



Welcome to the April e-bulletin

This month includes

- Checking Working Parent eligibility code
- Watch short how to video about funding portal
- Charging – DFE policy clarification
- Flyers for 2-year-olds and working parents entitlements
- DFE updates – Wraparound event, EYFS Profile vodcast, clarity on school ages, disadvantaged 2 year olds,
- Have Your Say consultations – experienced based route, EYFS Safeguarding and Ofsted Big Listen
- Equality & Equity Charter
- Leadership & Management
- National Pet Month
- Bitesize Webinars & Training Schedule
 - Learning from case reviews – Assessments & Barriers for professionals reporting abuse and neglect
 - Why language matters – referring to online “friends” masks safeguarding
 - Useful safeguarding contacts

Safeguarding focus includes

- Safeguarding bitesize webinars
- NSPCC updates
- National case reviews April 2024
-



Missed a copy of the e-bulletin?

[Key information and resource links for early years and childcare providers](#) | [Early Years team information \(for providers\)](#) | [Royal Borough of Greenwich \(royalgreenwich.gov.uk\)](#)

Contacts

Parents 020 8921 6921 FIS@royalgreenwich.gov.uk

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

Service Level Agreement 2023/25

THIS HAS BEEN REVISED

YOU MUST READ & SIGN SLA BEFORE SUBMITTING YOUR FUNDING CLAIM

[Read the SLA](#) and Sign the SLA



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

CHILDCARE APPLICATIONS FOR PARENTS OF 9 MONTH OLDS TO OPEN 12 MAY

Applications for 15 hours of government-funded childcare for working parents of 9-month-old and over open on 12 May ahead of September 2024 rollout

Expansion of childcare entitlements : Working Parent Entitlements



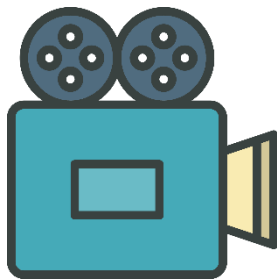
<https://www.childcarechoices.gov.uk/>

NEW APPLICATIONS : Eligible working parents of babies aged 9 – 23 months, 2-year-olds and 3 year olds will be able to apply for their code to take up a place from 1 September 2024 from the middle of May. Let them know you need the codes before the end of term so you can verify the codes and plan your intake for the Autumn term.

When you receive a code, you can validate on Synergy here [Provider Portal](#). If you need to be set up, please childcare-support@royalgreenwich.gov.uk with your request

The screenshot shows a web interface for the 'Eligibility Checker'. At the top, there is a navigation bar with 'Home', 'Forms', 'Funding', and 'Sufficiency'. Below this is a sub-menu with 'Summary', 'Estimates', 'Actuals', 'Adjustments', 'Eligibility Checker', and 'Registered Interests'. The main heading is 'Eligibility Checker'. Below the heading, there is a blue button labeled 'Working Parents EY Entitlements'. The form itself is titled 'Working Parents EY Entitlements' and contains the following fields: 'Eligibility Code*' (mandatory), 'Child Date of Birth*' (mandatory), 'Parent/Carer Forename', 'Parent/Carer Surname', 'Parent/Carer NI Number*' (mandatory), a checkbox for 'Consent must be given for this Eligibility Check', 'Partner Forename', 'Partner Surname', and 'Partner NI Number'. A note at the bottom left of the form states '*denotes mandatory fields'. At the bottom of the form are two buttons: 'Submit' and 'Cancel'.

If you receive queries from parents regarding their eligibility, you direct them to <https://www.childcarechoices.gov.uk/> and they can call **HMRC on 0300 123 4097** in the first instance. This is the parent-facing website which helps parents understand what entitlements they may be able to receive.



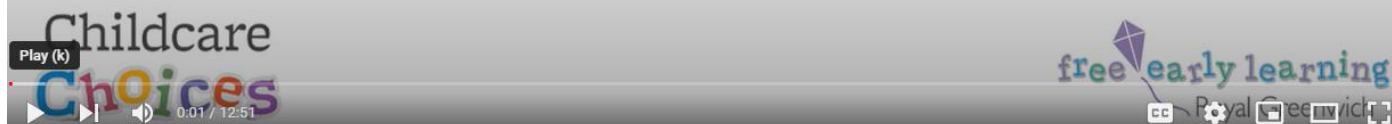
Watch short how to Youtube video on the Funding Portal

<https://youtu.be/hmGJ4Yf2p-I>



Synergy Portal User Guide

Submitting Funding Claims for Under 2s, 2-, 3- and 4-year-olds
Together for Twos and Working Parents / Family Entitlements



If you have any questions or need a copy of the guide, email childcare-support@royalgreenwich.gov.uk

Clarifying policy on charging by providers

Local authorities should work with providers and parents to ensure that all parents, including disadvantaged families, have fair access to a free place, which must be delivered completely free of charge. This is set out in paragraph **AI.30** of the current statutory guidance and **AI.33** of the updated statutory guidance applicable from 1 April 2024.

What is allowed – consumables and additions:

- Paragraph AI.30 of the statutory guidance is clear that government funding is intended to deliver 15 or 30 hours a week of free, high quality, flexible childcare. It is not intended to cover the costs of meals, other consumables, additional hours or additional services. Providers can charge for meals and snacks as part of a free entitlement place and they can also charge for consumables, such as nappies or sun cream, and for additional services such as trips and specialist tuition.
- If a parent is unable to pay for consumables or if a parent wishes to provide their own, then the parent and provider can discuss alternative options. This could include allowing parents to supply their own meals or nappies, or waiving or reducing the cost of meals and snacks.
- As set out in paragraph AI.33 of the guidance, such charges for consumables or additional services should not be made a condition of accessing a free place.

What is not allowed:

- Local authorities should ensure that providers do not charge parents “top-up” fees (any difference between a provider’s normal charge to parents and the funding they receive from the local authority to deliver free places).
- Core costs of running a business that delivers government-funded childcare are not consumables used by the child or additional services provided to the child. These include, but are not limited to, insurance, Ofsted registration, maintenance, business rates, training costs, rent and energy bills. These are core costs of running a business and we expect these to be covered by government funding and that parents should not be charged.

Any charges for additional hours, consumables or services must be clearly published and set out in the fee structure, charging policy, and/or parental agreement. Invoices must be clear, transparent and itemised and have provider details.

Providers may request a refundable deposit for Working Parents entitlements. This can cover the period between take up of a place and payment of headcount funding. Please be sure to verify the code on the portal and check the child’s eligibility before offering a place.

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



free early learning
Royal Greenwich

Free learning for your child, free childcare for you.

Are you eligible* for a funded 30 hours place for your 3 and 4 year old or working parents funded 15 hours place for your 9 – 23 month old or 2 year old from September 2024?

If you are a working parent (including working foster parents) and your child is aged 9 months plus, 2, 3 or 4 on or **before 31st August 2024, you may be eligible depending on your income and if you have a valid code.*

1. Check from 12 May if you are eligible and remember to reconfirm your code **every 3 months** to keep your funded place
2. Set up or go to your Childcare Account www.childcarechoices.gov.uk

Childcare Choices

3. Your code must be dated no later than **31st August 2024**
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 the Summer term**.
The code must be checked by your nursery, school or childminder before your child can be offered or take up a place at the start of the Autumn term.
Your setting must verify all codes with local authority.
5. Your child must also be age eligible ie they have had their 9 month old, 2nd or 3rd birthday by 31st August 2024.

For more information, please contact Families Information Service
www.royalgreenwich.gov.uk/fis fis@royalgreenwich.gov.uk 020 8921 6921

Childcare
Choices

free early
learning

ROYAL borough of
GREENWICH



HM Government



Are you a working parent eligible for

free place for your

9 month, 2 or 3 year old?

Apply for your code
before the end of the
Summer term
to start in September
2024



Bring the code to us in good time before term finishes in July 2024 to help us check the code and allocate a place for your child – all ready for a September 2024 start!



Department
for Education



Wraparound Childcare Programme Events

DfE are holding an event to support the involvement of PVI providers in the new national wraparound childcare programme. This includes small or large private wraparound providers as well as early years providers and nurseries who offer, or would like to offer, wraparound care for primary school age children.

Wednesday 1 May De Vere Grand Connaught Rooms, 61-65 Great Queen Street, London, WC2B 5DA.

The event will provide an opportunity to share best practice, with case studies and discussions around different delivery models. Childcare Works will be outlining the support on offer to providers. Speakers

To register, please access the following link;

<https://orcula.com/dfe-national-wraparound-programme---provider-workshops/register>

Each event is limited to approximately 100 places, therefore we would ask that only one person is in attendance from each provider. Places will be allocated on a first come, first served basis.

The event is free to attend and lunch/refreshments will be provided. Please be aware that any travel costs would need to be met by the provider.

Vodcast for schools on the EYFS Profile

The Department for Education has published a [vodcast for schools](#) to support teachers completing the Early Years Foundation Stage (EYFS) Profile. The vodcast:

- provides an overview of the EYFS Profile;
- addresses potential myths;
- answers commonly asked questions; and
- signposts where you can find further support on completing the Profile.

Clarity on school age range and offering entitlements

A school's age range is the age range for which the school normally makes provision for. If the school's lower age range is 3-year-old and the child has turned 3, they wouldn't need to change the age range. If the school is wanting to offer all three-terms of an entitlement for 2-year-olds then they may need to lower their age range to 2-year-old. Further guidance on making changes to schools and academies can be found at:

[Making significant changes to academies.](#)

[Making significant changes \('prescribed alternations'\) to maintained schools.](#)

5-hour entitlement for disadvantaged 2-year-olds: parents in receipt of support under ss95/98 Immigration and Asylum Act 1999

Children whose parents receive support under sections 95 or 98 Immigration and Asylum Act 1999 are eligible for the 15-hour early education entitlement for disadvantaged 2-year-olds ie Together for Twos in Greenwich. These children are automatically eligible for this entitlement.

If the parent(s) provide evidence that they are in receipt of this support, there is no need to assess whether their income is less than the maximum income thresholds set out in the NRPF guidance - [Free early education for 2-year-olds - accessing eligibility for families with no recourse to public funds \(publishing.service.gov.uk\)](#).



Experience-Based Route for Early Years Practitioners

<https://consult.education.gov.uk/early-years-qualifications-unit/experience-based-route-for-early-years-practitione/>

The DFE are seeking views on a technical consultation to test a proposed new model for the experience-based route, proposed eligibility criteria and process requirements.

Why your views matter

The consultation on proposed changes to the Early Years Foundation Stage (EYFS), launched on 31 May 2023, included a proposal to introduce a new experienced-based route for early years practitioners to gain approved status to work within staff:child ratios. Having considered all the responses to that consultation, in its response the Department noted its intention to proceed with this change.

This is a technical consultation to test a proposed new model for the experience-based route, as well as proposed eligibility criteria and process requirements. The DFE are seeking views to help them reach well-informed decisions.

Have your say via this link

[Online Survey](#)

Related document:

https://consult.education.gov.uk/early-years-qualifications-unit/experience-based-route-for-early-years-practitione/supporting_documents/Experiencebased%20route%20for%20early%20years%20practitioners%20consultation.pdf

Closes 20 May 2024



Open consultation

Early years foundation stage (EYFS) safeguarding

<https://www.gov.uk/government/consultations/early-years-foundation-stage-eyfs-safeguarding>

Consultation description

The DFE are consulting on proposals to strengthen the EYFS safeguarding requirements and make them more comprehensive for early years providers. This is to ensure that all children are kept as safe as possible in early years settings.

Closes 17 June 2024

Link For Consultation:

<https://consult.education.gov.uk/early-years-safeguarding-health-and-wellbeing/early-years-safeguarding-consultation/>

Open consultation

Ofsted Big Listen



<https://www.gov.uk/government/consultations/ofsted-big-listen>

FAIRER SAFER ACCESSIBLE INCLUSIVE

Have you signed up yet to the Equality and Equity Charter? Over 171 PVI's and Childminders have now signed the Charter.

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 →



Leadership & Management in the Early Years



Leadership

Effective leadership begins with having a clear vision ensuring that every team member understands their role and feels valued in contributing to that vision. As a leader, it is up to you to decide on the values and goals for your setting, as well as strategic decision-making to reach those goals. Leadership extends beyond a title; it requires the ability to guide and inspire others, fostering collaboration and unity toward achieving a shared vision.

Management

As a manager, you're responsible for making sure everyone plays their part and feels supported. This means organising tasks, making decisions, ensuring resources are being used effectively, and overall ensuring everything is running smoothly.

Management is all about guiding and coordinating efforts to reach the goals of your setting.

<https://www.family.co/blog/the-outstanding-ofsted-experts-leadership-management>

An article from Early Years Matters

<https://www.earlyyearsmatters.co.uk/our-services/school-and-nursery-improvement-partner/leading-learning/>

Leadership

Leadership has been seen as providing direction and exercising influence. Certainly being able to inspire others, having a clear vision, thinking creatively, having a problem-solving approach to difficulties and a commitment to partnership working as well as developed interpersonal skills are qualities of leaders. More specifically in the Early Years Foundation stage it is about leading others, leading learning and leading innovation in ways that are both practical yet creative.

"Leadership is the capacity to translate vision into reality."
— Warren Bennis

"The most powerful *leadership* tool you have is your own personal example."

John Wooden

Leading Innovation

Being creative is about seeing and doing things differently, using your imagination and 'thinking outside the box'. Creative leadership is about being creative leaders on a personal level and providing the conditions and opportunities for others to be creative (Stoll & Temperley, 2009). Ken Robinson in *All Our Futures: Creativity, Culture & Education* shared four characteristics of the creative processes:

- They all involve thinking or behaving imaginatively
- Overall, this imaginative activity is purposeful
- These processes must generate something original
- The outcomes must be of value in relation to the objective

<https://www.youtube.com/watch?v=I7Ye368aQVk>



Top Tips

1. Spend time in the room with children and practitioners to observe interactions, curriculum implementation and in the moment teaching and learning – try a mix of being in ratio and not
2. Get involved in evaluating and assessing the needs of children to ensure they are supported appropriately
3. Support the wellbeing of your staff and provide lots of CPD opportunities to nurture, motivate and inspire

Leading Learning

Leadership is distinct from management in as much as it is an art more than it is a science and it is focused on philosophy, vision and policy rather than on the practical day to day running of an organisation.

In early childhood settings management is a necessary component of the leader's role but it should not be the full extent of what the leader does. Leaders have to inspire others so as to influence them and they need to share their philosophy and beliefs so that the staff have a deep understanding of the values to which the organisation is committed.

Amongst the many tasks leaders in schools and settings catering for young children need to consider is how leadership of learning is managed since it is no longer sufficient to leave this to chance because research has made it very clear that young children's life chances are influenced the most during their earliest years.



Skills and knowledge

You'll need:

- leadership skills
- business management skills
- customer service skills
- sensitivity and understanding
- knowledge of early years teaching and the ability to design courses
- the ability to accept criticism and work well under pressure
- patience and the ability to remain calm in stressful situations
- the ability to monitor your own performance and that of your colleagues
- to be able to use a computer and the main software packages competently



Look out for new Leadership & Management course coming soon



Ofsted on Leadership & Management



https://www.youtube.com/watch?v=7AAjblx_8mU

- Effective leaders have a clear vision of what they are trying to achieve and are determined to give children in their settings the very best care.
- Strong leaders identify accurately what works and what needs to change. They never lose sight of the link between the quality of the provision and its impact on children's learning and development.
- Effective leaders and managers build teams of well-qualified and skilled practitioners who see themselves as educators. They put regular, rigorous performance management in place, and they hold staff accountable for the quality of their teaching and children's progress.
- In 'Good' and 'Outstanding' settings, leaders and managers tend to be proactively monitoring how a curriculum is being implemented. In other words, they prioritise a closer relationship between the 'planned' and 'experienced' curriculum.
- Leaders and managers in 'Outstanding' settings tend to have ongoing measures in place to support the upskilling of practitioners and teachers.

Outstanding (1)

The provider meets all the criteria for good leadership and management securely and consistently. Leadership and management in this provision is exceptional. In addition, the following apply.

- Leaders ensure that they and practitioners receive focused and highly effective professional development. Practitioners' subject, pedagogical content and knowledge consistently builds and develops over time, and this consistently translates into improvements in the teaching of the curriculum.
- Leaders ensure that highly effective and meaningful engagement takes place with staff at all levels and that any issues are identified. When issues are identified – in particular about workload – they are consistently dealt with appropriately and quickly.
- Staff consistently report high levels of support for well-being issues.

204. In order for leadership and management to be judged outstanding, it must meet all of the good criteria securely and consistently. It must also meet all the outstanding criteria.

Good (2)

- Leaders have a clear and ambitious vision for providing high-quality, inclusive care and education to all. This is realised through strong shared values, policies and practice.
- Leaders focus on improving practitioners' knowledge of the areas of learning and understanding of how children learn to enhance the teaching of the curriculum and appropriate use of assessment. The practice and subject knowledge of practitioners (including those who are newly qualified) build and improve over time. Leaders have effective systems in place for the supervision and support of staff.
- Leaders act with integrity to ensure that all children, particularly those with SEND, have full access to their entitlement to early education.
- Leaders engage effectively with children, their parents and others in their community, including schools and other local services.
- Leaders engage with their staff and are aware of the main pressures on them. They are realistic and constructive in the way they manage staff, including their workload, to avoid any unnecessary burdens.
- Those with oversight or governance understand their role and carry this out effectively. They have a clear vision and strategy and hold senior leaders to account for the quality of care and education. They ensure that resources are managed sustainably, effectively and efficiently.
- The provider fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the 'Prevent' strategy and safeguarding.
- Leaders protect staff from harassment, bullying and discrimination.
- Safeguarding is effective



- **Quality Assurance:** Being responsible for ensuring that your setting consistently meets and maintains high-quality standards of care and education. Ofsted assesses whether leaders and managers have a clear vision for the setting's development and can effectively implement it.
- **Compliance:** Leaders and managers are expected to understand and adhere to the regulatory requirements for Early Years settings. Ofsted inspectors may check or ask if your policies and procedures are in place, up to date, and followed correctly.
- **Staff Development:** Effective leadership and management support the continuous development of staff. This includes training, mentoring, and providing opportunities for professional growth. Inspectors will evaluate whether staff members are well-trained and feel motivated to provide excellent care.
- **Child Safeguarding:** Safeguarding children is a top priority in Early Years settings. Leadership and management should demonstrate a comprehensive understanding of safeguarding procedures and ensure they are consistently implemented.
- **Staff workload and well-being:** The well-being of your staff is paramount in ensuring that they are happy and motivated to provide high-quality care and education. An Ofsted inspector may ask what systems you have in place to manage workload effectively, provide support, and promote a healthy work-life balance for yourself and your team.



1 April - 30 April 2024

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

National Pet Month celebrates the bond between humans and their furry, feathered, or scaly companions, taking place annually throughout April. It's a time to honour the joy and love pets bring into our lives while also raising awareness about being responsible pet owners.

Research has shown that pet ownership can be particularly beneficial for children: from teaching them responsibilities and about the cycle of life, to providing companionship and building confidence. Having a pet around the home can make a big impact and theming activities around pets can also be a great way to engage children.

Read about pets in an educational setting here

<https://www.nationalpetmonth.org.uk/schools>

Below you can find some baby and adult animals pictures to match. There is also an activity plan if you are lucky enough to get a vet or a veterinary nurse to visit your setting.

- Keeping pets healthy [Lesson plan](#)
- [Baby animals pictures](#)
- [Adult animal pictures](#)

Other ideas suggested

- Paper animal mosaics to make and display during National Pet Month
- Design a posters to illustrate one of the National Pet Month Top 10 Tips for responsible pet ownership
- Draw or paint a happy pet
- Design and make a pet mask – add whiskers and furry ears!
- Build homes for pets – construct small or life size kennels, crates, stables, aquariums, nests or hamster wheels with boxes, bricks, blocks, tubes, sticks and pebbles. Add feathers, cotton wool, fabrics or blankets for extra animal cosiness.
- Make a dog agility course!
- Role play – bath time and vet care for toy animals

Here is the pet protocol

- There is a Duty of Care to provide the 5 Welfare Needs of Pets as set out in the 2006 Animal Welfare Act
 - The need for a suitable environment
 - The need for a suitable diet which includes fresh water at all times
 - The need to be able to exhibit normal behaviour patterns
 - The need to be housed with, or apart from, other animals as required
 - The need to be protected from pain, suffering, injury and disease

Do you have pets at your setting or school?

- Involve a local veterinary surgeon in selection, assessment and care of pets
- Prepare a written care plan for each animal
- Obtain well socialised young animals from a reputable source
- "Quarantine" the pets at the teacher's home for 2 weeks prior to introduction for further observation of behaviour and health
- Ensure that each animal enjoys an optimum environment, in social groups, if appropriate. Keep same sex animals, breeding often leads to welfare problems
- Routine preventive health measures should be practised as advised by the vet - vaccination of dogs, cats, rabbits; flea prevention and worm control
- Keep pets and their quarters clean and ensure that wild animals cannot get to the pets
- Feed a high quality diet, as recommended by the vet. Dogs and cats must never be given raw or undercooked meat. A reputable, quality prepared petfood is best.
- All school pets should have an annual health check
- Children should wash hands after handling
- Any sick animals should be promptly isolated and examined by a vet
- Make careful arrangements for holiday and weekend care and provide comprehensive written care guidelines. These should include advice on recognising signs of ill health and the vet's phone number.
- Know what is expected to be achieved through animal interaction - prepare written educational goals

TINY *Happy* PEOPLE

Your words build their world

What can your child learn from looking after a pet?

<https://www.bbc.co.uk/tiny-happy-people/kids-looking-after-pets/z898jsg>

What are the benefits of letting your child look after a pet?

- Caring for a pet teaches children to be kind, develop empathy and to start to understand the feelings of others. This is an important skill in early interaction.
- It also has the added benefit of supporting speech and language through following instructions and challenging their concentration skills.
- Giving your child more complex instructions helps them practise positioning words such as “in” and “on top of”.
- Chatting to their pet (in the form of praise, orders and encouragement) gives children more opportunities to form sentences.
- Anticipating an animal's needs makes them think beyond the here and now.
- Taking on this responsibility builds self-confidence and teaches children about being compassionate.

More on [why bonding with pets is good for children's learning and wellbeing](#)

How can children help look after pets?

There are loads of ways to get your child involved in pet care, with your supervision. Here are a couple of things you can encourage them to take part in, which are also great opportunities for chat and language development:

- Feeding pets
- Playing games with pets
- Taking dogs out for walks
- Grooming
- Training
- Visiting the vet



Talk to your child about when an animal might need feeding, how much they need to eat and where you keep their food.

Encourage them to look out for when the water bowl or dispenser is empty and chat them through process as you change it.

The more you do it, the more involved your child can be and eventually they'll be able to do it themselves.

Make sure to give them lots of praise as you go, to help build their confidence and encourage them think about others more regularly.

Pets are a great way to get children talking because they can take the lead.

More activities to encourage emotional development

- As well as thinking about how pets might be feeling, children can also learn about human emotions with [the face game](#).
- If you don't have any pets, why not try [holding a teddy bear's picnic](#)? It's a great way to teach empathy and encourage sharing.
- Your child's wellbeing is extremely important. Check out these [8 activities to help boost your child's mental health](#).

Link activities to the EYFS

Communication and Language

- Encourage children to talk about and name different types of pets. Introduce new vocabulary for children to use, such as the names of different types of pets and adjectives.
- Play a describing game using photos of the children's pets or these Pet Photos. Say a sentence describing one of the animals for children to identify. Then, invite children to say a sentence of four to six words to describe one of the animals for others to identify.
- Encourage children to listen to the story, 'Harold's Worst Nightmare'. Ask the children questions about the story, such as 'Why do you think Harold was cross with Muffin?' or 'Why do you think Muffin was a nightmare for Harold?'
- Set up a pet show using soft toys. Invite children to talk about the different pets, describe them and use talk to organise themselves and their play. Can they say which pet should win a prize in the show and why?

Personal, Social and Emotional Development

- Have a soft toy pet, such as a puppy or a kitten, 'visit' the setting. Tell the children that it is feeling sad and worried. How can the children help? What could they do to help the pet feel safe and happy?
- Set up a role-play vet's surgery. Encourage the children to play together, extending and elaborating ideas about how to look after the animals.
- Provide a range of soft toy pets, empty cardboard packaging and construction toys. Encourage children to work together to build homes for the different animals. Can they select and use the resources to build a home for each animal's needs?
- Encourage children to develop their sense of membership as part of the community by talking about local animal charities or animal shelters. The children could send pictures, letters or cards to them. They could also have a fundraising day to raise money.

Physical Development

- Invite children to explore different movements and balancing by playing a pet-themed movement game. Say the name of a pet and encourage children to move around a large space like that animal.
- Provide paper cut-outs of some dogs. Invite children to give the dogs some spots by using large tweezers to place pom-poms onto the cut-outs.
- Children can practise using scissors to make snips into the top of a cardboard tube. The tubes can then be decorated to look like parrots or cockatoos. Children could make snips into ovals of paper for the tail and wings too.
- Use chalk to draw outlines of some different pets on the ground in an outside area. Invite children to use chalk or brushes dipped in water to decorate the different pets. Challenge children to use the chalk or brushes to paint and draw different lines, shapes and patterns.

Our Pet Corner – create your own!



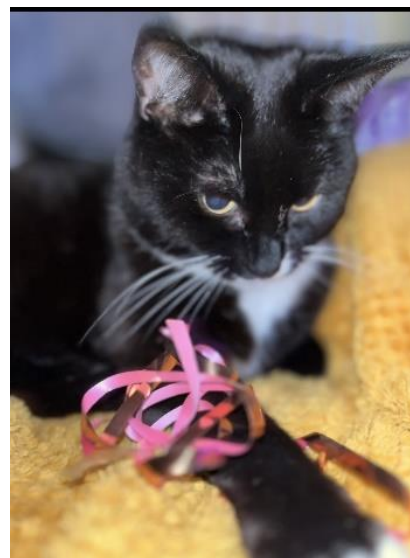
Meet Kallie's two Jack Russells – both are nearly 14 years old and losing their teeth. One of them loves going on 5k runs and the other one loves smelling the flowers! They both love doggie treats and cuddling up in front of the fireplace when it's cold.



This is Tooshka. This was Lisa's family/childminder pet cat. She was a Persian Chinchilla. Very friendly but born with a permanent grumpy face! Sadly she passed away a few years ago at 16, very old for this breed. She was loved by the family and all of the children that Lisa looked after over the years.



Meet Kerry's fur babies - French Bulldogs Winnie Bear and Pug cross Poppy. Both are 3 years old and the best of friends. Love playing football, hide and seek and looking at passers-by from the bedroom window.



Please meet Gizzy (or Gizmo when she's doing something she is not meant to!). This is Katie's cat.

Gizzy has just turned 12 and is one spoilt, adorable cat! She loves to sleep and snuggle, loves boxes especially cardboard and as the picture shows loves to help wrap up presents with string!



Bitesize Webinars and Online Trainings

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

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



Book your place here by scanning QR code or clicking on link
<http://tinyurl.com/EYC-Training-Portal>



To watch the replay here - email eyc.training@royalgreenwich.gov.uk
Pls do not share the link with anyone else and remember to complete evaluation to receive certificate

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

State name of training



- Ofsted Trends November 2023
- Staff Wellbeing
- Child Safety
- Having Difficult Conversations with Parents
- Mental Health Awareness
- Female Genital Mutilation
- LADO Managing Allegations
- Emergency Planning
- Child Exploitation
- Fabricated Illness
- Child Abuse Linked to Faith & Belief
- Provider Forum – CSA & Expansion
- Welfare Rights for the Self Employed
- Childcare Sufficiency Briefing

Area	Training Courses/Webinars	Day	Date	Start	End
Ofsted Readiness	Looking Ahead to Ofsted	Thursday	02 May 2024	19:00	21:00
Learning & Development	Safeguarding Forum	Thursday	09 May 2024	18:30	20:30
Safeguarding & Welfare	Intermediate Safeguarding	Saturday	18 May 2024	09:30	13:00
Learning & Development	Makaton Training- Level 1 Session 1	Saturday	01 June 2024	10:00	15:00
Learning & Development	Curriculum & Teaching	Thursday	06 June 2024	09:30	13:00
Learning & Development	Makaton Training- Level 1 Session 2	Saturday	08 June 2024	10:00	15:00
Safeguarding & Welfare	Safer Recruitment	Tuesday	11 June 2024	09:30	13:00
Learning & Development	Webinar series - Equality Diversity & Inclusion	TBC	TBC	09:30	12:00
Learning & Development	Childminding Network	TBC	TBC	19:00	21:00
Safeguarding & Welfare	HAF Intermediate Training	Saturday	15 June 2024	09:30	16:30

Cancellation Policy Must be made in writing by e-mail at least 14 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.



Book via Direct Services to Schools below or the attached QR code

<https://servicestoschools.royalgreenwich.gov.uk/courses/list?category=pvi>

<http://tinyurl.com/EYC-Training-Portal>

Paediatric First Aid Training Dates

Day	Dates	Start	Finish
Saturday	18 May 2024	08:45	16:30
Monday	20 May 2024	08:45	16:30
Saturday	08 June 2024	08:45	16:30
Wednesday	19 June 2024	08:45	16:30
Wednesday	03 July 2024	08:45	16:30
Saturday	13 July 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

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

UNDERSTANDING YOUR CHILD



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

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



HELP PAYING FOR YOUR CHILDCARE



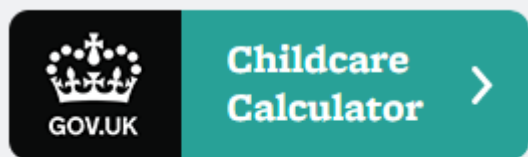
An online application is quick and easy

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



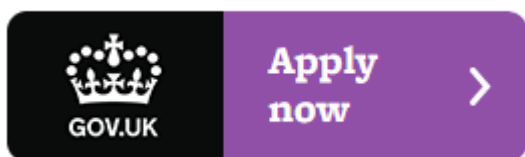
Access the online portal

<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/>

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 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

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 the free webinars, email eyc.training@royalgreenwich.gov.uk for your link. You cannot share this link with anyone else.

You will have 21 days to watch the video and complete remember the evaluation for your certificate and any handouts.

The QR code will be in the video and in the YouTube notes

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

State name of training



<https://forms.gle/PokLJjx5Ku54xavVV9>

- Female Genital Mutilation
- LADO Managing Allegations
- Emergency Planning
- Child Exploitation
- Fabricated Illness
- Child Abuse Linked to Faith & Belief



Multi-agency working and information sharing

NSPCC Learning has published a briefing summarising learning from case reviews to support improved practice around multi-agency working and information sharing. The briefing examines a sample of case reviews published between 2017 and 2023 where issues around multi-agency working and information sharing were key factors. Learning identified includes the need for professionals to be clear and concise when sharing information; to build strong multi-agency relationships; and have adequate resources and clear guidance to navigate processes and pathways.

[Multi-agency working and information sharing: learning from case reviews](#)

Physical punishment

The Royal College of Paediatrics and Child Health (RCPCH) has published a new report calling for the physical punishment of children in England and Northern Ireland to be prohibited. The report sets out the health, education and legal case for reform, providing evidence on the negative impact of physical punishment on children and the safeguarding challenges posed by current legislation. It calls for the removal of the “reasonable punishment” legal defence in England and Northern Ireland and makes key recommendations for policy makers.

- [Paediatricians call for an end to unjust and dangerous smacking laws](#)
- [Equal protection from assault in England and Northern Ireland: prohibiting physical punishment of all children](#)
[Why language matters: talking about ‘equal protection from physical assault’ rather than calling for a ‘smacking ban’](#)

Child abuse

NSPCC Learning has published a report exploring what children know, think, and would do about child abuse as part of the Together for Childhood (TfC) place-based approach. The approach involves local communities and agencies collaborating to help prevent abuse and neglect. The research, carried out across all four TfC sites, used surveys and focus groups with young people in schools and youth groups. Findings show that young people: know more about physical, sexual and online abuse than other forms of child abuse and neglect; sometimes think they are to blame for child abuse; and face challenges when seeking help about abuse and related topics. Recommendations call for support for parents and carers, family, and friends to be able to respond appropriately to concerns about abuse.

[Young people’s knowledge, attitudes and behaviours: exploring what young people in Together for Childhood know, think and do about child abuse](#)

Child mental health

The Anna Freud charity has published its manifesto on mental health support for children in England. The manifesto consists of a five-point plan for the Government and policy makers on prevention and early intervention. Key points include: giving young people a meaningful say in an expanded approach to prevention services; focusing on communities; and widening our collective understanding of childhood trauma.

[Anna Freud releases its manifesto on how prevention and early intervention can close the gap in children and young people’s mental health](#)

Parent infant relationships

The Department of Health and Social Care has published guidance to help frontline practitioners in England explore parent/carer and infant relationships. The guidance is aimed at social workers, health visitors and family support workers. It includes conversation prompts and sets out a framework to help identify parent-infant relationship difficulties.

[Parent-infant relationships: starting conversations \(practitioner guide\)](#)

Child deaths

NSPCC Learning has updated its statistics briefing on child deaths due to abuse or neglect in the UK. This briefing covers the scale of the issue and aims to help professionals make evidence-based decisions about child protection.

[Child deaths due to abuse or neglect: statistics briefing](#)

Gender identity services

Dr Hilary Cass has published the final report of the Independent review of gender identity services for children and young people. The review, commissioned by NHS England, sets out what is known about the young people who are seeking NHS support around their gender identity. The review makes recommendations on how services and treatments should be delivered to support children and young people questioning their gender identity or experiencing gender dysphoria.

[Independent review of gender identity services for children and young people](#)

Online safety

The Information Commissioner's Office (ICO) has published its strategy for protecting children's privacy online. The strategy sets out areas that social media and video-sharing platforms need to improve on and the ICO's priorities. These areas include: default privacy and geolocation settings; profiling children for targeted advertisements; and using information of children under 13 years old.

[ICO sets out priorities to protect children's privacy online](#)

[Protecting children's privacy online: our Children's code strategy](#)

Disadvantage and child welfare

Nesta has published a report looking at gaps between disadvantaged children and their peers in England. The report looks at the impact of the home environment, including the quality of the parent-child relationship, as well as economic factors. The report analyses data from an existing study into education and development. Findings include that living in a more challenging home environment primarily affects socio-emotional outcomes, whereas economic disadvantage primarily influences cognitive outcomes.

[The impact of non-economic and economic disadvantage in pre-school children in England](#)

Early intervention

Foundations has published a blog post on early intervention discussing findings from a recent evaluation of the Sure Start initiative published by the Institute of Fiscal Studies. The blog post sets out how learning from the Sure Start programme can be used to help deliver effective early intervention, exploring the need for: carefully designed and adequately funded family support; targeted help for disadvantaged families; and longer term evaluation.

- [Holding our nerve: what the Sure Start findings tell us about how to deliver effective early intervention](#)
- [The short- and medium-term impacts of Sure Start on educational outcomes](#)

Case Reviews April 2024

[Child safeguarding thematic review: Serious Youth Violence.](#)

Bridget Griffin (2023)

[‘Franklyn’: child safeguarding practice review.](#)

Amanda Boodhoo (2023)

[Concise child practice review report: Cysur 2/2020.](#)

Helen Goodridge (2023)

[Child safeguarding practice review: final report: Beta.](#)

Nicki Walker-Hall (2023)

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

Jane Wonnacott (2023)

[Serious case review: Baby Mary: review report.](#)

Kevin Ball (2022)

[Serious case review: Child J.](#)

Oldham Local Safeguarding Children Board (2022)

[Executive summary: learning review: taking forward findings from initial and significant case reviews.](#)

Beth Smith (2022)

Assessments: learning from case reviews

Summary of learning for improved practice around assessments

Assessments help professionals to identify strengths, needs, risks and protective factors in the lives of the children and families they work with. They are an essential part of planning, deciding, and reviewing what action needs to be taken to support or safeguard children.

However, case reviews, research and reports repeatedly identify concerns around how assessments are conducted.^{1,2,3}

Learning from case reviews highlights that professionals conducting assessments should:

- focus on the voice and needs of the child
- involve all significant people in the child's life
- gather and share information across agencies and local areas
- critically evaluate the information they collect.

<https://learning.nspcc.org.uk/media/xjbd5kaq/assessments-learning-from-case-reviews.pdf>



Barriers for professionals to reporting abuse and neglect

This briefing shares experiences of adults working or volunteering with young people where they faced barriers to reporting abuse and neglect. This is drawn from contacts to the NSPCC Helpline and the Whistleblowing Advice Line in 2022/23.

Even when an organisation has child safeguarding processes in place, staff and volunteers can still face barriers in effectively raising concerns or taking action to protect a child's safety and wellbeing. By better understanding barriers to reporting we can consider how they could be removed.

The briefing identified gaps in knowledge and confidence for some professionals including:

- feeling like they have insufficient evidence or details
- believing they needed to wait for permission to report concerns
- facing unfamiliar safeguarding scenarios.

There were also fears around sharing concerns:

- worries about disrupting or breaking up families
- fears for personal safety and the safety of others
- potential job insecurity.

And some professionals described issues with organisational responses:

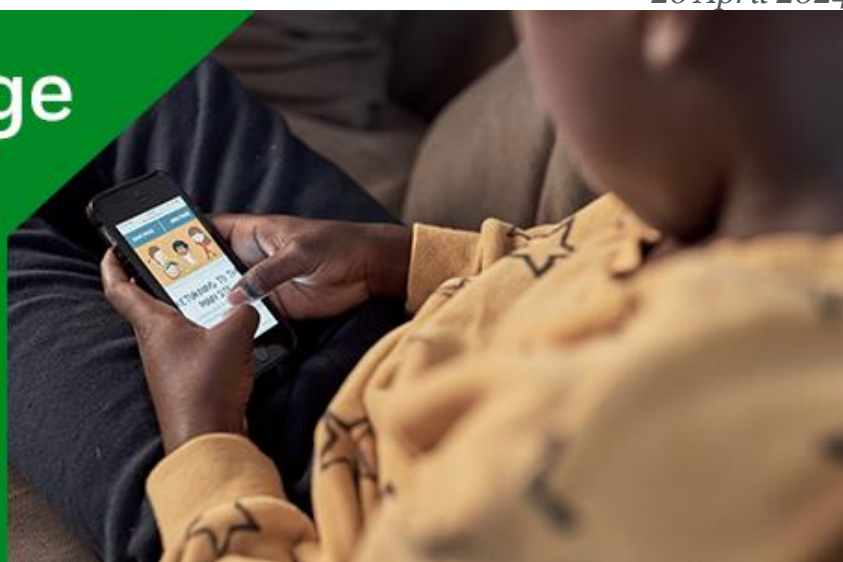
- lack of safeguarding processes
- dismissive responses
- concealing abuse.



<https://learning.nspcc.org.uk/media/q14giwbd/barriers-to-professionals-reporting-abuse-neglect-helplines-insight-briefing.pdf>

Why language matters >

improving
safeguarding and
child protection
practice with words



Why language matters: how referring to online 'friends' can mask safeguarding concerns

<https://learning.nspcc.org.uk/news/why-language-matters/online-friends-can-mask-safeguarding-concerns>

"I'm worried about this friend I made online. We're friends online but have never met. Recently they asked me to watch things together online. I didn't think anything of it until they started making me watch online content that was explicit and meant for adults. I feel trapped."

Childline counselling session with a boy aged 13

Friendships are an important part of life for any child, allowing them to feel connected, understood, and cared for.

Children are placing increasing value on the internet as a place to form and maintain friendships.¹ But meeting and connecting with others online also comes with risks, including potential grooming and online abuse.

Our analysis of Childline counselling sessions has shown that children sometimes refer to individuals they've met online as their friends. But when the counsellor digs a little deeper, it becomes clear that the child knows very little about this person and that in some cases the person is a risk to the child.

It's essential for professionals to remain curious when discussing children's online relationships and to consider whether the term 'friend' could be masking safeguarding concerns.

How the term 'friend' could mask safeguarding concerns

Imbalances of power can be overlooked

When we think of the term 'friend,' we think of a relationship of equality, support and mutual trust where the people are well known to each other. This means that a potentially exploitative situation can be overlooked when a child uses the term to describe someone they've met online.

For example, the term could mask an imbalance of power, such as that brought about through differences in age, gender, cognitive ability or developmental stage. While this power imbalance can happen offline too, it can be harder to detect online, where a person can more easily pose as someone they're not.²

In assuming that the online relationship is healthy because the child considers the other person a 'friend,' professionals may fail to recognise when power imbalances are at play. They may even legitimise the 'friendship' in the child's mind.

Signs of grooming can be missed

Whether offline, online or a mixture of the two, forming a 'friendship' with a child is a common [grooming](#) technique used by those seeking to abuse or exploit children. Groomers often aim to befriend and gain the trust of children by:

- pretending to be someone they're not, for example by saying they are the same age as the child online
- offering advice or understanding
- buying gifts, including virtual gifts which can be harder to spot
- giving the child attention.³

[Case reviews](#) have highlighted how children may feel more confident talking to other children and adults online than they would offline and be less aware of the potential risks.

Reviews and research also suggest that some groups of children may be particularly likely to seek comfort and affection through online relationships, such as those who have mental health issues or who have previously experienced trauma.⁴

These factors can leave children vulnerable to online grooming practices aimed at making children believe that online groomers really are their friends.⁵

If professionals take a child's word that the person they've met online is their 'friend' without questioning the nature and dynamic of the relationship, this may lead to the signs of grooming being missed.

Professional perception of the child and the situation can be affected

If a safeguarding professional records a person who the child has met online as a 'friend,' other professionals are more likely to assume that the child's relationship with this person is healthy and be less professionally curious about the potential risks posed by the relationship.

If the relationship is perceived as a genuine friendship, this can potentially lead to a miscalculation or minimisation of the level of risk involved. For example, reports a child 'has been exchanging sexual images with a friend' are likely to be perceived as being a lower level of risk than reports a child 'has been exchanging sexual images with someone they have met online.'

What can professionals do?

It's important that professionals stay curious when children talk about 'friends' they have met online.

[Case reviews](#) have highlighted how professionals should record what was said in the child's words, along with their own professional views, so that no detail is missed and records are child focused. So, when considering someone a child has met online, professionals should acknowledge that the child considers the person as a friend, but it's important that they explore further to understand why the child is using that word and the dynamics of the relationship.

Professionals should question whether the word 'friend' is masking a potential imbalance of power, such as a difference in age or developmental stage. Professionals should consider the ways in which additional needs or disabilities, mental health issues such as anxiety or depression, and prior experience of abuse and neglect, might make children more susceptible to believing that someone who is seeking to harm them online is their friend.

The language professionals use when recording assessments and communicating with other professionals should clearly reflect any safeguarding and risk concerns. Rather than saying "a friend the child has met online", professionals could say, "the child says they are friends with a person they met online". They should also note if there:

- are questions and/or concerns about the person's age
- is an imbalance of power
- are potential signs of exploitation or abuse.

This shift in language makes clear how the child perceives the online relationship while highlighting the dynamics of the relationship and identifying any potential risks and concerns.

In making clear the child's perspective, professionals can better understand the child's day-to-day lived experience and communicate this to other professionals, supporting a child-centred response.

By focusing on the dynamics of the relationship and the specific behaviour displayed by the person the child believes to be their friend, professionals are more able to identify grooming practices and highlight abuse as and when it occurs.

Professionals should also take the opportunity to talk to children about online safety, what makes a good friendship and what healthy relationships look like.

Key points to take away

- Children sometimes refer to people they meet online as their 'friends,' even though they know little about these people or the potential or actual risk they pose.
- Groomers often seek to befriend and gain the trust of children online as part of the grooming process.
- When a child or young person describes someone who they met online as their 'friend,' dig a little deeper into the dynamic of the relationship.
- When talking to other professionals about the relationship between the child and online person, use language that reflects the voice of the child and accurately describes any safeguarding concerns that may be present.

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