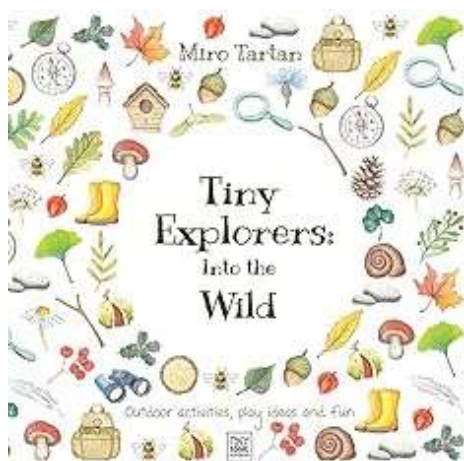
Explore nature with toddlers

The following link has ideas of outdoor activities you can do with children

<https://www.bbc.co.uk/tiny-happy-people/exploring-nature/zvpvy9q>

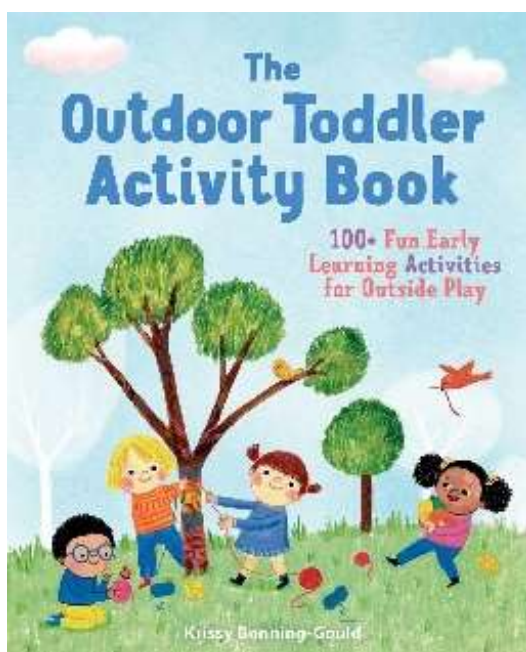


Books to Share Together



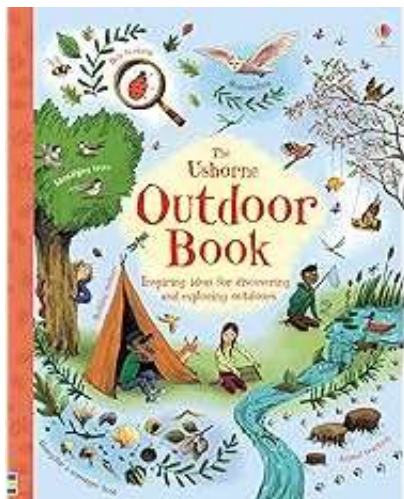
This book is packed with outdoor and nature-related craft projects! When children are outside and interacting with nature, they learn lots about the world through fun, creativity, and skill-building. *Tiny Explorers: Into the Wild* is a book for children of all ages.

With heaps of ideas for outdoor fun, children will engage with nature with all their senses while learning, making nature-inspired art, getting closer to wildlife, crafting and having fun. This is the perfect way to keep even the tiniest of explorers entertained for hours.



Outdoor play promotes creativity, strengthens muscles, enhances social and emotional development, and makes learning fun. This book is packed with dozens of engaging and educational toddler activities that emphasize early learning and get kids excited about being outside.

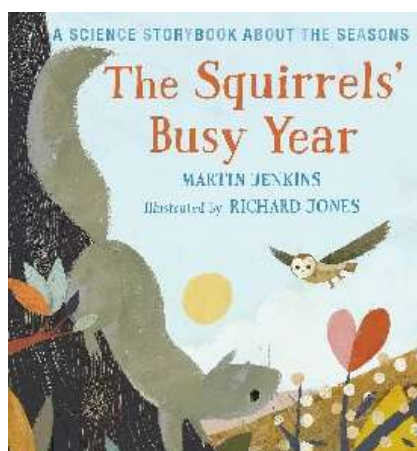
Each chapter is devoted to a specific type of toddler-friendly play: messy play, active games, nature-based activities, water activities, and outdoor arts and crafts. Bold icons show what each activity teaches your child, allowing you to choose activities appropriate for their developmental stage to help guide their growth.



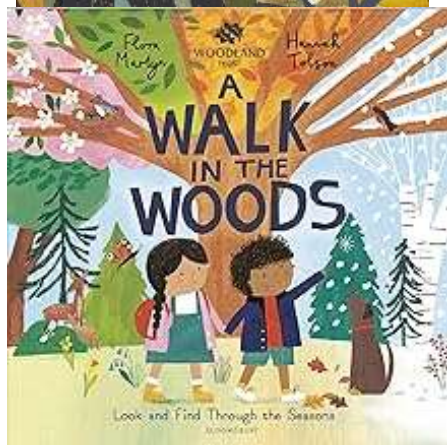
Inspiring ideas for discovering and exploring outdoors, whether that is a city park, a beach, deep in the woods or even in a garden. Activities for all weathers include building a shelter, stargazing, marking a trail, catching crabs, and listening for creatures at night. With tips for identifying wildlife and advice throughout on staying safe.



A modern classic picture book about family, courage and adventure. This book is a journey through the seasons with a gloriously festive Christmas Eve ending. The perfect introduction to seasons and weather for young children.



It's winter. It's cold! The squirrels are digging up acorns to eat. But what will they eat in the spring when the acorns are gone? This beautiful picture book is the perfect introduction to the seasons and how the weather changes throughout the year.



A storybook about the changing seasons

Come rain or shine, Oscar and Lucy walk Jasper the dog every day. On a spring morning, the world is waking up, animals peek out from their burrows and the birds sing happy songs.

On summer afternoons it is HOT HOT HOT and picnics are a joy to have. On autumn evenings, the sky turns black and minibeasts find their perfect hiding spots.

Winter mornings are frosty and cold. Spot all the nature elements that make woodland walks so special!



Get help to improve your practice

Early years practitioner wellbeing support

Get ideas on how to support the mental health and wellbeing of yourself and other practitioners working in your early years setting.

<https://help-for-early-years-providers.education.gov.uk/get-help-to-improve-your-practice/early-years-practitioner-wellbeing-support>

The DFE have published an [early years practitioner wellbeing support resource](#) on the Help for Early Years Providers platform.

The resources bring together:

- information on the benefits of investing in staff wellbeing in early years settings
- case studies from four early years settings who have shared their insights on best practice to support staff wellbeing
- a list of external resources for early years practitioners and managers



https://assets.publishing.service.gov.uk/media/65a11ad53308d200131fbee/DfE_Education_Workforce_Wellbeing_Charter_2023.pdf



HELP PAYING FOR YOUR CHILDCARE



An online application is quick and easy

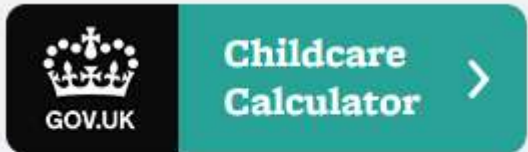


You get an immediate response on whether you
are eligible for a place



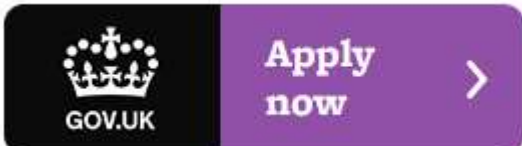
Access the online portal

<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>



Apply now

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

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

<https://www.gov.uk/apply-free-childcare-if-youre-working>



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

HOW MANY HOURS OF CHILDCARE CAN YOU GET PER WEEK?

Age
3-4
years

Age
2
years

Age
9-23
months

ALL PARENTS

15 HOURS	15 HOURS	15 HOURS	15 HOURS
Now	APR 2024	SEP 2024	SEP 2025

FAMILIES RECEIVING SOME ADDITIONAL FORMS OF GOVERNMENT SUPPORT

15 HOURS	15 HOURS	15 HOURS	15 HOURS
Now	APR 2024	SEP 2024	SEP 2025

WORKING FAMILIES

15 HOURS	30 HOURS
SEP 2024	SEP 2025

WORKING FAMILIES

30 HOURS	30 HOURS	30 HOURS	30 HOURS
Now	APR 2024	SEP 2024	SEP 2025

WORKING FAMILIES

15 HOURS	15 HOURS	30 HOURS
APR 2024	SEP 2024	SEP 2025

Over 15 or 30 hours x 38 weeks a year or stretch the hours over 51 weeks

Providers may apply additional charges.

Apply at www.childcarechoices.gov.uk

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

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

Early Years & Childcare



020 8921 3877



childcare-support@royalgreenwich.gov.uk



020 8921 4477



safeguardingchildren@royalgreenwich.gov.uk

LADO



020 8921 3930



childrens-LADO@royalgreenwich.gov.uk

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

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

DBSRegionaloutreach@dbs.gov.uk



Prevent Team 020 8921 8340



prevent@royalgreenwich.gov.uk

This is the Greenwich Domestic Violence and Abuse Service.



Telephone: 020 8317 8273



Email: info_gdva@h4w.co.uk

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

Free Safeguarding Bitesize Webinars



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



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

Use as part of your training with staff

 [Female Genital Mutilation](#)

 [LADO Managing Allegations](#)

 [Emergency Planning](#)

 [Child Exploitation](#)

 [NEW Child Abuse Linked to Faith & Belief](#)

 [NEW Fabricated Illness](#)

Safeguarding News

[Working together to safeguard children](#)

Statutory guidance on multi-agency working to help, protect and promote the welfare of children.

[Working together to safeguard children: changes to statutory guidance](#)

Outcome of consultation on changes to working together to safeguard children statutory guidance.

Behind Closed doors (BAFTA award nominated documentary) | Real Stories



<https://www.youtube.com/watch?v=YZS1JSwBNKM>

With unprecedented access to the Thames Valley Police Domestic Abuse Teams, and the victims of violence they are helping, Behind Closed Doors gives an extraordinary insight into the most common violent crime to take place in the home.

Shot over 12 months, and starting from the moment an emergency call is received, the film follows three brave women who each waive their right to anonymity to show how insidious and terrifying domestic abuse can be.

The complex emotions involved when someone you love becomes violent are also exposed, and the difficulties for police when those feelings mean victims are not completely honest. With an unfolding, present tense narrative, the film also exposes the lack of consistency in terms of the length of sentence given to offenders. When the Police repeatedly take one perpetrator to court only to have magistrates release him again and again, the film demonstrates how the huge ordeal of going to court for these victims of domestic abuse does not mean that, in their eyes, justice will automatically follow.

Crisis Child and Adolescent Mental Health Services (CAMHS)

Crisis Child and Adolescent Mental Health Services (CAMHS) supports people under the age of 18 who are experiencing a mental health crisis. They complete emergency assessments in the acute trust setting.

When a young person returns home, they schedule a follow-up appointment within seven days. In this appointment, they think about and discuss future support needs and review how helpful the management strategies were. After the follow-up appointment, young people are discharged from the crisis team and referred to a service which can provide ongoing support.

Oxleas has an information leaflet for young people on the CAMHS Crisis Team, including who the team are, what to expect at an appointment and what will happen after an appointment. They also have a leaflet for parents and carers about the CAMHS Crisis Team, including what happens during an assessment, tips from other parents and carers and more



<https://oxleas.nhs.uk/download.cfm?doc=docm93jjjm4n1546>



Ox CAMHS
Crisis + DBT

SOUTH LONDON
Mental Health
and Community
Partnership

Oxleas
NHS

CAMHS Crisis Team
Information for parents and carers

<https://oxleas.nhs.uk/download.cfm?doc=docm93jjjm4n1547>



Kooth, is a free, safe, and anonymous online mental health and wellbeing service available to all young people in Greenwich aged 10-25.

Kooth has launched six new support guides for young people offering advice and information on social anxiety, eating difficulties, self-injury and more.

<https://cloud.brandmaster.com/shared/assets/bf8f6e0df6443ccd80ee>



What is self-harm and self-injury?

Self-harm, or self-injury, is when someone intentionally harms themselves. There are lots of different reasons why someone may self-harm, but it is often a way to cope with something difficult or distressing.

Many people say that they feel self-harm can help them to release emotions, or physically show how they are feeling inside. Although self-harm may feel helpful in the short term, people often say that it is less helpful in the long term, as it causes other difficulties for them and does not address the cause of their distress.

Self-harm can be dangerous and lead to life-changing injuries, or worse. Remember, if you are struggling with self-harm, you can reach out for support and look for ways to help you reduce your behaviours and urges.

Possible alternatives you might find helpful

There are lots of things we can do as alternatives to self-harm. Something that works for someone else might not work for you, so it's a good idea to give a range of alternatives a try. Likewise, it's helpful to build ourselves a toolbox of alternatives so we can feel better equipped for different situations.

1

Try to explore how you're feeling.

Self-harm can often be used as a coping mechanism when we're feeling, remembering, or experiencing something that is overwhelming, intense, or difficult for us. Trying to understand what we're feeling, and why we're feeling that way, can help us manage how we react to the situation. But how can we do this?

2

It can be helpful to write things down.

Sometimes it can feel like we have nothing to say, but once we're able to make a start, we might surprise ourselves by how much we can write down. Getting our thoughts and feelings out of our heads and down on paper can help organise them. This can help show us which thoughts we might keep circling back to.

This writing can be in any format you want - maybe a narrative, a poem, or a song.



3

Try using art to express emotions.

You could also choose to get your feelings down in drawings, or expressive paintings. You could even tear up the finished piece if you find it to be overwhelmingly distressing!

4

Try to talk to someone about how you're feeling.

If you feel able to, speaking to someone can be a good way to figure out how you're feeling. Whether that be a trusted friend or an adult, putting feelings into words and trying to explain them out loud can help us realise what's going on inside.

5

Try to monitor your self-harm urges.

There are also a number of apps and tools available that can help you record self-harm urges. You can then try and find patterns, between sleep levels, life events, and your self-harm triggers.



5

Try to comfort yourself safely.

Sometimes we can replace our actions with comforting, soothing activities to help calm our thoughts and feelings. These can include all sorts of things like:

- Having a nice warm bath or shower
- Wrapping yourself up in cosy blankets
- Putting on your favourite TV show or movie
- Reading a book
- Spending time with your pet, if you have one.
- Letting yourself cry without judgement or guilt - crying can feel very therapeutic and help us get our pent-up emotions out
- Using your senses for soothing - some scents are naturally soothing and others may be linked to soothing memories



6

Try some distraction and delaying techniques.

Delaying self-harm urges can be a really helpful skill. You could try setting a timer for a minute to see if you can delay acting upon your thoughts. Filling this time with any of the above ideas could help the time pass faster and easier.

Once your minute timer goes off, you can try for another minute, and repeat. You could even extend the time to two minutes, five minutes, 10 minutes, and onwards. Delaying a self-harm urge by several minutes can be enough to actually help that urge fade away.

We can unknowingly feed into our urges by suppressing them, focusing on them, or planning to act on them. If we can accept our urges and ride them out, they can often pass on their own. This technique is known as 'Urge Surfing' and can be a helpful way to process what you're feeling without acting upon your urges.

You could try following the steps below the next time you feel an urge to self-harm:

Step 1.

Notice the thought, feeling, or urge.

Step 2.

Accept those feelings and think about what's happening physically - what does that urge feel like in your body at that moment?

Try to notice the quality, position, boundaries, and intensity of the sensation.

Does the sensation feel tight, or loose?

Does it have a temperature associated with it?

Step 3.

Breathe it out and give your brain and body a chance to pause and plan.

Step 4.

Widen your attention and watch your urge whilst taking some regular breaths. Do you notice any changes in the size or intensity of the urge?

Step 5.

Imagine the process of physically riding out the urge.

Be kind to yourself.

Remember to be kind and supportive to yourself. We can often become self-critical about the way we think, act, or feel, but this in turn can increase our feelings of shame, anxiety, and distress.



Creating your personal safety plan

Kooth's support guide for young people

What is a safety plan?

A safety plan is a practical tool to help keep you safe.

Having a safety plan means that in a crisis or when you feel unsafe, you have something to refer to that can help you feel more in control of your situation.

There could be many reasons why a safety plan might be a good idea for you, including urges to hurt yourself, or others, feeling unsafe at home, or feeling at risk from others around you.

The term "safety plan" might not feel right for you, so feel free to change the name if it works better. Some people use the terms "coping plan" or "crisis plan".



Creating your plan

You can write the following heading questions in bold on a piece of paper, or in the notes on your phone. Let's brainstorm as we take you through each step.



1

Why might a safety plan be important/helpful for you right now?

Think about the risk around you - things like self-harm impulses, suicidal thoughts, or feeling at risk of harm from others.

- ★ **Example:** I'm having thoughts of hurting myself more often. I haven't acted on these thoughts, so a safety plan might help me to manage these impulses.

2

What warning signs are there that make me feel out of control/at risk of harm?

Sometimes it's tricky to identify when you feel more at risk. Looking at clues in how you think, feel, and behave, or even common situations that cause you to feel more at risk, can be helpful here.

- ★ **Example:** My thoughts to hurt myself increase if I've had an argument with somebody (e.g. parents, friends, teachers). I notice I feel hot, fidgety, and tearful, and I struggle to sleep at night time.

3

What have I done in the past that has helped?

Identifying what you already know works for you can be helpful. Whatever it is you find yourself doing that makes you feel calmer, distracted, understood, or heard - those are the things you want to tap into. It can be things like reaching out to a friend, listening to music, doing something creative like art, writing, or spending time with a pet.

- ★ **Example:** My dog always makes me feel better. Telling him about my day, how I feel, or just sitting in silence stroking his fur helps me to feel calmer.

4

What could calm/soothe/distract me/lift my mood when things feel difficult or out of control?

This is a great way to reflect on the points in the section above and think about practical things you can do to keep yourself safe.

★ **Example:** Making a playlist to calm me down and using it when things feel tough, writing down my feelings to help soothe me, and playing my favourite video game all help to lift my mood and distract me if I'm at home. If I'm at school or somewhere else, I know that talking to my best friend and carrying around a lip balm I like the smell of is useful for me, as it takes my mind off my thoughts to hurt myself and lifts my mood, too.

5

What can others do to help me stay safe?

Think about what others around you can do to help you stay safe. Doing this might also help you think about letting someone know what they can do to help, as sometimes people don't always know what to do when things are tough.

★ **Example:** I like having my best friend around me without the pressure to talk or do anything. Just being with them for a walk or listening to music together in silence really helps. In this example, reaching out to that friend to tell them what is helpful for you could be a good idea, too.

6

Why might a safety plan be important/helpful for you right now?

Sometimes when things feel overwhelming, it can be useful to change your thinking by reminding yourself of things that help you feel calmer, comforted, and supported.

★ **Example:**

- "Take things one day at a time."
- Practise a positive daily mantra (an encouraging idea or thought we repeat to ourselves) - e.g. "I am doing my best."
- "I am not alone, and there are people I can reach out to."

7

What would I tell someone else in a similar position?

This is a great way to step outside of your situation and explore what you might say to someone else who is struggling. Sometimes we have great advice for others and forget to give it to ourselves.

★ **Example:** I would tell someone else that things can change, and while they might feel like this today, it might not always feel this way. Press pause and see where you are tomorrow.

8

Where is a safe place I can go?

When you don't feel safe or you feel at risk of hurting yourself or others, being somewhere that feels comforting, calming, and, most of all safe from harm, can be really useful.

Example: The local library is a great place to be for me. The books and the smell of the place are really comforting. If I'm at home, my bedroom with familiar things, photos, and smells feels safe for me. If being in a safer place is not an option for you, thinking about making your situation safer might be a more helpful alternative. For example - put potentially harmful things out of reach, or avoid conflict in potentially dangerous spaces at home (e.g. kitchens and bathrooms might have more risks if home is not a safe place to be).

Who can I call or who is my support network I can reach out to? Identifying who you can turn to when things feel difficult may help you think about who to reach out to in times of need.

Example: My best friend, my Grandma, and a family friend are all people I know I can reach out to. If this isn't possible for any reason, and if I can't reach out to Kooth either, I also know I can call **ChildLine (call 0800 11 11)**, **Samaritans (call 116123)**, and **SHOUT (text 85258)**, as they are 24/7 services.



Connecting the dots – the importance of sharing data on children and families



<https://www.childrenscommissioner.gov.uk/blog/connecting-the-dots-the-importance-of-sharing-data-on-children-and-families/>

“As Children’s Commissioner, I have seen how important good and consistent data sharing is for improving children’s outcomes in life. But sadly, too often children fall through the gaps due to a lack of knowledge sharing between children’s services.

This was most apparent earlier this year, when I conducted regional roundtables in areas with some of the most challenging school attendance rates. I invited professionals from education, health, social care, youth justice and parental groups, to interrogate the reasons for increased school absences and to examine how local agencies can work together to improve attendance.

What struck me most was how few agencies outside of the education sector knew about the attendance crisis or understood the role they could play in getting children back to school. Health professionals, for example, were unaware that the Department for Education publishes fortnightly attendance data.

A lack of knowledge and data sharing across services was also something that came to light during my work on the independent **Family Review**. Time and again, children and families across the country told me that they wanted the services they access to talk to each other. Often, this is because they don’t want to have to repeat their stories – which can be both frustrating and distressing. It was clear to me that a lack of data sharing leaves families feeling unclear about what professionals do and do not know, and can make it harder to access the support they need.

Too often, the potential benefits of data sharing are going unrealised because it isn’t happening. Recent research shows that there is limited linking of health, educational and social care data on children by local authorities in England.^[1] Indeed, fewer than half of local authorities reported that they were linking data on all children in the local authority area.

Data sharing shouldn’t only be seen as a safeguarding issue. Secure, planned and routine sharing of data on groups of children can improve services by better understanding user needs and journeys through health, education and other services.

That's why I have previously recommended that the NHS number, assigned to all children registered with an NHS health service, be adopted as a consistent unique identifier. The Department for Education has said that using the NHS number as a consistent child identifier is part of the solution to improving data sharing across services in health and social care.²

I welcome this but I believe the Department could be more ambitious and move quickly to support a wider range of services including education to introduce the use of NHS number in this way. It could be rolled out across education and child protection services and would ensure that no child slips through the gap. Currently, other identifiers such as the UPN exist, but they only cover an individual during a limited age range, and do not cover the early years, which is a crucial data gap.

Having one consistent child ID would also help national organisations to understand and address system-wide issues. For example, most of the Department for Education's analysis uses only the Department's own data, because of the effort to access and join in other data. This means that in areas like SEND, the critical context which could be provided by health data is not used, leaving blind spots in the government's understanding.

I have seen good examples of data sharing, such as Liverpool's Family Build System^[2] which combines data, currently mostly on adults, to help social workers to judge a child's level of risk. The data comes from various sources, from the Department for Work and Pensions to health, police, education, and early help. The system uses NHS number together with other IDs, including the Unique Pupil Numbers used by schools. However, while examples like this are encouraging, they are local, and so children remain at risk of falling out of view when they move between areas, without a fixed ID following them wherever they go.

As Children's Commissioner, I will continue calling for a consistent unique identifier to be implemented and rolled-out widely as soon as possible, to protect and support children and their families. We must prioritise their needs."

GSCP Information Sharing

<https://greenwichsafeguardingchildren.org.uk/policies-practice-guidance/information-sharing/>

Advice for practitioners providing safeguarding services to children, young people, parents and carers

Information sharing is essential for effective safeguarding and promoting the welfare of children and young people. It is a key factor identified in many Local Child Safeguarding Practice Reviews (LCSPRs), where poor information sharing has resulted in missed opportunities to take action that keeps children and young people safe.

- [7 Golden Rules for Information Sharing](#)
- [London Safeguarding Children Partnership Information Sharing Guidance Presentation](#)
- [Read the government's official advice for Information Sharing here.](#)
- [London Multi-Agency Safeguarding Data Sharing Agreement for Safeguarding and Promoting the Welfare of Children](#)
- [FAQs: London-wide Data Sharing Agreements](#)

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
Winsome Collins – DO PVLs/ 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
Greenwich Local Labour & Business (GLLaB) apprenticeships@royalgreenwich.gov.uk gllab-jobs@royalgreenwich.gov.uk	0208 921 2440
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