



Welcome to the September e-bulletin for early years and childcare professionals



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

CHILDCARE APPLICATIONS FOR WORKING PARENTS

By 31 AUGUST 2024 for Autumn and by 31 December for Spring

Children can only take up a place and be funded in the Autumn term if the code is dated before 31 August 2024 AND has been verified via Synergy or with Families Information Service AND the child meets age criteria ie **term after** they turn 9 months old, 2 years old or 3 years old

Remember to sign the SLA and ensure that you have a refundable deposit to cover children who are converting places pending headcount payments

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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 codes to take up a place from 1 September 2024 must be dated no later than 31 August 2024. For take up from 1 January 2025, all codes must be applied for well in advance of 31 December 2024. All codes must be verified before a child is offered or takes up a place. Pls do not wait until headcount date.

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

Home Forms **Funding** Sufficiency

Summary Estimates Actuals Adjustments **Eligibility Checker** Registered Interests

Eligibility Checker

Use this area to check if a child is eligible for Working Parents EY Entitlements. Please click the button below and provide the details as required.

Data Protection Notice - a record of the check is maintained for monitoring purposes. The information supplied is NOT stored by the system.

Working Parents EY Entitlements

Working Parents EY Entitlements

Please enter a valid Eligibility Code and Child Date of Birth, together with Parent/Carer Details. Partner Details are optional but if entered then all fields, except Forename, must be filled in.

Eligibility Code*	<input type="text"/>
Child Date of Birth*	<input type="text"/>
Parent/Carer Forename	<input type="text"/>
Parent/Carer Surname	<input type="text"/>
Parent/Carer NI Number*	<input type="text"/>
Consent must be given for this	<input type="checkbox"/> Eligibility Check
Partner Forename	<input type="text"/>
Partner Surname	<input type="text"/>
Partner NI Number	<input type="text"/>

*denotes mandatory fields

Submit **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.



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Are you a working parent eligible for a funded place for your 9 month, 2, 3 or 4 year old from September 2024?

Apply for or renew your code well before 31 August 2024



Childcare
Choices

Take your code to your setting in good time so they can double check your code with the local authority and allocate a place for your child – you may need to pay a refundable deposit. If your setting is closed during the school holidays, contact FIS

fis@royalgreenwich.gov.uk or 020 8921 6921



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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.

- Check before 31 August 2024 if you are eligible and remember to reconfirm your code every 3 months to keep your funded place
- Set up or go to your Childcare Account www.childcarechoices.gov.uk
- If you already claim Tax Free Childcare and need to reconfirm, you will get a temporary code by letter
- Your code must be dated no later than 31 August 2024
- Take your eligibility code to your early years' setting or school as soon as you can or if your setting is closed, contact FIS. The code must be checked before your child can be offered or take up a place in the Autumn term. All codes must be double checked with the local authority.
- Your child must also be age eligible ie they have had their 9 month old, 2nd or 3rd birthday by 31st August 2024.
- You may be asked to pay a refundable deposit to hold your place and until your provider receives funding from the local authority

fis@royalgreenwich.gov.uk or 020 8921 6921



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DFE & Ofsted Updates



A message from the DFE

“Firstly, we wanted to acknowledge Sunday 1st September marked an exciting landmark as hundreds of thousands of eligible working parents of children from 9-months-old will begin to access 15 hours of government-funded early education per week, and new wraparound childcare places are now available for primary aged children before and after school, with more expected from January 2025. We are very grateful to local authorities and providers for their fantastic work to support this important milestone.

The expansion in government funded hours is just one step towards the Education Secretary’s vision of an early education and childcare system that supports children to build on strong foundations and start school ready to learn.

We also wanted to inform you about [a change the government is making to the Ofsted inspection system.](#)

Effective immediately, Ofsted will no longer provide a single overall grade of effectiveness when inspecting state schools. State schools will still receive the existing sub-judgements across different areas of school life. Early Years provision in maintained schools and academies for children aged 2 and above, and Maintained Nursery Schools are included in this change.

The government is committed to replacing single headline grades in all the remits that Ofsted inspects in time, including the entirety of the Early Years sector. This will include considering how this impacts CMA inspections. Until this change is made, all early years settings registered on the Early Years Register, including childminders and private, voluntary and independent providers will continue to receive a single headline grade of overall effectiveness alongside the sub judgements. There will also be no change to Childminder Agency (CMA) inspections at this time. Local authorities, should continue to follow the regulations and statutory guidance in regard to quality in their Early Years settings.

We recognise this means different parts of the early years sector are impacted differently, and will need to describe their inspection outcomes differently. For the childcare entitlements, certain requirements on LAs for the working parent, universal and disadvantaged 2-year-old childcare entitlements are linked to when the effectiveness of provision is rated ‘inadequate’, and for the disadvantaged 2-year-old entitlement ‘requires improvement’. We are considering whether any amendment is required to the regulations

governing the early education and childcare entitlements and plan to provide further information and guidance by the time any new inspections from September 2024 onwards publish their reports.

The DfE and Ofsted will also work in partnership with the sector over the next year to develop alternative inspection and regulation arrangements that maintain a strong focus on quality and standards, whilst responding to feedback on what needs to change. New arrangements will take account of the unique characteristics of the sector but will broadly reflect the report card approach that is being taken for schools.

We recognise the hard work of frontline practitioners, providers, senior leaders, and the investment from Local Authorities and safeguarding partners, in improving practice and striving for the best outcomes for children.

Inspection is important, to keep children safe and to reach and maintain high standards. That's why we're making a change now – listening to the feedback we've received about single headline grades in schools, making an initial step towards enhancing the system, whilst we work towards greater reform”

Press release

Single headline Ofsted grades scrapped in landmark school reform

Government pushes ahead with reform agenda by scrapping single headline Ofsted judgements for schools with immediate effect

[Single headline Ofsted grades scrapped in landmark school reform - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

Single headline grades for schools will be scrapped with immediate effect to boost school standards and increase transparency for parents, the government has announced today.

Reductive single headline grades fail to provide a fair and accurate assessment of overall school performance across a range of areas and are supported by a minority of parents and teachers.

The change delivers on the government's mission to break down barriers to opportunity and demonstrates the Prime Minister's commitment to improve the life chances of young people across the country.

For inspections this academic year, parents will see four grades across the existing sub-categories: quality of education, behaviour and attitudes, personal development and leadership & management.

This reform paves the way for the introduction of School Report Cards from September 2025, which will provide parents with a full and comprehensive assessment of how schools are performing and ensure that inspections are more effective in driving improvement. Recent data shows that reports cards are supported by 77% of parents.

The government will continue to intervene in poorly performing schools to ensure high school standards for children.

Bridget Phillipson, Education Secretary, said:

The need for Ofsted reform to drive high and rising standards for all our children in every school is overwhelmingly clear. The removal of headline grades is a generational reform and a landmark moment for children, parents, and teachers.

Single headline grades are low information for parents and high stakes for schools. Parents deserve a much clearer, much broader picture of how schools are performing – that's what our report cards will provide.

This government will make inspection a more powerful, more transparent tool for driving school improvement. We promised change, and now we are delivering.

As part of today's announcement, where schools are identified as struggling, government will prioritise rapidly getting plans in place to improve the education and experience of children, rather than relying purely on changing schools' management.

From early 2025, the government will also introduce Regional Improvement Teams that will work with struggling schools to quickly and directly address areas of weakness, meeting a manifesto commitment.

The Education Secretary has already begun to reset relations with education workforces, supporting the Government's pledge to recruit 6,500 new teachers, and reform to Ofsted marks another key milestone.

Today's announcement follows engagement with the sector and family of headteacher Ruth Perry, after a coroner's inquest found the Ofsted inspection process had contributed to her death.

The government will work closely with Ofsted and relevant sectors and stakeholders to ensure that the removal of headline grades is implemented smoothly.

Jason Elsom, Chief Executive of Parentkind, said:

We welcome the decision by the Secretary of State to prioritise Ofsted reform. The move to end single-word judgements as soon as practical, whilst giving due care and attention to constructing a new and sustainable accountability framework during the year ahead, is the right balance for both schools and parents.

Most parents understand the need for school inspection, but they want that inspection to help schools to improve as well as giving a verdict on the quality of education their children are receiving. When we spoke to parents about what was important to them, their children being happy at school was a big talking point and should not be overlooked.

Parents have been very clear that they want to see changes to the way Ofsted reports back after visiting a school, and it is welcome to see a clear timetable being set out today for moving towards a report card that will give parents greater clarity of the performance of their children's school. We need to make sure that we get this right for parents, as well as schools.

There is much more we can do to include the voice of parents in Ofsted inspections and reform of our school system, and today's announcement is a big step in the right direction.

Paul Whiteman, General Secretary of National Association of Headteachers, said:

The scrapping of overarching grades is a welcome interim measure. We have been clear that simplistic one-word judgements are harmful, and we are pleased the government has taken swift action to remove them.

School leaders recognise the need for accountability but it must be proportionate and fair and so we are pleased to see a stronger focus on support for schools instead of heavy-handed intervention.

There is much work to do now in order to design a fundamentally different long-term approach to inspection and we look forward to working with government to achieve that.

Where necessary, in cases of the most serious concern, government will continue to intervene, including by issuing an academy order, which may in some cases mean transferring to new management. Ofsted will continue to identify these schools – which would have been graded as inadequate.

The government also currently intervenes where a school receives two or more consecutive judgements of 'requires improvement' under the '2RI' policy. With the exception of schools already due to convert to academies this term, this policy will change. The government will now put in place support for these schools from a high performing school, helping to drive up standards quickly.

Today's changes build on the recently announced Children's Wellbeing Bill, which will put children at the centre of education and make changes to ensure every child is supported to achieve and thrive.

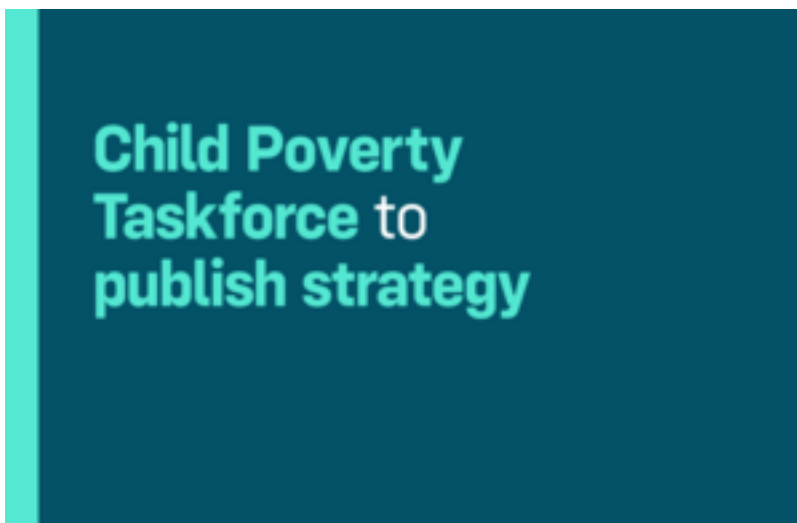
[Keeping children safe in education](#)

Statutory guidance for schools and colleges on safeguarding children and safer recruitment. The September 2024 version of the keeping children safe in education guidance is now in force, replacing previous versions.

Child Poverty Taskforce

Urgent work on tackling one of Britain's biggest social injustices begun yesterday [Wednesday 14 August] as the government's Child Poverty Taskforce met for the first time.

- Cabinet ministers across government joined Work & Pensions and Education Secretaries in first [Child Poverty Taskforce](#) meeting
- taskforce will put the direct testimony of children, families and organisations at the heart of their work
- Child Poverty Strategy will be published in spring next year



Cabinet ministers including the Deputy Prime Minister, Chief Secretary to the Treasury as well as ministers for the devolved nations have joined the taskforce's co-chairs, the Work & Pensions and Education Secretaries, to confront the wide-ranging and deep-rooted causes of child poverty.

The Ministerial taskforce will harness all available levers to drive forward short-term and long-term actions across government to reduce child poverty, by:

- supporting households to increase their income including considering social security reforms that support people into work and alleviate poverty
- helping to bring down essential household costs, build savings and tackle problem debt
- alleviating the negative experience of living in poverty, including through supporting families and the role of public services
-

The taskforce will also hear directly from struggling families and children, front-line staff and leading campaigners, charities and organisations across the UK to shape the strategy.

It comes as the latest data shows that over four million children are now growing up in a low-income family. This not only harms children's lives now, but it also limits their future prospects and it holds back our economic potential as a country.

Tackling child poverty across the United Kingdom is at the heart of the government's mission to break down barriers to opportunity and improve the life chances of every child. That's why we're committed to delivering an ambitious strategy to reduce child poverty, tackle the root causes, and give every child the best start at life.

Work & Pensions Secretary Liz Kendall MP said:

Child poverty is a scar on our society. It harms children's life chances and our country as a whole. That is why tackling child poverty is a top priority for this government. We will take action in every department, with a comprehensive strategy to drive down poverty and drive up opportunity, building a better future for us all.

Education Secretary Bridget Phillipson MP said:

Child poverty is a scar on our country, which holds back children's lives and life chances at home, in school and across our communities. The scale of the challenge cannot be overstated. That is why this taskforce, working across government, is essential to ensure all departments are supporting this ambition and delivering on our mission of breaking down the barriers to opportunity for every child. We will work with stakeholders, families and crucially children themselves so that our approach is guided by those impacted most.

As part of their work to develop the strategy, ministers on the Taskforce will also visit cities and towns across the UK, working closely with local and devolved government leaders to hear how child poverty devastates local communities and what can be done to combat it.

Co-chairs Liz Kendall and Bridget Phillipson will meet with the key charities and organisations to kick off regular engagement sessions in the coming weeks.

The taskforce will be supported by a new [Child Poverty Unit](#) in the Cabinet Office, drawing together experts from within and outside government, to help co-ordinate the development of the strategy. The vital work of the taskforce comes alongside our commitments to roll out free breakfast clubs at all primary schools, create 3,000 additional nurseries, as well as deliver our plan to make work pay to turn the minimum wage into a real living wage.

Read the (Child Poverty Taskforce's terms of reference) <https://www.gov.uk/government/groups/child-poverty-taskforce>



Equity, Diversity & Inclusion

FAIRER SAFER ACCESSIBLE INCLUSIVE

Reclaiming Narratives: Black History Month 2024

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

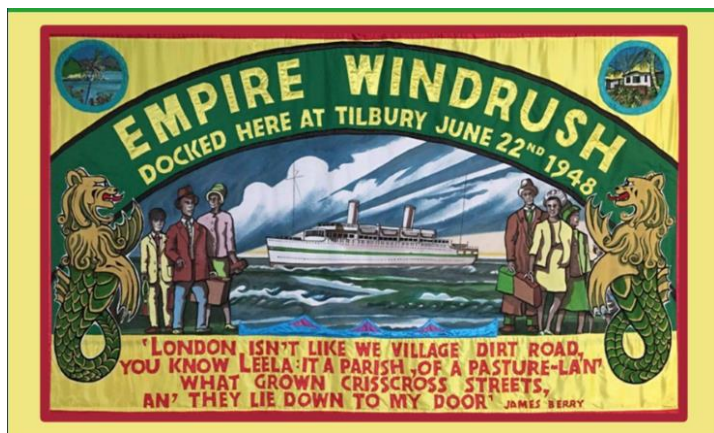
The month of October serves as a reminder to celebrate and share Black history – but don't contain your learning to a single month of the year.

The theme for Black History Month in the UK in 2024 is "reclaiming narratives". This theme focuses on sharing stories of Black history and culture, including lesser-known stories and stories about famous historical figures, and correcting historical inaccuracies. The goal is to inspire the younger generation to dream big.

How can my setting get involved in Black History Month?

There are lots of ways to get involved in this year's Black History Month. Sticking with this year's theme of reclaiming narratives, you might decide to learn about Black famous inspirational people or discover the less well-known stories of Black people's achievements and inventions.

Meaningful Black History Month celebrations for Pre-Schoolers



Meaningful must also mean relevant for the children that we are engaging with, and the context of history must not mean that we should forget about bringing this up to the present day. What Black or Brown people do the children see in the public eye, who do they look up to, who are their role models? For example Maggie Aderin-Pocock

<https://www.youtube.com/watch?v=7u5H7tjrFD8>

<https://www.bbc.co.uk/programmes/p02lttdw>

Dr. Maggie Aderin-Pocock is a space scientist and science educator, perhaps best known for presenting BBC One's *The Sky at Night* since 2014. She received an MBE in 2009 for services to science and science education and has been a President of the British Science Association.



Maggie had an unsettled upbringing, attending 13 different schools. She was diagnosed with dyslexia and, though exceptionally bright, was put into a remedial class. As she says, “A government statistician would have forecast a pretty bleak future for me.” Maggie was saved by the Clangers, and the idea of “space travel” entered her young brain. A few years later, she became hooked on Star Trek, and her ambition took hold. Her father nurtured her hopes and dreams, and that — coupled with hard work — enabled “a Black girl with learning difficulties to travel from inner London to outer space!”

Since leaving Imperial College London, where she obtained her degree in Physics and then her PhD in Mechanical Engineering, she has spent her career making novel, bespoke instrumentation in both the industrial and academic environments. These instruments have ranged from handheld landmine detectors to an optical subsystem for the James Webb Space Telescope, launched on Christmas Day 2021. She also worked at EADS Defence and Space in Portsmouth, where she leads the optical instrumentation group. There she manages a range of projects making satellite sub-systems designed to monitor wind speeds and other variables in the Earth’s atmosphere. These systems were made under the European Space Agency’s Living Planet Programme and are designed to improve our current knowledge of climate change.

- Make sure that you are thinking about the many ways in which Black and Brownness is represented so be sure to acknowledge the intersections of Black/Brown LGBTQ members of the community, Black/Brown disabled members and Black/Brown Muslim or Jewish members of the community. You are aiming for a diverse representation for your children to see and interact with.
- Plan your month carefully and intentionally around the children’s interests and link these into Black History Month. You could think about everyday experiences for the children such as eating lunch/snack times.
- How about celebrating 75 years since Windrush with stories of local people or people of relevance to the children in your setting. <https://www.bbc.co.uk/bitesize/articles/zmmr4xs>

What not to do for BHM

- Generally speaking, unless parents or carers offer, steer away from the expectation for Black parents to take the lead in your Black History Month activities at the nursery. This is a chance for you to really use your own initiative and invite **all** of the parents to be a part of this so that it is still a wholly inclusive month. Remember, celebrating one culture is not a rejection of anybody else’s.
- Do not single out the Black children and ask them things like “*what do you do for Black history Month?*”. This is not helpful and doesn’t approach the celebrations with sensitivity or respect.
- Be conscious of stereotyping. Don’t ask the Black children to come dressed in their “cultural clothes” to act as a spectacle for the other children. If you want to do an activity that centres cultural dress, then you can do this by having clothes displayed on mannequins or fabrics on display for children to look at and touch.

The key for this time of the month is enjoyment for all. Don’t let the fear of getting it wrong stop you from doing anything at all. Our society is made up of a variety of different people from various cultural and ethnic backgrounds and the UK is a place which has greatly benefitted from the contributions of Black and

Brown people from the past and present. There is nothing wrong with showcasing these wonderful things during Black History Month at your early years setting!

<https://www.youtube.com/channel/UCJuZE8O--bqiM4j7eovEzuA/about>

David Olusoga - Coming to England

Historian David Olusoga reads *Coming to England*.




Tata Storytime is a new online children's show where fantastic actors read beautiful picture books.

With authors from African, Caribbean & African American heritage, these stories will engage your children.

<https://tatastorytime.com>

Have you signed up yet to the Equality and Equity Charter? Sign up now on link or scan QR code with your phone camera

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

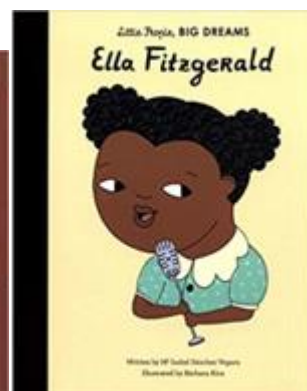
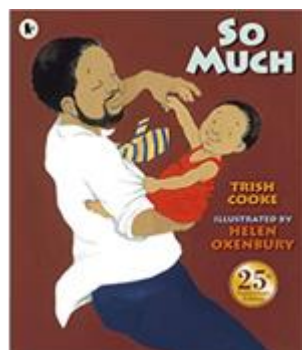
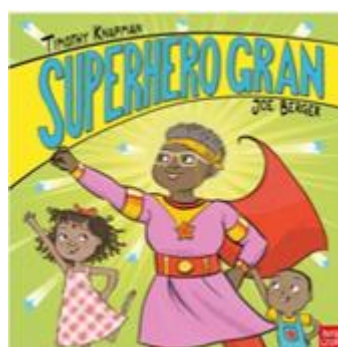
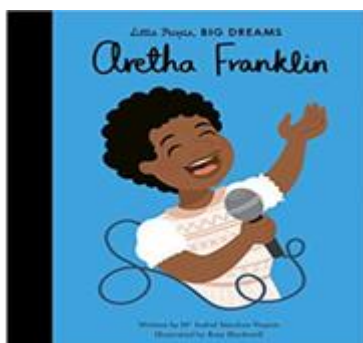
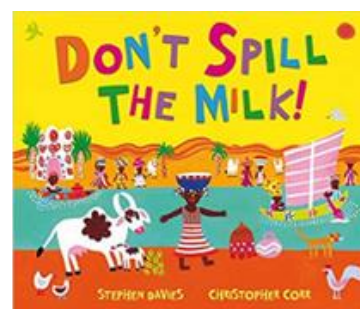
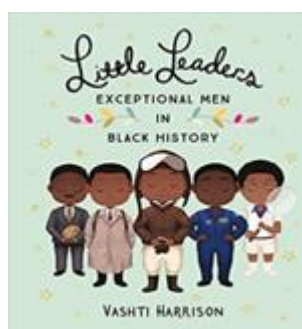
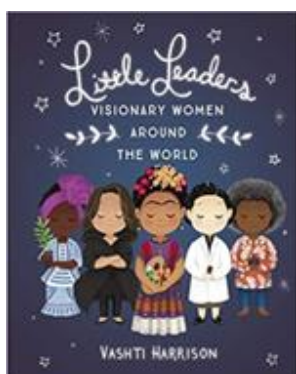
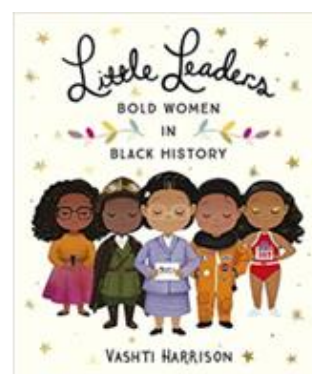
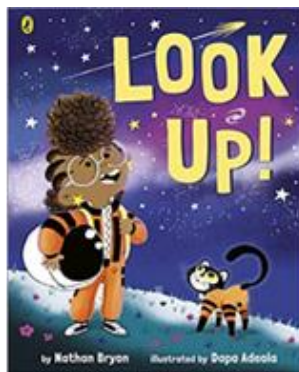
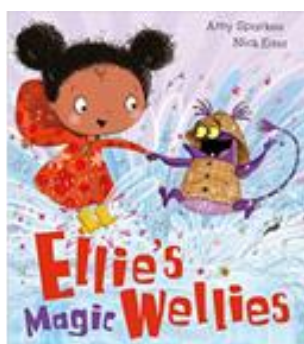
Sign our Equality and Equity Charter 



Sharing a book for Black History Month

Below are some great books to read and share with the children in your setting. The books include from a story about a little girl called Ella who followed her dream to sing, about Sulwe who learns to see her own beauty and Ruby who learns how to deal with a worry. There are also books which celebrate the amazing things done by Black men and women in our society.

Fantastic additions to your book corner all year round.



Celebrating Your Good Practice

Congratulations to Childminder Gabriela

What is it like to attend this early years setting?

The provision is outstanding

The childminder is extremely passionate and driven to provide the very best early education for all children within her care. The childminder's natural warm, caring and nurturing personality helps her to build exceptionally strong relationships with children. She provides children with constant reassurance, which ensures they are extremely happy, confident and secure within the setting.

The childminder has developed a highly ambitious curriculum for all children. Children have a wealth of opportunities inside and outdoors that enhance their learning and development. Children display extremely high levels of curiosity, concentration and engagement. They focus for sustained periods of time completely absorbed in their chosen tasks.

Children's behaviour is exemplary. They show empathy to the needs of others, such as by giving a cuddle or passing a toy to cheer up a friend. Older children are eager to help to support younger children. For example, they bring their plates and cutlery to their highchairs before sitting down to eat themselves.

The childminder has high expectations for children. Children have impeccable manners, saying 'please' and 'thank you' without prompting. Children are extremely independent. They confidently complete self-care tasks, such as dressing themselves for the garden or feeding themselves using cutlery with ease.



We would like to thank Gabriela for sharing her Ofsted experience at the last 'Looking Ahead to Ofsted' training!

Gabriela says, *'just be yourself and all will be ok'*.



Celebrating Pedagogies



We are starting a new series in the e- bulletin for the next few months to celebrate and share about different pedagogies (learning approaches) to hopefully inspire and give you ideas of what could be implemented within your settings.

Definition of Pedagogy

Pedagogy relates to the “how”, or practice of educating. It refers to, “that set of instructional techniques and strategies which enable learning to take place and provide opportunities for the acquisition of knowledge, skills, attitudes, and dispositions within a particular social and material context. It refers to the interactive process between teacher and learner and to the learning environment” (Siraj-Blatchford et al. 2002). It concerns the “how” of adult and child interaction, whilst recognising that how children learn and develop at this stage is not just subject to what is intended to be taught, but it is also of particular importance how it is facilitated.

[Pedagogy in early childhood education and care \(ECEC\): an international comparative study of approaches and policies \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)



Pedagogy in early childhood education and care (ECEC): an international comparative study of approaches and policies

Research brief

July 2015

This DfE Pedagogy in early childhood education and care (ECEC) 2015 document, support and promotes the use of using pedagogical approaches in conjunction with each other to enhance children’s learning and development further.

“In practice, settings can employ a combination of pedagogical approaches”.

[Pedagogy in early childhood education and care \(ECEC\): an international comparative study of approaches and policies \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

Stephanie Wall, consultant
Ineke Litjens, OECD
Miho Taguma, OECD

In the Moment Planning

What Is 'In the Moment Planning?'

The approach for 'In the Moment Planning' involves completing your planning cycle in the actual moment rather than planning in advance.

Anna Ephgrave, author of Planning In the Moment with young children says

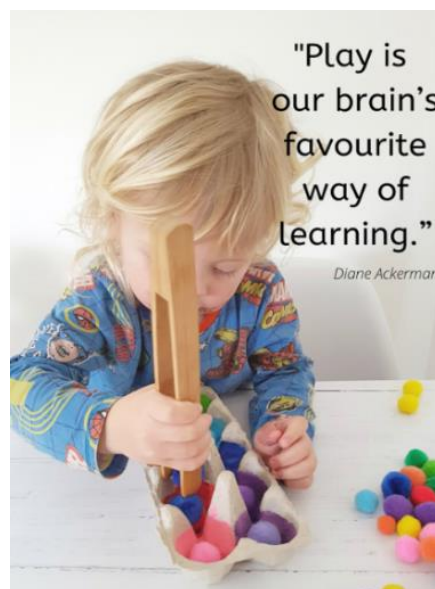
"Let the children choose what to do, join them and support them in their pursuits. Then write up what has happened."



Planning in the moment is one of the most effective approaches to introducing child-led learning. It works well in conjunction with other pedagogical approaches as it centres on the effectiveness of children's natural curiosity and the effectiveness of how children learn.

Children are active learners; by giving them the freedom to explore will stimulate their interests to actively participate in activities that they select for themselves.

Additionally, children's engagement in play is tied into enhancing brain development in a developing child, as they build upon their existing skills by creatively and critically thinking of solutions to various challenges. This enables children to take control of their own learning by exploring their own interests and the teacher taking a back seat and playing more of a guiding role.

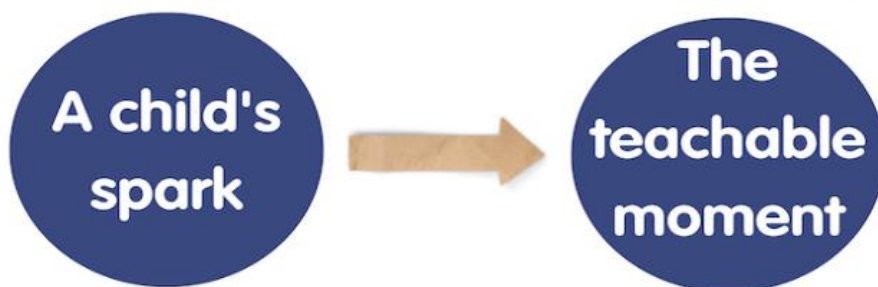


The Benefits of Child Led Play

- Supports children's **emotional development and empathy** by allowing them to make their own choices and see the world from their own perspectives.
- Gives children a level of **independence and self-expression** which cannot be achieved through adult-led activities.
- Children become **creative thinkers and problem solvers** as when left to play independently as they find their own methods to achieve their desired outcomes
- When children follow their own interests, their **focus** on activities such as using building blocks and making models are more intent.

The Three Stages of In The Moment Planning

In The Moment Planning

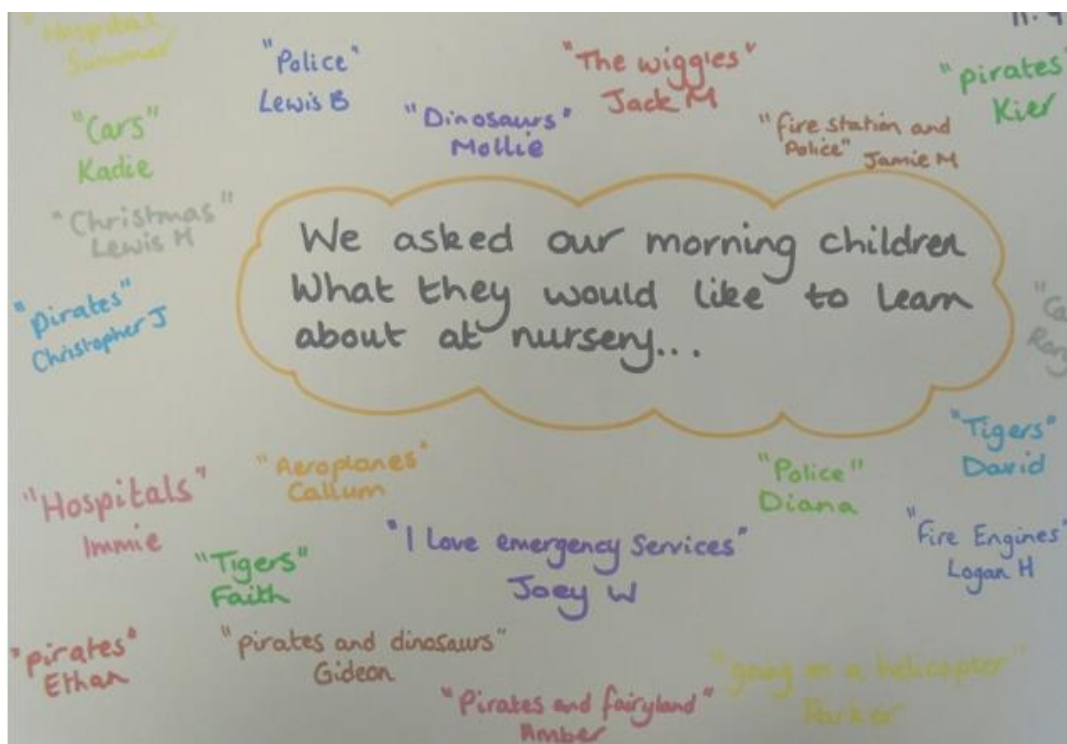


Child shows an interest in something. There is an **air of fascination** around the object and **concentration** in what they are now doing.

Adult notices and approaches the child. Now is the opportunity to **extend their interest** by asking open-ended questions and considering ways to **apply this interest to other options** within the environment.

And finally...

The Documentation – the observation which includes the spark, the teachable moment of asking open ended questions and what you did next. This will help with mapping out children's interests and you're planning for an environment that will work for them.





This approach captures the essence of in the moment planning, where the teacher and practitioner role is to facilitate rather than direct the learning experience.

The Montessori method of education is a child-centred, hands-on approach that is unique in its recognition and respect for individual learning styles, while also promoting independence in children.



<https://www.happyhandsmontessorinursery.co.uk/montessori-quotes/>

Top tips for perfecting in-the-moment planning

- Don't ask a child what their interests are. They should be allowed to play freely while you interpret these interests.
- Stop thinking in terms of week-to-week planning. Instead, it's about creating a constantly changing environment that changes as the children do.
- Observe and listen closely to every child that you are focusing on.
- Ask open-ended questions to get to know the child's interest. These are usually 'How' or 'Why' questions, and they should never have a yes or no answer.
- If you're not able to dedicate the time to each child, consider having focus children each week who you give your full attention to. This could be as little as 10% of your cohort.
- Always go to the child. By asking them to come to you, you are disrupting the flow of their play.
- Every setting is different, and you need to experiment to find out what works for you. Don't be disheartened if it doesn't feel right from day one, these things take time.

<https://www.family.co/blog/in-the-moment-planning-how-to-get-started>

Montessori Practical Life

Practical Life is a significant aspect of the Montessori Curriculum, focusing on providing children with opportunities to participate in real-life activities. These include tasks like self-care, maintaining their environment, preparing food, and cleaning up.

The activities designed for fine motor development primarily aim to enhance the child's ability to participate in real-life tasks. As the child applies these skills in practical activities, they fully integrate their senses, coordination, sense of order, concentration, and independence. These experiences build a strong foundation for more advanced academic work.

[Montessori Practical Life Activities \(trilliummontessori.org\)](https://trilliummontessori.org)

The Benefits of Practical Life Activities Independence, Confidence, and Self-Care

The activities of Practical Life bring the child closer to independence, fostering feelings of security, confidence, and self-worth. They know how to dress themselves and clean up if they make a mess. Children can make a perceptible impact on their immediate environment, which is a very empowering feeling. This area directly feeds the need of the children to imitate the activity of the adults in their lives and to become independent. It resonates with every child who cries out, 'Let me do it by myself!'

[Montessori Practical Life Activities \(trilliummontessori.org\)](https://trilliummontessori.org)



Respect and Care for Surroundings

Children have an intense desire for meaningful activity. They delight in taking care of their surroundings. They arrange flowers, sweep up spills, and jump in to help a friend in need of assistance.

[Montessori Practical Life Activities \(trilliummontessori.org\)](https://trilliummontessori.org)

It could be as simple as providing children's sized cleaning sets within the classroom and teaching the children to help tidy up after themselves when they have finished with activities.



Here are some examples of practical life tray activities that you can try in your setting. The goal is to have all the materials a child will need for the activity arranged on a tray. For activities focused on order and sequence, place the items from left to right across the tray. For instance, when setting up a mirror polishing activity, place the spray bottle, mirror, and cloth in that order.

When introducing a new tray, it's important to explain and demonstrate how it should be used. Name each object on the tray and show the children how to use them step by step, providing clear explanations. This approach will also help expand their vocabulary.

It's helpful to have a designated area, such as an open shelf, to display these trays, so children can easily see and access them whenever they want.



Virginia Lozuke for trilliummontessori.org



This is a Dry Pouring exercise. All that is needed for a lesson is: a tray, two identical jugs and a dry ingredient (beads, rice, grain, lentils etc.)

The idea behind Dry Pouring is to make the daily task of transferring a material or liquid from one vessel into another something that is inviting rather than daunting, and indirectly the exercise will assist fine motor and problem-solving skills, too.

[Practical Life: Dry Pouring - St. Andrew's Montessori Nursery \(standrewsmontessori.com\)](https://standrewsmontessori.com)

This is a water pouring activity. You can add food colouring to the water to make it more interesting and provide other containers for the child to practice transferring the water from the jug to the cups provided on the tray. The small sponge is provided for the child to clean up any spilt water on the tray. This teaches the child to clean up after themselves.

This activity is usually the first follow-on from the dry pouring activity.

[Practical Life: Water Pouring - St. Andrew's](https://standrewsmontessori.com)



Here is another example of a transferring activity. You will need two bowls, objects such as pom poms or large sequins as you can see in the picture and some tweezers. If little ones are finding the use of tweezers frustrating, you can always revert to transferring with fingers. Children will be working the same muscles as they would be using when gripping a pencil or tying shoes etc., developing their fine motor skills in much the same way as when using the tweezers.

[Practical Life: Transferring objects - St. Andrew's Montessori Nursery \(standrewsmontessori.com\)](https://standrewsmontessori.com)

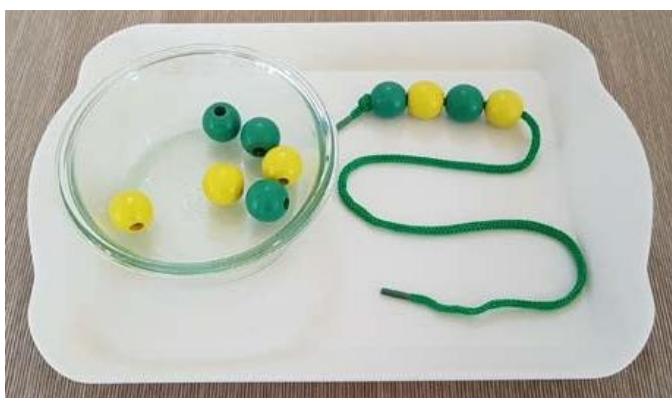


When children start to master the wet and dry pouring activities, you can also introduce more challenging practical life trays such as mirror polishing by providing a small spray bottle of diluted white vinegar, a small mirror and cloth.

This will develop children's hand eye coordination, order and sequencing as well as cognitive skills.



The mirror polishing can then lead into providing a threading practical life tray to further challenge children's skills.



For more ideas on practical life trays, you can visit [Practical Life Activities – Absorbent Minds Montessori](https://absorbentminds.com).

Health & Wellbeing : Pyjama Day



Pyjama Day!

Wear your pyjamas, have fun and raise money!

The Lullaby Trust Pyjama Day is a fun activity which you can do as a fundraiser with your nursery or pre-school. It's all about children helping children while having a brilliant time!

What is a Pyjama Day?

Everyone makes a donation to come into nursery or pre-school in their pyjamas. They then spend the day taking part in fun activities provided in your free pack! You can organise extra activities such as a picnic or bake sale or keep it simple and ask for donations in return for wearing pyjamas.



How to get involved

1. Register below for your FREE downloadable Pyjama Day pack. You will receive your pack via email so you can get started straight away!
2. Use the materials in your pack to plan your Pyjama Day. You can also order more materials from us including balloons and stickers.
3. Wear pyjamas, have fun, raise money!

SIGN UP TODAY

Inside your FREE downloadable pack

- Guide with tips and ideas
- Illustrated stories, poems and colouring activities
- A poster to promote your event
- Letter to parent/guardians
- Certificates for all the children
- A paying in form
- [Pyjama Day 2024](#)

Email at fundraising@lullabytrust.org.uk or call 020 7802 3200 for any support.

Lullaby Trust Professionals newsletter

Keep up to date with the latest Lullaby Trust news for professionals

Professionals e-newsletter Registration Form (NEW)

Newsletter for professionals highlights the latest research around topics such as safer sleep for babies and includes new training opportunities.

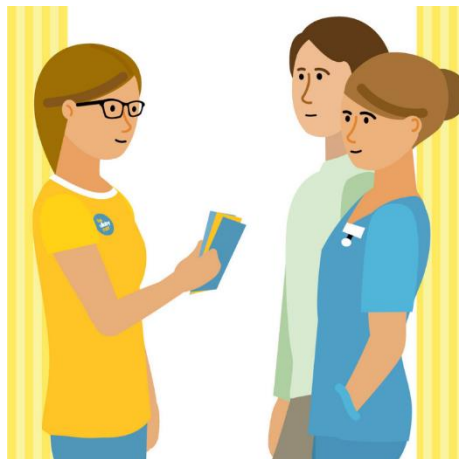
<https://www.lullabytrust.org.uk/professionals/professionals-newsletter/Bottom>

Access the links through the titles which are hyperlinked.



Publications

Download our free SIDS and safer sleep publications or place an order.



Training

The Lullaby Trust have a national reputation for providing information, support and training to practitioners who work with families.



Professionals e-newsletter

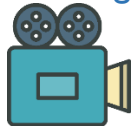
Get all the latest news for professionals working with babies and families.

What is SIDS?

When a baby under 12mth dies suddenly and unexpectedly, and no cause is found, it is usually referred to as sudden infant death syndrome (SIDS). Therefore, we don't know what causes SIDS, but we *do* know that **following safer sleep advice for all daytime and nighttime sleeps significantly reduces the risk.**

For more information on SIDS and/or safer sleep, call our free helpline (0808 802 6869) or email info@lullabytrust.org.uk

Training



Bitesize Webinars and Online Trainings



Make use of the currently free series webinars produced by our Early Years & Childcare Advisors to share key messages about important themes. You may use these for your staff training and inductions. You will need to register each individual person so they can receive their certificate and we can track demand.



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

State name of training



To receive link and watch, email eyc.training@royalgreenwich.gov.uk
Pls do not share the link with anyone else and remember to complete evaluation to receive certificates and handouts.

- Ofsted Trends
- 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 – openly available
- Childcare Sufficiency Briefing
- Synergy – Funding Portal User Guide – openly available

Area	Training Courses/Webinars	Day	Date	Start	End	Cost
Safeguarding & Welfare	Designated Safeguarding Person	Saturday	21 September 2024	09:30	17:00	£60.00
Ofsted Readiness	Looking Ahead to Ofsted	Thursday	26 September 2024	19:00	21:00	Free
Safeguarding & Welfare	Intermediate Safeguarding	Thursday	10 October 2024	09:30	13:00	£45
Learning & Development	Curriculum & Teaching	Saturday	12 October 2024	09:30	13:00	£45
Learning & Development	Safeguarding Forum	Thursday	17 October 2024	18:30	20:30	Free
Safeguarding & Welfare	Safer Recruitment	Tuesday	05 November 2024	09:30	13:00	£45
Safeguarding & Welfare	Intermediate Safeguarding	Saturday	16 November 2024	09:30	13:00	£45
Learning & Development	Equality Diversity & Inclusion	TBC	TBC	09:30	12:00	£30
Safeguarding & Welfare	Domestic Abuse Awareness	Tuesday	26 November 2024	19:00	21:00	£30
Safeguarding & Welfare	Designated Safeguarding Person	Thursday	05 December 2024	09:30	17:00	£60
Learning & Development	Childminding Network	TBC	TBC	19:00	21:00	Free

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	
Wednesday	18 September 2024	08:45	16:30	£50.00
Wednesday	16 October 2024	08:45	16:30	£50.00
Saturday	26 October 2024	08:45	16:30	£50.00
Saturday	09 November 2024	08:45	16:30	£50.00
Wednesday	20 November 2024	08:45	16:30	£50.00
Saturday	07 December 2024	08:45	16:30	£50.00



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.

Other training support

<p>Help for early years providers 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>

UNDERSTANDING YOUR CHILD



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

Online Offer

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

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

www.inourplace.co.uk

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

Maths Champions – Free EY Maths Training

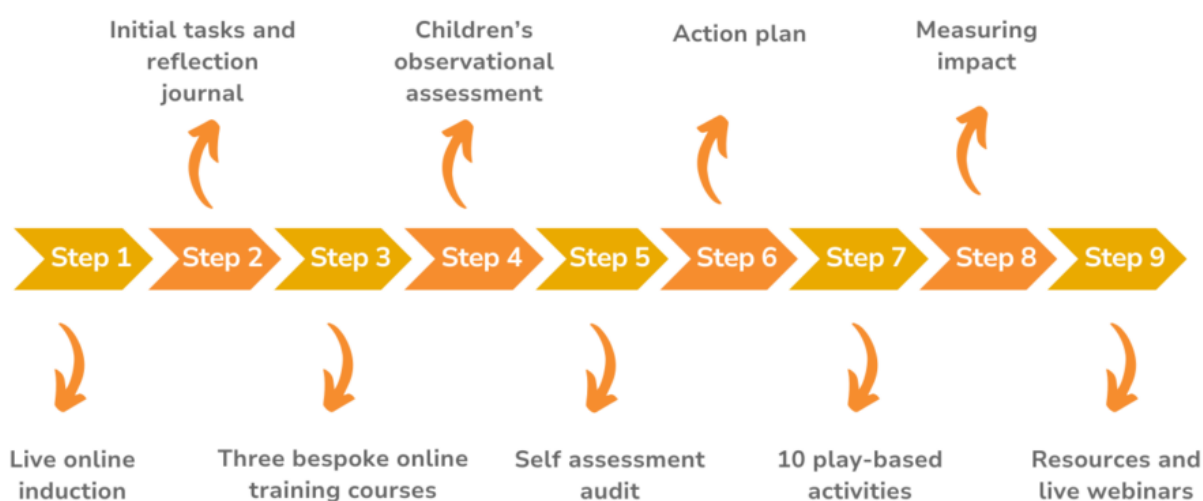
FREE Early Years Maths Training for Greenwich Settings

Improving outcomes for children by embedding maths into play and activities.

Maths Champions is an online professional development programme with 12 months access. The aim of this innovative programme is to improve children's maths outcomes by providing access to a range of bespoke online training, evaluative tools and resources which can all be used to develop the knowledge, skills and confidence of practitioners working in your setting.

As a Greenwich registered setting, this training is FREE to you. It normally costs £1,148.

Nine steps to Maths Champions success!



<https://youtu.be/TEPEBjgJA-w>



<https://ndna.org.uk/champions-programmes/maths-champions-early-years-maths-training/>

To register your interest please follow the link to complete the short Expression of Interest form. If you meet the criteria, you will then be sent the full registration materials.

[Mercers Champions Expression of Interest \(zohopublic.eu\)](https://zohopublic.eu)

Childcare Choices



HELP PAYING FOR YOUR CHILDCARE



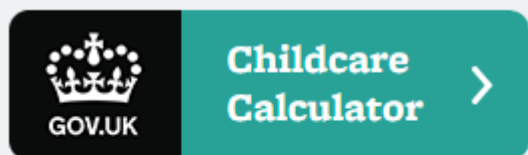
An online application is quick and easy

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



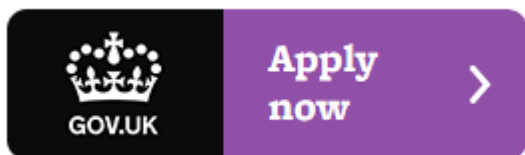
Access the online portal

<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>

Childcare Choices

<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/>



HM Government

How to use Tax-Free Childcare for Parents/ Carers

For every £8 you pay in, the government will automatically add £2, up to the value of £2,000 per child per year (or £4,000 for disabled children).

Check you're eligible

1 You can't use Tax-Free Childcare together with **Tax Credits, Universal Credit Childcare or Childcare Vouchers.**

[Find out if you are eligible](#)

Apply for Tax-Free Childcare

2 If eligible, you'll get an online childcare account.

[Apply for Tax-Free Childcare](#)

Select your childcare provider(s)

3 Your childcare provider(s) must sign up to receive Tax-Free Childcare payments.

Pay money into your Childcare Account

4 You can deposit money into your childcare account using a debit card, but it's quicker by standing order or bank transfer. We'll add the government top up automatically and you can use this money when it shows as 'available'.

Pay your childcare provider(s)

5 Use the money in your childcare account, including the government top up, to make one off or regular payments to your childcare provider(s).

Reconfirm

6 To continue getting the government top-up, you must confirm your details are up to date every **3 months.**

You will receive a **reminder** to do this.

<https://www.childcarechoices.gov.uk/how-use-tax-free-childcare>

Parents looking up childminder may need to be looked up differently. For Childminder parents should Enter the registration number of the provider in this format: EY123456 (space, then postcode) eg CM71BB. The capital letters matter.

So the whole search was like so: EY123456 CM71BB.

- [Childcare expansion](#)
- [Combining schemes](#)
- [Universal Credit Childcare](#)
- [15 & 30 Hours support](#)
- [Tax-Free Childcare](#)
- [Guidance and resources](#)

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



GREENWICH
**Safeguarding
Children**
PARTNERSHIP



020 8921 4477



safeguardingchildren@royalgreenwich.gov.uk

LADO



020 8921 3930



childrens-LADO@royalgreenwich.gov.uk

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

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

DBSRegionaloutreach@dbs.gov.uk



Prevent Team 020 8921 8340



prevent@royalgreenwich.gov.uk

This is the Greenwich Domestic Violence and Abuse Service.



Telephone: 020 8317 8273



Email: info_gdva@h4w.co.uk

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

Safeguarding Training : Free Pre-recorded



Free Safeguarding Bitesize Webinars



If you missed the free webinars, email eyc.training@royalgreenwich.gov.uk for your link. You cannot share this link with anyone else except people who have registered.

You will have 21 days to watch the video and complete 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://tinyurl.com/EYC-Evaluation>

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

NSPCC Learning



PANTS (The Underwear Rule)



https://youtu.be/_SzbMEVYiyg

Talk PANTS is here to help children understand that they have a right to say no and if they need to speak out about something, someone will listen.

Talking PANTS teaches children important messages, like their body belongs to them and they should tell an adult if they're upset or worried. With the help of our friendly dinosaur Pantosaurus, Talk PANTS is a simple conversation to help keep your child safe from sexual abuse.

The key messages for children are:

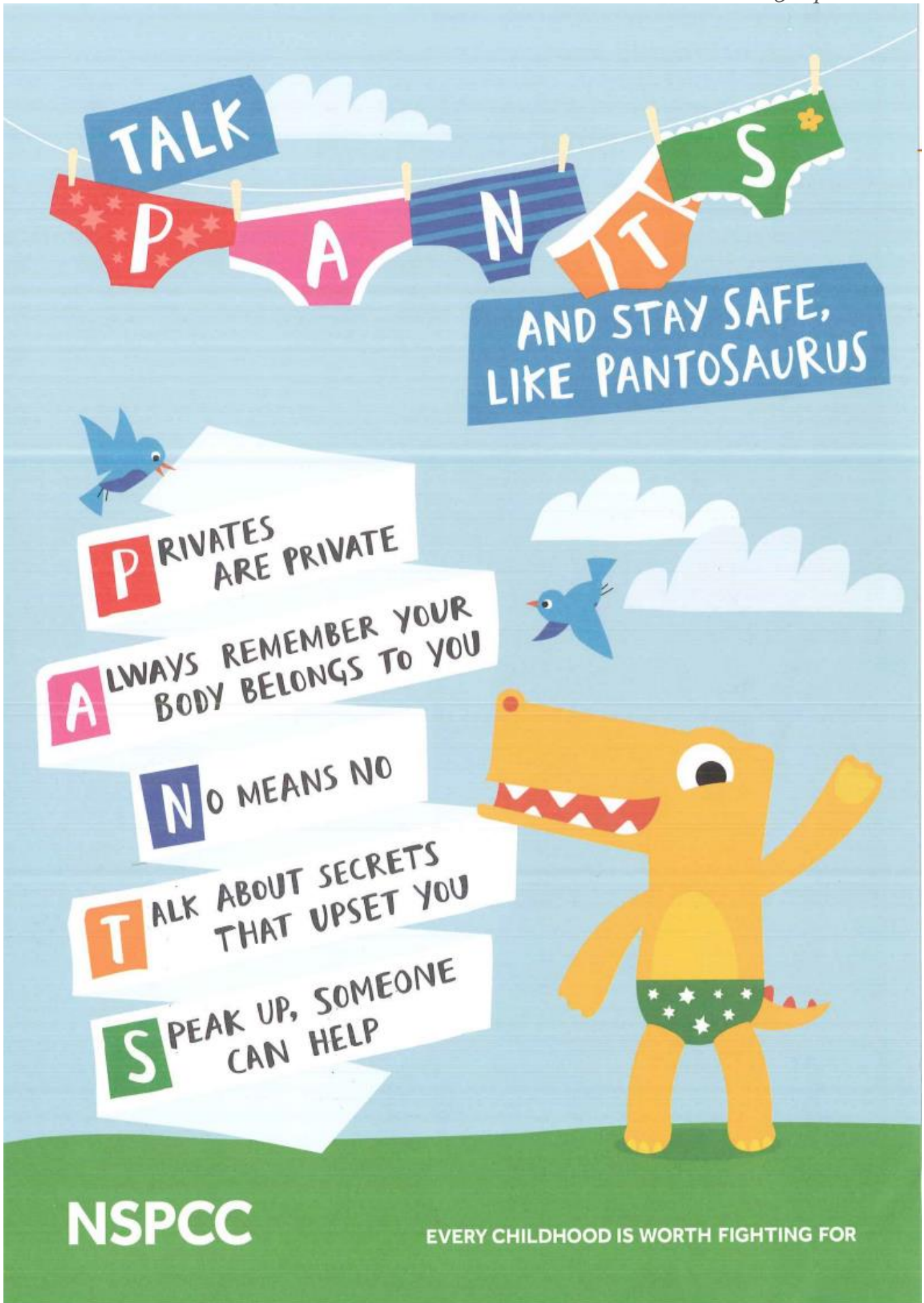
P – Privates are privates.

A – Always remember your body belongs to you.

N – No means no.

T – Talk about secrets that upset you.

S – Speak up, someone can help.



LEARN PANTOSAURUS' FIVE EASY RULES FOR STAYING SAFE

PRIVATES ARE PRIVATE

Your underwear covers up your private parts and no one should ask to see or touch them. Sometimes a doctor, nurse or family members might have to. But they should always explain why, and ask you if it's OK first. Remember, what's in your pants belongs only to you.



ALWAYS REMEMBER YOUR BODY BELONGS TO YOU

No one should ever make you do things that make you feel embarrassed or uncomfortable. If someone asks to see or tries to touch your underneath your underwear say 'NO' – and tell someone you trust and like to speak to.



NO MEANS NO

You always have the right to say 'no' – even to a family member or someone you love. You're in control of your body and the most important thing is how YOU feel. If you want to say 'No', it's your choice.



TALK ABOUT SECRETS THAT UPSET YOU

There are good secrets and bad secrets. If a secret makes you feel sad or worried, it's bad – and you should tell an adult you trust about it straight away.

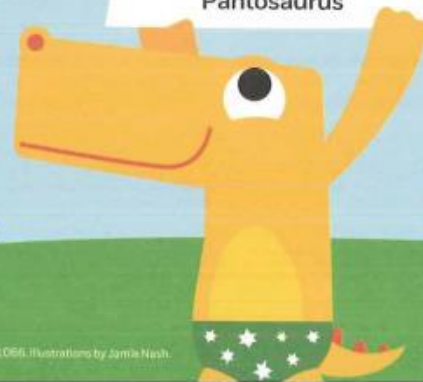


SPEAK UP, SOMEONE CAN HELP

It's always good to talk about stuff that makes you upset. If you're worried, go and tell a grown up you trust – like a family member, teacher or one of your friend's parents. They'll say well done for speaking out and help make everything OK. You can also call Childline on **0800 1111** and someone will always be there to listen.



Remember all of these rules and they'll help you stay safe, just like Pantosaurus



PANTS resources



Download free Talk PANTS resources, teaching children the Underwear Rule to help keep them safe from abuse.

Download teaching resources for your classroom

Teaching guidance

How to use our resources when teaching children about PANTS. This includes information about safeguarding, creating a safe learning environment, curriculum links, further support, and a template letter to parents and carers.

[Download PANTS teaching guidance \(PDF\)](#)

Activities plans for early years - ages 3-5

Age-appropriate Talk PANTS learning plans for children in childcare settings and reception or foundation stage.

[Download Activities plan for children aged 3-4 \(PDF\)](#)

[Download Activities plan for children aged 4-5 \(PDF\)](#)

Lesson plans for children aged 5-11

Age-appropriate lesson plans, slides, and resources to teach primary school children about PANTS and help keep them safe.

[Download Lessons and resources for children aged 5-7 \(ZIP\)](#)

[Download Lesson and resources for children aged 7-9 \(ZIP\)](#)

[Download Lesson and resources for children aged 9-11 \(ZIP\)](#)

Lesson plan for children with SEND

Lesson plan, slides, and resources for children with special educational needs and disabilities (SEND) aged 4-11 to help them understand Talk PANTS. The lesson is tailored for use with children who have SEND, moderate learning difficulties, additional learning needs and/or autism.

[Download Lesson and resources for children with SEND \(ZIP\)](#)

School display pack and poster

Easy-to-use display board materials and poster to help you create a Talk PANTS display.

[Download PANTS school display pack \(PDF\)](#)

[Download Talk PANTS poster \(PDF\)](#)

Makaton PANTS videos

These videos have been created for children who communicate using Makaton, so they can understand the PANTS rules and to help keep them safe.

<https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/pants-guides#makaton>



Makaton PANTS guides

These guides have been created for children who communicate using Makaton, so they can understand the PANTS rules and to help keep them safe.

[Makaton prompt cards PDF](#)

[Makaton guide for children PDF](#)

[Makaton guide for parents PDF](#)

Accidents, incidents, and near misses

An accident is defined as “an unpleasant event...that happens unexpectedly and causes injury or damage”. In contrast to the clear definition of an accident, an incident within an early years can often be confusing for less experienced staff members as they struggle to know when an event reaches the threshold of an ‘incident’.

Incident means “something that happens, especially something unusual or unpleasant”. For early years provisions some examples of incidents could include a near miss of a potentially dangerous event, a child who has bitten another child or an unprofessional disagreement between two employees. The list of incidents which could occur is endless, but these are often the more common ones.

A near miss, as mentioned above, is “a situation when a serious accident or a disaster very nearly happens”. For example, if a child is found holding a bottle of bleach but the cap is fully on and the child did not get harmed by the chemical, this would be a near miss. Near misses should still be documented on incident forms to allow for a review to take place and, where possible, for adjustments to be made to stop the near miss from repeating.

Having a staff team who all fully understand the above is vital to ensuring that all users of your provision are kept safe and avoidable accidents/incidents are controlled.



Written reporting

There are a range of accident and incident reporting requirements for early years settings and childminders. Within the [Statutory Framework for the Early Years Foundation Stage](#), paragraph 3.51 explains the requirement to ensure all accidents or injuries and first aid treatments are recorded in writing. While childminders do not need copious written policies or documents, written records of accidents must be maintained. This ‘written record’ EYFS requirement could be within an accident book, accident form or an electronic app.

If your provision uses an accident book and forms, consideration must be given to ensuring that confidentiality is maintained between children. If using a book, there should be one page per child and when sharing with parents/carers you must not show any information about other children. The book or forms must be stored securely, including overnight where they must not be accessible to any other persons using your space (such as cleaners or other users if you are in a community/shared space).

If you use an electronic app to record and share accident forms, consideration should be given to monitor if parents are accessing the forms at their end. Does your system require parents to acknowledge receipt? If so, is there a system to ensure that someone is monitoring parental confirmations and that the parents are actually aware? If your system requires parents to sign an electronic tablet at the end of the day, are these always charged fully and accessible when needed? Finally, thought should be given to staff who may be covering in an age-group that they usually cannot access via the app – can they still access accident forms for those children as needed?

Some childminders use messaging (such as Whatsapp) to share accident information with parents in a text message. It is not certain that this is unsuitable as it is technically 'in writing' as per the EYFS requirements. However, as accident reporting is a legal requirement and has the potential to be a document used for legal purposes in the future, it is recommended that childminders use accident forms/books to officially document accidents, incidents or near misses. Photos of these accident forms/books could then be shared via Whatsapp with the child's parents if preferred however parents should still be asked to sign the official accident form/book when collecting their child. Use of electronic accident logging would also suffice.



Review trends

A benefit of reviewing accident reports is that it allows us to consider if any further accidents, incidents or near misses could be avoided in future. Reviews could take place on each report as it is logged or could be over a longer period to see if there are any trends. Trends might include:

- Accidents in repeated spaces (such as slippery flooring in a garden),
- Increase in accidents when under the supervision of the same staff members (potentially they may need additional training in managing hazards or supervision),
- Specific timeframes in the day (for example, before sleep or home time),
- Resources which are broken or may cause conflict between children (favourite toys may increase instances of biting while children are still developing turn taking skills).

Once a trend is identified, actions should be taken to address the issues identified. It can be beneficial to log in writing what has been done and then set a timescale to review if the changes have been impactful in reducing accidents, incidents or near misses. If there are hazards which cannot be controlled (such as uneven paving just outside your provision), ensure that all users are aware of the hazard and consider if signage can be put up to remind/inform others. Setting a timescale to review if the changes have worked will allow you to take further actions if the number of accidents, incidents or near misses has not reduced.

Reporting to Ofsted

Some accidents or incidents are reportable to Ofsted. Paragraph 3.52 of the EYFS gives some detail on this but further, detailed information can be found on the DfE '[Report a Serious Childcare Incident](#)' reporting page.

Ofsted have produced clear guidance on what needs to be reported to them. This includes:

Serious injuries, accidents and illnesses

You must tell Ofsted about any of the following:

- anything that requires resuscitation
- admittance to hospital for more than 24 hours
- a broken bone or fracture
- dislocation of any major joint, such as the shoulder, knee, hip or elbow
- any loss of consciousness
- severe breathing difficulties, including asphyxia
- anything leading to hypothermia or heat-induced illness.

Minor injuries

You do not need to tell Ofsted about minor injuries, even if treated at a hospital (for less than 24 hours). These include:

- animal and insect bites, such as a bee sting that doesn't cause an allergic reaction
- sprains, strains and bruising, for example if a child sprains their wrist tripping over their shoelaces
- cuts and grazes
- minor burns and scalds
- dislocation of minor joints, such as a finger or toe
- wound infections

Substances and electricity

If a child in your care suffers any injury from, or requires medical treatment for, any of the following situations you must tell Ofsted:

- from absorption of any substance:
 - by inhalation
 - by ingestion
 - through the skin
- from an electric shock or electrical burn
- where there is reason to believe it resulted from exposure to:
 - a harmful substance
 - a biological agent
 - a toxin
 - an infected material

Eyes

You must report to Ofsted if a child suffers any loss of sight, whether it is temporary or permanent. You must also tell us about any:

- penetrating injury to the child's eye
- chemical or hot metal burn to the child's eye



Reporting to RIDDOR

RIDDOR is the acronym for the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations, which were first implemented in 2013. Certain events are notifiable to RIDDOR if they take place. This includes events which happen to employees of a company, children who might attend, visitors who are on site at your provision and any other users of your space (if you hire your building out at a weekend, for example).

It is important to note that not every accident or incident is reportable. The reporting requirements for RIDDOR vary depending on both the events which took place and the person who was potentially harmed (e.g. employee, visitor or child). The HSE has produced specific guidance for schools on what is reportable. While this does not clarify it is for early years settings too, the content appears to be transferable so should be followed - [Incident reporting in schools \(accidents, diseases and dangerous occurrences\): Guidance for employers](#)

References and reading:

- Health and Safety toolbox - <https://www.hse.gov.uk/toolbox/index.htm>
- Slips and trips - <https://www.hse.gov.uk/toolbox/slips.htm>
- Reporting accidents and incidents at work - <https://www.hse.gov.uk/pubns/indg453.pdf>
- RIDDOR - <https://www.hse.gov.uk/riddor/>
- Incident reporting in schools (accidents, diseases and dangerous occurrences): Guidance for employers - <https://www.hse.gov.uk/pubns/edis1.htm>
- Guidance on what to report to Ofsted - <https://www.gov.uk/guidance/childcare-reporting-childrens-accidents-and-injuries>
- Reporting form for Ofsted - <https://www.gov.uk/guidance/report-a-serious-childcare-incident>

Royal Greenwich Children's Services Useful Safeguarding Contacts

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
Sadie Bates – DO PVI's/ CMs Laura Lhumbis –DO Schools	020 8921 3930
Greenwich Safeguarding Children Partnership	
Greenwich Safeguarding Children Partnership website http://www.greenwichsafeguardingchildren.org.uk	020 8921 4477
Prevent	
Adam Browne – Prevent Co-ordinator	020 8921 8321/ 8340
Confidential Anti-Terrorist Hotline	0800 789 321
Police 999	
CAIT - Child Abuse Investigation Team	0207 230 3705
Ofsted	
Ofsted enquiries, complaints, investigation, and enforcement	0300 123 1231
Royal Greenwich Early Years	
Early Years & Childcare	020 8921 3877
Families Information Service	020 8921 6921
Support, Advice & Signposting	
NSPCC	0808 800 5000/ 0800 136 663
Childline	0800 1111
Samaritans	08457 909090
Family Lives - Parentline	0808 800 2222
Young Minds – Parent Helpline	0808 802 5544
CAMHS	0203 260 5211
Greenwich 0 to 4 Health Visiting Service bromh.greenwich0to4@nhs.net	0300 330 5777
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