



**Welcome to the
October 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 December for Spring

Children can only take up a place and be funded in the Spring term if the code is dated before 31 December 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 January 2025 must be dated no later than 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

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.

Thank you!

Saying a big thankyou and farewell to Joan Clark who is retiring after being a Greenwich childminder for 30 years.

Joan has lots of fond memories of the children and families who have attended her setting and judging by the wealth of thank you cards received they were very fond of her too. Some even having children of their own now.

Joan has spent the last few years winding down to see her older childminded children through to secondary school before hanging up her childminding shoes for good.

Most of Joan's childminding colleagues have retired already, they remain firm friends and will continue to keep in touch.

We wish her the best of luck with new adventures that retirement will bring, spending time with her family and even possibly a cruise.



DFE Updates



Internet safety by *Ghislaine Bombusa, Head of Digital Internet Matters*

Get insights on how screen use impacts young children and also how it can benefit them in early years settings.



What children in the early years are doing online

Children in the early years are now more digitally savvy than ever before. Their use of digital devices is commonplace with apps like YouTube Kids becoming a destination of choice for 72% of children aged 3 to 4 according to a recent [Ofcom report](#). Research also shows that children are moving away from watching TV, opting for video-on-demand content on video-sharing platforms to watch cartoons, mini movies and songs. However, unlike older children, only a small number of children aged 3 to 4 (23%) play games online.

The impact of device use on children's development in the early years

Screen use can have a number of benefits for children in the early years but also comes with some challenges that staff should be aware of. Ongoing research suggests there are both positive and negative developmental outcomes.

Benefits of screen use include:

- opportunities to promote creativity and learning
- language development
- improvement of numeracy and literacy skills
- greater understanding of their world

- development of digital skills

Challenges of screen use include:

- impact on children's ability to control their emotions
- displacement of activities that promote social interactions vital for development
- risk of exposure to inappropriate content

Screen time for children in the early years

The World Health Organisation (WHO) published [guidance on physical activity, sedentary behaviour and sleep for children under 5 years of age](#). The guidance states that to grow up healthy, children need to sit less and play more.

WHO has the following recommendations for screen time:

- under 1: screen time is not recommended
- 1-year-olds: sedentary screen time (such as watching TV or videos, playing computer games) is not recommended
- 2-year-olds: sedentary screen time should be no more than 1 hour; less is better
- age 3-4: sedentary screen time should be no more than 1 hour; less is better

Advice for early years practitioners

As devices become more commonplace in early years settings, here are some tips on how practitioners can help children use screens safely.

Things you can do to support children's use of technology in your setting include:

- outlining how you support children's use of technology in your setting - it can be helpful to combine this with safeguarding policies
- using [device safety settings](#) to ensure apps and content are age-appropriate
- monitoring and supporting children while they use devices
- thinking about what you post online and how this may impact your role - this could be ensuring you do not share details about children, parents or other practitioners and adhering to any social media policies which cover staff personal use of social media platforms
- getting parental consent before creating or sharing images of children and store them safely

You should teach children about internet safety by:

- making them aware of what safe use of technology looks like
- choosing [educational apps and platforms](#) that help them to develop their skills
- having conversations and sharing advice with parents to encourage safe online use in the home

Stay informed about issues that young children face online through [online safety training](#) and by keeping up to date with [news and research on internet safety](#).

Further reading

[Safeguarding children and protecting professionals in early years settings: online safety guidance for practitioners](#) - UK Council for Internet Safety

Equity, Diversity & Inclusion

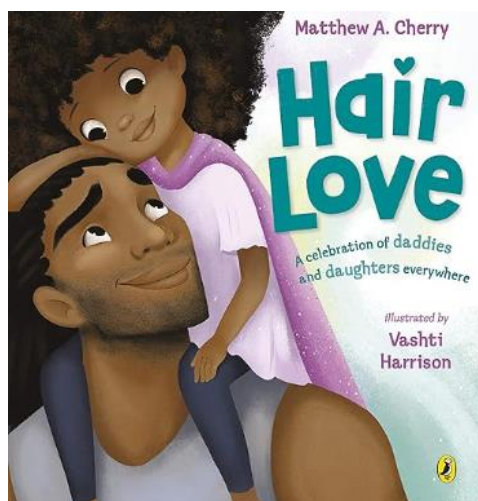
FAIRER SAFER ACCESSIBLE INCLUSIVE

Reclaiming Narratives: Black History Month 2024

Early Years Black history should be explored in a meaningful and engaging way, your setting should encourage an appreciation for diversity and help young children understand the importance of equality and justice. It's always advised to use simple and clear explanations and focus on concepts like kindness, and the importance of treating everyone equally. A good starting place is to start historical figures and personal experiences to make the subject more relatable to children.

Explore Books with Diverse Characters

Use picture books that feature black characters and stories, here are a few favourite examples:

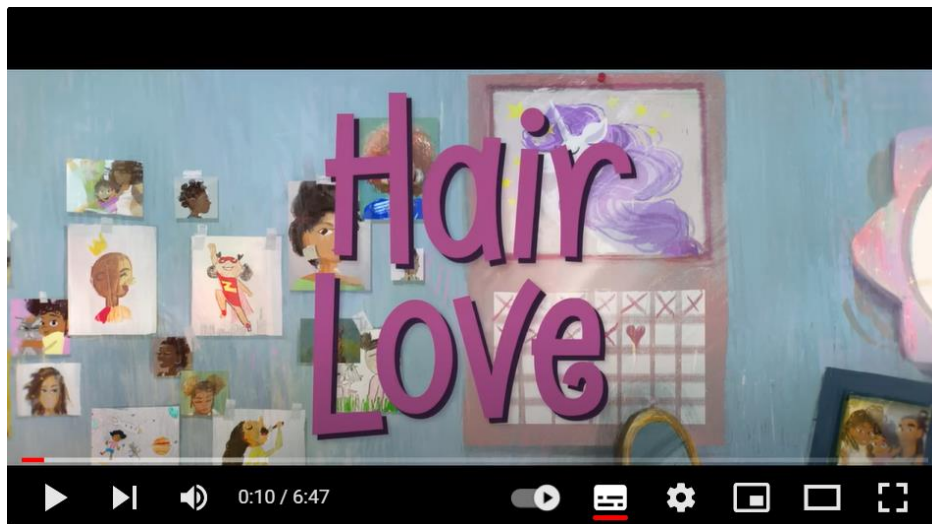


HAIR LOVE

This is a positive story of how a father and daughter work together to create the perfect hairstyle for a very special day. This story is empowering not only to black children but all children to **love your natural hair and celebrate uniqueness!** It also **challenges common stereotypes and celebrates of daddies and daughters everywhere.** There are many other helpful messages in the story within which could apply to a child who is **dealing with an absent or ill parent**, or who is simply finding it hard **not to give up** on a challenging task!

On a tight budget? Electronic free book

<https://www.youtube.com/watch?v=8JV4naClwBU>



You can also enjoy the academy-award winning short film of “Hair Love” using this link:

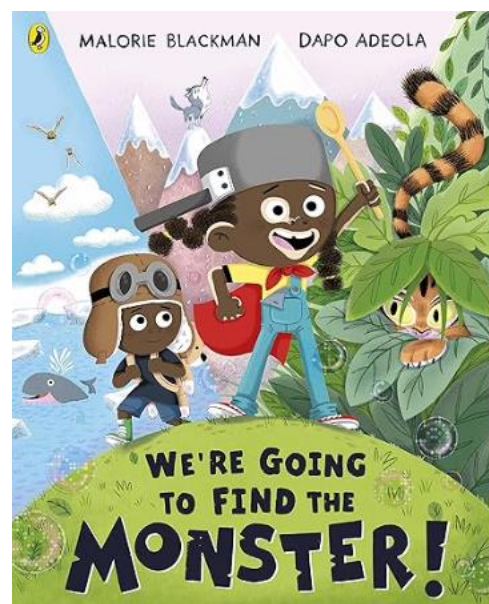
https://youtu.be/kNw8V_Fkw28

WE’RE GOING TO FIND A MONSTER

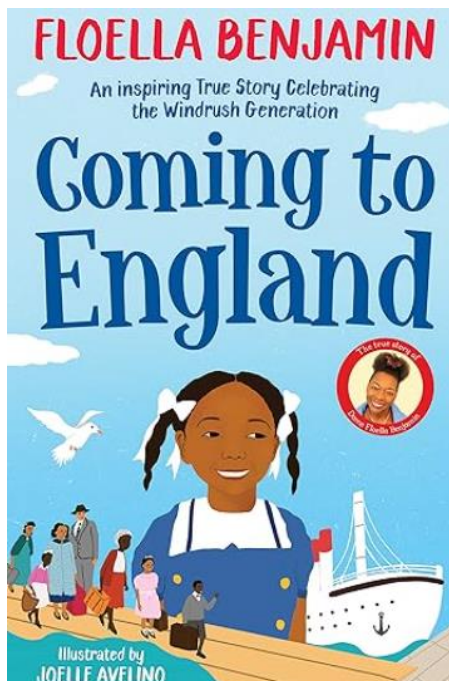
An exciting tale of adventure and fun in a **contemporary black household**. This story **sparks imaginations** as the children set out on an imaginary quest to find the monster, there is a **comical** twist at the end as the children’s imagination is restored back to reality. **Involve the children:** this could be in the selection of the book itself or through interaction during the story. Why not try asking children to predict what will happen next in the story, ask questions or come up with an alternative ending? Or perhaps get the children to join by pretending to be on the boat with the characters with actions, movements and sounds!

It’s also worth noting that Adeola has illustrated the character of Charlie as having the skin condition vitiligo, which is rarely (if ever) depicted in children’s books, and there’s a note at the beginning of the book signposting readers to [The Vitiligo Society](#) for more information. Free YouTube book version:

<https://www.youtube.com/watch?v=cng5mdBv3WM>



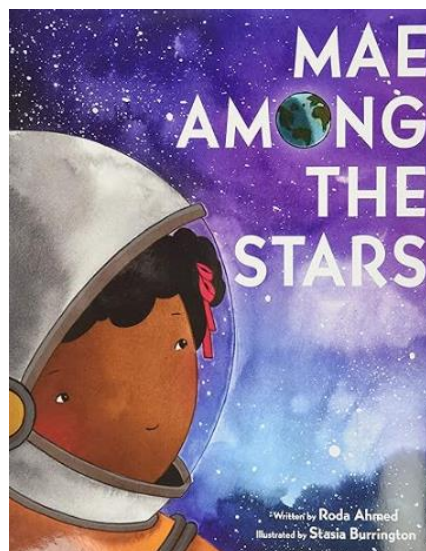
COMING TO ENGLAND



Floella Benjamin was just a young girl when she, her sister and two brothers arrived in England in 1960 to join their parents, whom they had not seen for fifteen months. They had left their island home of Trinidad to make a new life in London – part of a whole generation of West Indians who were encouraged to move to Britain and help rebuild the country after the Second World War. This book tells Floella’s true-life story and explores themes Hope, love, and determination: The book shows how these qualities can overcome **adversity** What it means to be British with Black Caribbean heritage. We can also use this book to talk about moving **home, making friends and family feelings.**

MAE AMONG THE STARS

Mae Jemison was the first Black woman to travel into space. She became an astronaut with NASA in 1992 and has since inspired many young people to pursue their dreams. This book celebrates **following your dreams, curiosity, and science.** Many children are fascinated by space and can be inspired by Mae’s achievements.



EXPLORE REAL LIFE SUPER HEROS!



HEMAN BEKELE

An American teenager has been named “America’s top young scientist” after developing a bar of soap that could be useful in the treatment of melanoma, a skin cancer. In the UK 1 in 4 men and 1 in 5 women will develop a form of skin cancer at least once in their lifetime. Over 230,000 cases of non-melanoma skin cancer are diagnosed annually in the UK with rates predicted to reach almost 400,000 per year by 2025.

Heman Bekele, a 14-year-old ninth grader from Annandale, Virginia, won the award after beating out nine other finalists.

“Curing cancer, one bar of soap at a time,” he said in his submission. “I have always been interested in biology and technology, and this challenge gave me the perfect platform to showcase my ideas,” he added.

He pitched his idea for a soap – the “skin cancer treating soap” – made from compounds that could reactivate dendritic cells that guard human skin, enabling them to fight cancer cells. In a video to the 3M Young Scientist Challenge, Bekele said he believed “that young minds can make a positive impact on the world”. What an inspiring story to celebrate black excellence! Perhaps you could talk about heroes and get the children to understand the importance of helping others. What would we do without people who help us? Who is your superhero?

EXPLORE LOCAL BLACK LEADERS

You may want to Introduce Local Black Leaders to the children Highlight local Black leaders, teachers, or community members who are making a difference. Personal connections can make history more relatable and meaningful for children. We have some aspiring black figures to celebrate right here in Greenwich!



Abena Opong-Asare, Labour MP Anthony Okereke, Council Leader, Mr Jit Ranabhat, Mayor

HELPFUL TIPS

- **Ask Open-Ended Questions** - Encourage children to ask questions and think about what they have learned. Questions like “How do you think this person felt?” or “What can we learn from their story?”
- **Discuss Fairness and Equality** - Use historical examples to talk about fairness, equality, and justice, helping children understand why these values are important.
- **Create a Welcoming Environment - Display Diverse Imagery:** Use posters, books, and decorations that reflect diverse cultures, including Black culture, to create an inclusive environment. Ask your parents to contribute empty product packaging to be used for role play in your setting, from ethnic hair products and ethnic food packaging.
- **Celebrate Diversity:** Recognize and celebrate cultural diversity in your setting not just during Black History Month, but all year round! Emphasizing the value of all backgrounds and experiences.

<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.

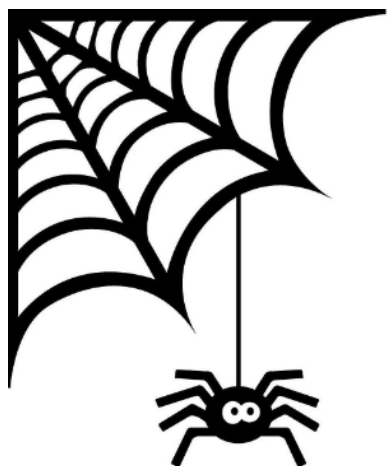
Have you signed up yet to the Equality and Equity Charter? Sign up now on link or scan QR code with your phone camera

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

Sign our Equality and Equity Charter →



Celebrating Festivals Safely - Halloween



HALLOWEEN



SAFETY



For those who celebrate Halloween, it can be an exciting time for children with costumes and nighttime adventures. However, some real dangers need to be avoided to ensure this period is enjoyable. Here are 12 key top tips for a safe Halloween experience.

<p>1. Halloween Costumes Can Be Highly Flammable Many costumes aren't made to the same safety standards as regular clothing, meaning they can ignite and burn rapidly. It's essential to keep children in costumes away from open flames and heat sources.</p>	<p>2. Buy Costumes from Reputable Sellers Though it may cost a bit more, purchasing costumes from trusted stores or websites is safer. Cheap alternatives may not meet UK safety regulations and could have fake labels.</p>	<p>3. Look for UKCA or CE Marks on Costumes While these labels don't guarantee a costume won't catch fire, they indicate the material has passed fire safety tests and should burn more slowly. Also, look for labels stating, "This garment has undergone additional safety testing for flammability."</p>
<p>4. Layer Up Under the Costume Wearing regular clothes underneath costumes adds a layer of protection, reducing the risk of burns in case of a fire.</p>	<p>5. Teach "Stop, Drop, and Roll" Prepare children for the worst-case scenario by teaching them to stop, drop to the ground, cover their face, and roll if their clothes catch fire.</p>	<p>6. Keep Candles Away from Trick-or-Treaters While candles and lit pumpkins create a spooky vibe, they pose a fire risk. Place them out of high-traffic areas and away from decorations, and don't forget to extinguish them when you're done.</p>

If your clothes catch fire you must...

1 Stop



Do not run -
this will make
the fire worse

2 Drop



Get down on
to the floor

3 Roll



Roll over -
this will put
the flames out

7. Switch to Battery-Powered Candles

LED or flameless candles reduce fire risks. However, ensure the battery compartments are secure to prevent children from accessing harmful button batteries.

8. Ensure Visibility

With early darkness after the clocks change, reflective tape or glow-in-the-dark accessories can help make children more visible to drivers. Fluorescent clothing is also a great option for better visibility.

9. Be Cautious Around Roads

Masks can obscure vision and hearing, so it's better to use face paint for outdoor activities. Children under 12 should be always be accompanied by an adult, and it's safer for older kids to follow a planned route and stay in touch with a responsible adult.

10. Be Careful When Carving Pumpkins

Pumpkin carving is a fun tradition, but if a child is too young to use a sharp knife, consider non-carve alternatives for decorating pumpkins.

11. Watch Out for Choking Hazards

Hard candy, lollipops, and mini eggs can be choking hazards for young children. Save treats for when they're sitting safely at home rather than walking or running.

12. Be Mindful of Button Batteries

Many light-up Halloween decorations are powered by button batteries, which can be deadly if swallowed. Always ensure the battery compartments are securely fastened. We hope these tips help you enjoy a fun and safe Halloween!



Celebrating Pedagogies



For September's E-bulletin, we started a little series to celebrate and share about different pedagogies (learning approaches) to hopefully inspire and give you ideas of what could be implemented within your settings. Last month's focus was on Montessori, 'Practical life' and this month we will be sharing some ideas around Froebel'.

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/government/uploads/system/uploads/attachment_data/file/302222/pedagogy-in-early-childhood-education-and-care-ecec-2015.pdf)



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

Research brief

July 2015

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

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/government/uploads/system/uploads/attachment_data/file/302222/pedagogy-in-early-childhood-education-and-care-ecec-2015.pdf)



Froebel's Theory



Froebel described play as "the highest expression of human development in childhood, for it alone is the free expression of what is in the child's soul".

<https://www.froebel.org.uk/uploads/documents/FT-Froebels-principles-and-practice-today.pdf>



Froebel believed that nature provides an ideal environment for children to develop their senses, curiosity, and appreciation for the world around them. Outdoor experiences like gardening, being with plants and animals as well as exploring natural materials, are essential to the Froebel approach.

The Froebelian approach emphasises how knowledgeable and supportive adults help nurture children to grow and develop at their own pace. Children are viewed as active, curious, and creative learners who benefit from engaging in activities, play, conversation, and self-reflection. They thrive when they feel emotionally secure and are surrounded by strong relationships, both within their family and the wider community.

Froebel believed that a child's earliest years are the most important for their growth, with play being the leading form to their development.

He had 7 key principles to support children's learning and development



Freedom with guidance

- helping children to think for themselves, make choices, solve problems and pursue their own interests and talents.

An activity that can support children develop these skills is through block play. Having an area

set up with blocks will ignite a child's curiosity to freely explore and develop their own ideas.

- Children are unique and have their own individual way of solving problems.
- Adult guidance is important in helping children use their freedom in respectful ways to navigate their way through challenges and develop their critically thinking skills to gain a result.

Plan activities that enable children to use tools like scissors and tweezers, this helps them to practice these skills, build autonomy and become less dependent on others.



Unity, connectedness and community

Children's play is a natural way of being and engaging in a mode of learning and developing. Unity is seeing the whole child to gain an understanding of their thoughts, feelings, actions and relationships. Working in partnership with parents is key to building positive relationships and gaining insight into their child's interests and experiences.



These connections will help practitioners to plan activities that will align with the child's interest allowing them to make connections with what they already know, explore and develop new ideas whilst learning to understand their world around them.

Engaging with nature

Engaging with nature through play; for example, making dens, climbing trees, exploring streams, so that children can be immersed in the natural world. This includes regular visits to green spaces such as local woodland.



Adults who are deeply attuned to nature, who show a joyful, curious approach, and a desire to connect children to the beauty and wonder of the world around them.

Ensuring that children experience all aspects of nature, including for example, physical processes of gradient, gravity, speed, energy and forces

Learning through self-activity and reflection



With children being naturally curious and active learners they have an innate ability to learn through doing, exploring, playing, taking things apart, and posing questions in their effort to understand the world around them. It is therefore that you practitioners provide an environment that have resources which will promote children's exploration and play.

Activity examples

Providing resources that are stimulating and challenging for children of different ages and experiences can inspire exploration. For example why not provide a pouring activity that can water or sand or set up a space with loose materials such as flowers, twigs, branches, leaves, stems, and dirt. These open-ended items encourage children to engage and explore freely, as there is no clear direction on how to interact with them.



Continuous provision allows children to regularly engage with materials like clay and wood, helping them build skills and become confident and competent in their learning.

Helping children to reflect on their activity, for example through putting actions into words, posing a 'wondering' question or making a connection with previous experience.

The central importance of play

Froebel's vision of play is to enable children to engage in activities that will take them to new levels of thinking, feeling, imagining and creating new ideas that will deepen their knowledge.

Play requires children to have rich, first-hand experiences that will extend their interest. Be given time to actively play and explore and be provided with open ended resources which enable children to have the freedom to engage in their imaginative and role play whilst giving them the choice and control of own their own play.

It is the practitioner's role to enable children to have the opportunities to play, be sensitive to their needs and interact with them when invited to support their learning.

Creativity and the power of symbols

Froebel informed that playing with ideas and creative use of imagination reveals the active way children make meaning from the world around them. They build their understanding by linking new experience to what they already know.



Knowledgeable and nurturing educators

The role of the educator is to observe, support and extend children's play and learning (Bruce 2015). Reflecting on observations, by working together with parents other professionals to gain a good understanding of children lived experiences, learning and development, including self reflection to continuously develop professional practice

Health & Wellbeing



<https://www.food.gov.uk/safety-hygiene/handling-flour-and-flour-products-safely>

Handling flour and flour products safely

This guidance applies to all types of flour including wheat, gluten free, corn, gram, and rice flour. It may also be helpful when considering the risks associated with sensory play and craft activities using flour where this is not intended to be eaten.

Is uncooked flour safe to eat?

Getting ill from uncooked flour or flour products is rare as they are mostly used as an ingredient in foods to be baked or cooked. Thorough cooking makes uncooked flour safe to eat. Food poisoning bacteria have been found in flour and pastry products in the UK, and there are examples from other countries where similar products have been linked to outbreaks of illness.



You should not eat flour or flour products such as pastry and doughs that have not been cooked thoroughly or are not sold as ready to eat. This is because flour is not usually treated during processing to kill any food poisoning bacteria that may be present. Make sure to always follow the manufacturer's instructions provided on the packaging. This will tell you if the product must be cooked or it can be eaten raw.

It is particularly important for vulnerable people, such as young children, those with compromised immune systems and older people, to follow this advice because their immune system may not be able to fight off infections as easily. They should also take care when handling flour and flour products and follow the advice on the 4Cs: [cooking](#), [cleaning](#), [chilling](#) and avoiding [cross contamination](#).



Using raw flour safely

Here are some helpful tips to help you to prepare food using flour or flour products safely:

- do not eat or taste uncooked flour or flour products, such as pastry, cookie dough, pizza dough and batter, such as cake mix, unless labelling indicates they are ready to eat
- keep flour and flour mixes (e.g. bread or cake mix) in a sealed bag or container - flour can spread easily and contaminate other foods
- follow cooking, storage and handling instructions provided on the packaging
- wash hands thoroughly with soap and warm water before and after handling flour, uncooked pastry, or dough
- clean all surfaces properly - wash bowls, utensils, and surfaces with warm, soapy water or your usual surface cleaner and disinfect where necessary

Heat treating flour at home.

You may find recipes that provide guidance on how to heat treat flour when cooking at home. However, while heat treatments applied in the home may reduce the risk, we can't be certain that they will kill any harmful bacteria that might be present and eliminate the risk completely.



During manufacturing food businesses can apply processes that will kill any food poisoning bacteria that may be present in uncooked flour. This is why some shop bought products such as cookie dough used in ice cream are safe to eat.

You can find more advice on good food hygiene at the following links:

- [cooking cleaning](#)
- [chilling](#)
- and avoiding [cross contamination](#)

Using flour or dough for crafts and play activities at home

When using uncooked flour or flour products not intended to be eaten e.g. dough for crafts and play, you may wish to use this advice to support how you manage the risks during these activities.

This advice is intended for the general population and has been produced for those handling these products recreationally.

Operators of care settings or other businesses where children and older people are handling raw flour or raw flour products should also take account of this advice when considering how risks associated with these activities are managed as part of their risk assessment process. Children and older people may be more vulnerable to infection so additional care may be needed when handling these products.

See the [Health and Safety Executive's Managing risks and risk assessment at work \(Opens in a new window\)](#).

This guidance applies to all types of flour, including wheat, gluten-free, corn, gram, and rice flour.



Practitioner Wellbeing

Useful information and resources

Working in early years has an immense impact on the lives of young children, and it can be a fulfilling and enjoyable career – but it can also be challenging. In November 2023, the Early Years Alliance published their [Minds Still Matter report](#) which found 81% of respondents said they were regularly stressed about a work-related issue.

A well-supported team of staff can improve effectiveness and job satisfaction, reduce absence, and strengthen employee retention. Positive practitioner wellbeing also supports positive personal, social, and emotional development in children.

So, what steps can we take to improve practitioner wellbeing?

As individuals

We all have mental health to take care of, just as we must all take care of our physical health. For a lot of us, this can sometimes be easier said than done, depending on the external factors at play. Most people will experience noteworthy events in their lives that may cause anxiety, sadness, and stress. However *everyday* stressors can also impact our mental wellbeing, such as demanding workloads, financial worries, busy personal lives, or a lack of routine.

It is important to remember to be proactive about maintaining positive health and wellbeing habits, rather than only considering our mental health as a priority when it starts to decline, or a problem arises. Education Support has a guide for the [building blocks](#) of good mental wellbeing, with tips on how to achieve good sleep and the importance of exercise and eating well.

For a more in-depth analysis of the importance of practitioner wellbeing, Anna Freud has developed a [free workbook](#) for early years individuals and workplaces which frames the social and environmental factors that influence wellbeing, from interpersonal relationships to public policy. The workbook introduces ways of thinking about wellbeing within the context of the early years sector and offers reflection activities, and signposts to further resources.



In 2022, [Foundation Years interviewed Sonia Mainstone-Cotton](#), an independent early years consultant who specialises in practitioner health and wellbeing. She suggested paying attention to your body as a signifier for how your mental health may be impacting you. How does it tell you when you are stressed? Tight shoulders? Headaches? Fast breathing? Take the time to tune into these warning signals to begin to release stress. Sonia advocates for having a pre-planned ‘menu of ideas’ suited to you, that you can choose from when you need to take some time for yourself. Some examples for your menu include:

- Spending 10 minutes outside: this can reduce heart rate, improve mood, and reduce anxiety
- Doing something creative: cook something new, take up a new craft or listen to some of your favourite music
- Exercise: start with an easy 10 minutes and build up as your confidence increases
- Gratitude: notice and celebrate small victories and pleasures to reframe why you do what you do – keep a note in your phone to remind yourself when you need a boost!
- A simple cup of tea and some mindful breathing to calm down and tune into how you are feeling.

Having a strong network around you can provide support and connection. This may be especially true for childminders, who often work alone. Help for Early Years Providers provides [case studies](#) of real settings' approaches to practitioner wellbeing. In one, Karla Roberts, a childminder, said:

“Professional support is also necessary. As childminders we often work alone, so talking to others is the best thing we can do to prevent feeling isolated. Engaging via informal groups online creates a supportive environment within the sector and brings us together. This means we can discuss the stress of the role with someone who understands, as well as share best practice.”

Childminders can also contact their local authority to see what support they offer locally and can consider joining a childminder agency for additional support and networking opportunities.

[Early Years in Mind](#) is a free online learning network for early years practitioners. The network provides up-to-date advice and guidance on supporting the mental health of young children and their families and offers information on staff wellbeing in Early Years settings. Similarly, the [Hub of Hope](#) is a directory provided by Chasing the Stigma which signposts to local, regional, and national services offering support on a wide range of mental health-related topics.

aneemo



Leaders and managers

In 2017, the [Thriving at Work](#) review of mental health and employers found that the human cost of poor mental health is coupled with a financial cost to employers – between £33 billion and £42 billion – due to lower productivity, sickness absences and staff turnover. Leaders and managers are therefore crucial to supporting the health and wellbeing of staff in their teams.

The first step is to assess how you are currently doing in this area. What are your current levels of stress? Are your setting leaders confident having difficult conversations? How is sickness absence managed and what support is in place for staff?

The Anna Freud Centre and Child Outcomes Research Consortium have created a [wellbeing measurement tool for early years settings](#). This survey – created with input from over 1000 early years practitioners, a number of local authorities and the National Day Nurseries Association – identifies four

key areas to look at when supporting staff, along with practical tips. It includes a survey that you can use to better understand your workplace and staff needs, and how to offer support. Debbie Garvey, author of *Little Brains Matter*, talked to the NCB and Foundation Years for a series of [Learn – Explore – Debate](#) events focused on putting wellbeing at the heart of our early years practice. She suggests we can use what we already know about managing emotions, change, challenges, and stress with children, and use those soft skills in a transferable way. “We get this, we do this with children,” Debbie says, “Our brains react in very, very similar ways.”

Next, consider creating a wellbeing strategy for your team. Each workplace has its own circumstances and challenges, so each will understandably need a tailored approach. To get you started, Education Support has a template for a [wellbeing plan](#) and the National Day Nurseries Association has created a [staff wellbeing policy template](#), which is available to download for free.

For some inspiration, Lucy Pottinger from Grass Roots Day Nursery explores how they support the emotional health and wellbeing of staff in [this vodcast](#) – including an appearance from nursery empathy dog, Frank!

Here are some key points for consideration when developing your wellbeing strategy:

- Support staff as individuals
- Focus on team relationships and encourage staff to reach out and connect with colleagues to promote a culture of support. Ensure staff feel they have protected time for this.
- Recognise and celebrate the hard work and dedication of staff
- Prioritise opportunities for progression and personal development
- Build trust by modelling being open and honest, and help staff to incorporate more wellbeing activities into their working week
- Gather staff views on what needs improving and nurture a culture of honest dialogue
- Support reflective practice

Supporting the early years sector is a priority for this government, and early years practitioners deliver invaluable, high-quality provision to millions of children each day. They play a crucial role in enriching the lives of the children they care for and enable parents and carers to access the labour market. We hope the resources and information listed in this post will help you to prioritise your own wellbeing, and the wellbeing of those around you.

<https://www.gov.uk/government/publications/early-years-inspection-handbook-eif/summary-of-changes>

Early Years Handbook : Summary of Changes

Throughout: Ofsted have clarified references to funded places and what should be considered on inspection.

Paragraphs: 50, 174, 203 and footnote 10: wording amended to reflect how the inspector will consider the context of the setting, including where relevant the ongoing impact of COVID-19.

50. The telephone call is the first opportunity for the inspector to begin a professional dialogue with the provider or their representative. It should be short and focused on practical issues. Inspectors should not use this conversation to start inspecting, but they will seek to understand the context of the setting. Where necessary, the telephone call may be made in 2 parts, as agreed between the inspector and the provider. During the call the inspector will ask the provider if there are any reasons, of either a personal or professional nature, that may mean they wish to ask for a deferral.



The purpose of the notification call is to:

- give the setting an opportunity to raise any issues or concerns, or to seek clarification before the inspection
- provide an opportunity for the setting to discuss and/or give us information on potential equalities duties, including reasonable adjustments for individuals
- explain how the provider will be able to raise any matters during the inspection itself
- confirm that the setting is aware of Ofsted's privacy notice and how Ofsted uses information gathered on inspection

- confirm that the setting is aware of Ofsted's [code of conduct](#) and Ofsted's expectation of providers during inspection or wider regulatory activity
- confirm the setting's registration status and clarify any issues relating to the registration
- confirm that the setting knows about its statutory duty to inform parents of the inspection
- confirm arrangements for the inspection; this includes informing the provider or their representative (normally the manager) that they will usually be required to take part in joint observations
- arrange discussions with particular staff members, including the manager or the named deputy in the manager's absence
- confirm who the nominated person is, where appropriate, giving them the opportunity to be present at the feedback meeting
- ask that relevant documents are made available as soon as possible from the start of the inspection ([see paragraph 52](#))
- confirm the age range of children, numbers on roll, and times when the setting is open and any other contextual information
- confirm the number of staff and their levels of qualification
- confirm whether the setting provides any funded places for disadvantaged children and/or receives early years pupil premium funding ([see paragraph 76](#))
- check what additional support and/or arrangements for children who need special educational provision, including responses to any emerging needs or difficulties,^{[\[footnote 7\]](#)} or whether any children attending the setting are subject to a child protection plan or child in need plan ([see paragraph 76](#))
- give the setting an opportunity to highlight key contextual information about the setting. This could include, for example, general contextual information such as staffing, as well as specific contextual information such as any ongoing impact of the COVID-19 pandemic
- ask leaders who is responsible for their welfare, usually their employer. If there is not an employer, leaders can provide details of someone else who we may contact in an emergency

174. If relevant, inspectors will seek to understand any ongoing impact of the COVID-19 pandemic on providers and will take this into account when reaching final inspection judgements.

203. If relevant, inspectors will seek to understand how leaders have adapted their approaches as a result of the COVID-19 pandemic, including the rationale for any new or modified ways of working.

Paragraphs 78, 130, 217 and 247: wording updated to align with part 2 and part 3 of the inspection handbook.

78. In group provision, the inspector must track a representative sample of 2 or more children across the inspection. The inspector should discuss with the provider what they intend the relevant children to



learn and remember based on what those children know and can already do. The evidence collected must refer to:

- the practitioner's knowledge of each child
- the progress check for any children aged 2
- the impact of any early years pupil premium funding on the children's development
- the quality of support for any children with SEND ([see paragraph 50](#))

- the discussions held with each child's key person and how they decide what to teach
- how well children are developing in the prime and specific areas of learning that help them to be ready for their next stage of education, including school
- the reason why children may not be receiving their full entitlement to early education and the impact that has on them, particularly children from disadvantaged backgrounds and those who may get left behind in their learning and development ([see paragraph 50](#))

130. Minor improvements that are identified and can be put right before the inspection is over should not necessarily have a negative impact on the judgements. However, where a number of minor improvements are needed, the inspector will have to consider whether these failings, taken together, suggest wider weaknesses in the setting. If this is the case, it is likely to have a negative impact on the leadership and management judgement.

217. The inspector will talk to the childminder about what they want children to learn and remember based on what the children in their care know and can already do. The inspector will discuss with the childminder:

- what they know about each child
- the progress check for any children aged 2
- the impact of any early years pupil premium funding on the children's development
- the quality of support for any children where there are concerns about their development
- how they decide what to teach the children

- how well children are developing in the prime and specific areas of learning of the EYFS that help them to be ready for their next stage of education, including school
- the reason why children may not be receiving their full entitlement to early education and the impact that has on them, particularly those from disadvantaged backgrounds and those who may get left behind in their learning and development



247. When the provider does not meet one or more of the safeguarding and welfare requirements the inspector will consider the impact this has on children. Any minor improvements that can be put right before the inspection is over should not necessarily have a negative impact on the judgements. However, where a number of minor improvements are needed, the inspector will have to consider whether these failings, taken together, suggest wider weaknesses in the setting. In such cases, the inspector will consider whether a judgement of ‘not met’ is appropriate and either issue actions for the provider to take or consider enforcement action. In these cases, the inspector must follow the guidance for inadequate judgements set out previously in this handbook.

Good grade descriptor for Quality of Education: amendments to bullet 3 regarding an ambitious curriculum for all children.

- The provider is ambitious for all children, including disadvantaged children, which includes those with SEND

Inadequate grade descriptor for Quality of Education: amendments to bullet 4 regarding disadvantaged children.

- Children are not well prepared for school or the next stage of their learning, particularly disadvantaged children who receive additional funding, including early years pupil premium funding. Strategies for engaging parents are weak and parents do not know what their child is learning or how they can help them improve.

Business Support : Running a small business

KATE FORD, TAX ADVISOR MANAGER, FEDERATION OF SMALL BUSINESSES

If you're an individual and run your own business, you can register as a sole trader. When you're self-employed, you own all the assets and have the right to make all decisions affecting the business.



Whether you're just starting up your childcare business, or wondering if making the leap from sole trader to a limited company is right for you, there's a lot to think about.

The legal structure you choose will have an impact on important areas of your business, such as how much tax you pay, what paperwork you need to fill out and the level of risk to your personal assets.

We'll explain what being registered as a sole trader or a limited company will mean for you.

Self-Assessment Tax Returns

Every year, you'll need to fill out and submit a Self-Assessment Tax Return to HMRC. Keep all your documentation organised, like receipts, invoices and proof of expenses, as you'll need these.

HMRC offers a [calculator to help you budget for your tax payments](#) as a sole trader.

Liabilities

You are personally liable for any debts of the business and responsible for any losses your business makes. Liability insurance can provide cover if you're being sued for negligence or in connection with accidents, but it doesn't cover your trading losses.

Documents

A sole trader's name and business address must appear on communications such as letters, orders, invoices and receipts. If you have a business premises where customer or suppliers have access, notice should be displayed here too. This doesn't apply if you trade under you name, but does if you have a trading name, for example Jenny's Day Care.

Paying yourself

You can keep all your business' profits after you've paid tax and National Insurance contributions on them.

Employing staff

Working for yourself doesn't mean you have to work alone! Sole traders can employ staff - you'll just need to [register as an employer with HMRC](#), get familiar with payroll and PAYE, and check your insurance covers you for any employees.



One of the main differences between being a sole trader and setting up a limited company is that you need to register with Companies House as well as HMRC.

As a director, you run the company as the business' agents, and you can have more than one director. Limited companies often operate under a trading name, which is usually the name of the business.

A company limited by shares operates for the purpose of profit and keeps any profits after paying tax. On the other hand, a company limited by guarantee is not for profit and invests all profits back into the company.

Paperwork	Liability	Contact information
<p>Running a limited company comes with a lot more forms to fill out than if you are a sole trader. Under the Companies Act 2006, you'll have requirements to maintain registers, minutes and file annual returns. It also sets out directors' duties. Some of this information will also be available to the public on Companies House.</p>	<p>The company is liable for its debts as it has a legal personality separate from directors or shareholders, so the only risk is price paid for shares. This means your business' finances will be separate from your own personal finances.</p>	<p>All of your company stationery, including website and emails, should have:</p> <ul style="list-style-type: none"> • Company name and trading name if applicable • Place of registration • Registered number • Address of registered office

Employing yourself

Even if you're only employing yourself as the director, you still need to register with HMRC as an employer.

What about a partnership?

A partnership is where you and one or more individuals (or a limited company) share responsibility for running the business. It can be a great way to combine skills. For example, you might handle the day to day running of the business whilst your partner works behind the scenes.

If you enter into a partnership, all partners are jointly liable for costs and losses. Sometimes starting a partnership is informal, but it's always best to get a partnership agreement drawn up.

Factors like decision making, rights to ownership and distribution of assets or property should all be set out in your agreement.

Much like a sole trader, business affairs such as taxes, accounts and profits are not available to the public.

VAT

Whether you set up as a sole trader, company or partnership, you will also need to consider whether you are required to register for VAT if your income exceeds the VAT threshold.

Supplies of childcare by a “state-regulated” (e.g. Ofsted, CIW or Childminder agency) provider are exempt from VAT, but if you have other income, this may require you to become VAT registered and thereafter pay a proportion of your income to HMRC as VAT.

Download a free guide to small business taxes from FSB, which includes the process of registering your business, the taxes you need to be aware of and key dates for your diary.

<https://www.fsb.org.uk/join-us/register/download-tax.html>

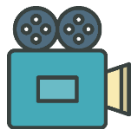


About the Federation of Small Businesses

Established over 45 years ago to help small businesses and the self-employed achieve their ambitions, FSB is a non-profit organisation that’s led by our members, for our members.

[FSB | The Federation of Small Businesses](#)

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
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

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, or it is received too late to be able to fill the place, 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	26 October 2024	08:45	16:30	£55.00
Saturday	09 November 2024	08:45	16:30	£55.00
Wednesday	20 November 2024	08:45	16:30	£55.00
Saturday	07 December 2024	08:45	16:30	£55.00



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

Solihull Online Training

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



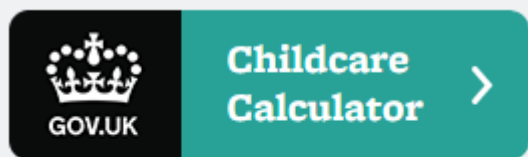
An online application is quick and easy

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



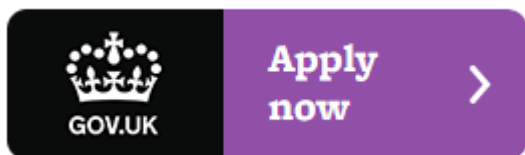
Access the online portal

<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

- [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



Look, Say, Sing, Play Resources

Look, Say, Sing, Play early years resources to use and share with parents



[Look, Say, Sing, Play](#) is a set of resources which encourage interaction between parents and their babies.

Parents and carers interact with their babies all the time without always realising how those interactions shape the way their baby's brain develops.

Improving interaction and encouraging parents to be more sensitive to their baby's cues helps parents identify and respond to their needs. It also improves attunement and sensitivity of parents from an early stage, setting up positive behaviour as their child grows.

Improving interaction between parents and babies

These brain-building resources are based on the work of Vroom, a US public health initiative that uses the [science of early learning](#) to help parents improve back-and-forth interactions with their children.

[Serve and return interactions](#) – when a parent responds positively to their child by speaking, gesturing or touching – help shape brain architecture by building and strengthening the neural connections that babies need to develop communication and social skills.

This set of resources will help you to provide parents with [brain-building tips](#) that they can easily incorporate into their everyday routine and boost their child's development.

Evaluating Look, Say, Sing, Play

The [Institute of Health Visiting](#) and the [School of Education, Communication and Language Sciences at Newcastle University](#) have worked with the NSPCC to evaluate Look, Say, Sing, Play. The evaluation was published in 2022 and considered how parents used the resources with their babies, the impact on interaction between parents and their babies when using them, how local campaigns were implemented, and whether this affected how practitioners used the resources with parents.



Download the resources

Look, Say, Sing, Play leaflet

This leaflet gives parents a handy introduction to brain-building tips for their child from birth, up until the age of 2. It helps them understand how they can bring more interaction in to their daily routine, and gives them an introduction to the science behind the campaign.

[Download the Look, Say, Sing, Play leaflet \(PDF\)](#)

Look, Say, Sing, Play posters

A series of four posters to display where parents will see them. Each design give a different brain-building tip on how to interact with their baby and encourages parents to sign up for weekly tips via email.

[Download the set of four Look, Say, Sing, Play posters \(PDF\)](#)

You can also download the posters individually:

- [Look poster \(PDF\)](#)
- [Say poster \(PDF\)](#)
- [Sing poster \(PDF\)](#)
- [Play poster \(PDF\)](#)

Look, Say, Sing, Play activity posters

Ten activity posters outlining a range of different age-appropriate tips which parents can try with their child. These can be displayed and used around children's centres where Look, Say, Sing, Play sessions are running or by parents independently.

[Download blowfish activity poster \(PDF\)](#)

[Download colour hunt activity poster \(PDF\)](#)

[Download copy cat activity poster \(PDF\)](#)

[Download follow the face activity poster \(PDF\)](#)

[Download fun with fingers activity poster \(PDF\)](#)

[Download saw the sign activity poster \(PDF\)](#)

[Download sharing the story activity poster \(PDF\)](#)

[Download sing-song voice activity poster \(PDF\)](#)

[Download space explorer activity poster \(PDF\)](#)

[Download vroom, vroom activity poster \(PDF\)](#)

Keeping children safe in education (KCSIE) 2024: summary of changes

Publication date September 2024

The Department for Education (DfE) published an updated version of the statutory safeguarding and child protection guidance for schools in England, Keeping children safe in education (KCSIE) in September 2024.¹ This version replaces previous editions of the guidance. It was initially published for information only in May 2024.

The guidance sets out what schools and colleges in England must do to safeguard and promote the welfare of children and young people under the age of 18. Our briefing sets out changes to the guidance.



Updates for KCSIE 2024 include:

- amending the definition of ‘safeguarding and promoting the welfare of children’ in line with Working together to safeguard children 2023²
- additional information around when children may require early help, in accordance with the guidance in Working together
- a recommendation for school staff, governors and trustees to use the DfE Data Protection guidance for schools³ to understand data protection
- clarification that schools continue to be responsible for the safeguarding of pupils they place with an alternative provision provider.

Updates made to KCSIE 2023 included:

- clarification around the roles and responsibilities of education staff in relation to filtering and monitoring
- clarification that being absent, as well as missing, from education can be warning sign of a range of safeguarding concerns, including sexual abuse, sexual exploitation or child criminal exploitation
- additional information on online pre-recruitment checks for shortlisted candidates

- information on responding to allegations related to organisations or individuals using school premises.

Updates made to KCSIE 2022 included:

- incorporating the DfE's advice on Sexual violence and sexual harassment between children in schools and colleges⁴
- setting out the safeguarding implications for schools of human rights and equality legislation
- providing more information on managing low level concerns
- reinforcing the importance of talking to parents about children's access to online sites when away from school.
-

[Keeping children safe in education \(KCSIE\) 2024: summary of proposed changes | NSPCC Learning](#)

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/ 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