

# Childcare Provider Network

Spring 2019



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# Agenda

- Welcome / introductions
- National updates
  - New Education Inspection Framework (EIF)
  - Ofsted notifications
- Ofsted outcomes CPD - provider feedback
- Local Updates
  - Kingston Music Service (Kingston only)
  - Healthy Early Years London (HEYL)
  - SEND updates (EIP, EYES, EYSIF Audits, EY SEND Conference)
  - Safeguarding - DSL
  - Moving On document
  - Childcare Matters programme

# Local Updates



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# Provider inspections

Provider feedback from their Ofsted inspection

- 26th at KCC 1pm - Kids United (Paula)
- 26th at KCC 6.30pm -
- 28th at TTC 1pm - Monkey Puzzle (Isabella and Anna)
- 28th at TTC 6.30pm -

# Ofsted inspection analysis

- targeted CPD - matching learning needs with training needs leading to improvements in teaching and learning
- staff knowledge of Prevent Duty
- practitioners giving sufficient time for children to listen, process and respond

ANALYSIS



# Contact Details

- We hold, and use, Provider and Registration emails and phone numbers as informed by Ofsted.
- If these details are out of date the setting registered person **must** contact Ofsted to update - we cannot do this for you. Ofsted will then inform AfC of the change.
- Shortly we will be adding a form to the Provider Portal to will show you the Ofsted contact details we hold, please check and contact Ofsted to change them if necessary
- If you given Ofsted/ AfC an email please make sure you check your inbox and spam on a regular basis.

## Local updates - SEND

- **Important changes to EYSIF process**
- **New parental consent** and setting confirmation form
  - Expanded parental consent
  - pre-submission parental consent
  - the need to include bursar/finance contact
  - not available in SRPs or Reception year
  - audit requirements

## Early Years SEND Inclusion Fund (EYSIF)

- The next window for applications to the Early Years SEND Inclusion Fund (EYSIF) opens on:

**25th February 2019** and will remain open until **15th March 2019**



All EYSIF information can be found here:

<https://www.afcinfo.org.uk/pages/community-information/information-and-advice/information-for-childcare-professionals-working-in-kingston-and-richmond/special-educational-needs-and-disability-send/early-years-special-educational-needs-inclusion-fund-eyesif>



## Local updates - SEND Conference

- The title of the conference is ***"Early Years Inclusion: a Foundation for All, a Future for All"***.
- The first keynote will be delivered by Phillipa Stobbs (Council for Disabled Children Early Years Lead) and Julie Revells, and independent consultant who works closely with Phillipa. Their focus will be the early years SEND landscape, qualifications, policy etc.
- In the afternoon we have Dean Beadle, a young man talking about his life with ASD/ADHD.

## Local updates - SEND Conference

- The Conference will be held at The Stoop in Twickenham.
- The date of the conference is Monday 20<sup>th</sup> of May 2019.
- Timings TBC but likely 8:30am (for a 9:00 welcome) till 4pm.
- Car parking is free and BBQ lunch is provided.
- The cost of the conference is £130 per delegate.

# SEND Conference Workshops

- Rob Dembrey will co-deliver a workshop with Advantage DN on some of the aspects that they have already implemented and noticed in terms of the social, emotional and mental health through whole setting well-being approaches, including staff well-being; that they have already gained Susanne Treadwell, EPS.
- Hannah Webber, AfC's Lead Adviser for Autism and SLCN, is going to focus on the behavioural aspects of ASD, seeing things from a different perspective when trying to make sense of the behaviour of children with Autism Spectrum Disorder/social communication difficulties.
- Susanne Treadwell, our Early Years EP will be delivering a workshop on SCERTS. SCERTS is a *"research based approach and multidisciplinary framework to building Social Communication skills in children in in early years settings."*
- Josephine Burke, Emotional Health Service; will be focusing on her Incredible Years work, supporting parents specifically and preventing behaviour problems and how to promote children's social, emotional and developmental competence.
- Philippa and Julie will follow up their keynote with a more specific focus in their workshop.

## Summer SENCO Networks

- The next SENCo Networks will include, as usual; both national and local updates.
- **22<sup>nd</sup> of May 1pm – 3pm and/or 6:30 – 8:30pm at King Charles Centre**
- **23<sup>rd</sup> of May 1pm – 3pm and/or 6:30 – 8:30pm at Twickenham Training Centre**
- **Optional drop in sessions**
- Occupational Therapy & Physiotherapy
- Transitions – Heathfield Primary School; Richmond & Grand Avenue Primary
- Inclusion Hub Case Study

# SEND eNews & Summer SEND Skills

## Spread the knowledge!

- Don't forget to sign up your assistants, deputies and room leaders can receive fortnightly updates on all matters relating to early years SEND nationally and locally through our SEND eNewsletter.
- To subscribe please email: [early.years@achievingforchildren.org.uk](mailto:early.years@achievingforchildren.org.uk)
- Our next SEND Skills session is on **Transitions**.
- Both sessions are on Wednesday 13th of March.
- Either 13:30 – 15:00 or 18:30 – 20:30.
- Both sessions are at King Charles Centre, Surbiton

## **Inclusion Hubs updates**

Any feedback from our Inclusion Hubs training?

## Local Offer and AfC Info Site

A reminder to regularly check both the Local Offer site and AfC Info site for new content and updates.

Local offer: [https://www.afcinfo.org.uk/local\\_offer](https://www.afcinfo.org.uk/local_offer)

AfC Info: <https://www.afcinfo.org.uk/>



New content on AfC Info site since the last CPN:

- New Moving On document
- The National Strategies - Early Years (Publications)

# Online safeguarding for Early Years:

The government have published specific guidance articles for professionals working in EYFS settings. There are two versions, one for practitioners and one for managers.

## **For Practitioners:**

Safeguarding children and protecting professionals in early years settings: online safety guidance for practitioners

<https://www.gov.uk/government/publications/safeguarding-children-and-protecting-professionals-in-early-years-settings-online-safety-considerations/safeguarding-children-and-protecting-professionals-in-early-years-settings-online-safety-guidance-for-practitioners>

## **For Managers:**

Safeguarding children and protecting professionals in early years settings: online safety considerations for managers

<https://www.gov.uk/government/publications/safeguarding-children-and-protecting-professionals-in-early-years-settings-online-safety-considerations/safeguarding-children-and-protecting-professionals-in-early-years-settings-online-safety-considerations-for-managers>



## Early Years DSL Safeguarding forum:

**Date: 27th March 2019**

**Venue: Advantage Nursery, 228 Tolworth, Surbiton, KT6 7QD**

**Time: 7pm till 9pm**

Next month we will be looking at the Neglect toolkit, the new online early years guidance documents, a piece on difficult conversations as well as ensuring we have time for open discussion. At each forum a representative from SPA will attend.

It is an opportunity for safeguarding leads to meet and network with other professionals across the sector as well as keeping you up to date with the latest safeguarding advice and guidance.

# Website updates

The **National Strategies**  
Early Years



## Inclusion Development Programme

Supporting children with Behavioural, Emotional and Social Difficulties:  
Guidance for practitioners in the Early Years Foundation Stage



department for  
children, schools and families

## Inclusion Development Programme

Supporting children on the autism spectrum: Guidance for practitioners in the Early Years Foundation Stage

The Coalition Government took office on 11 May 2010. This publication was published prior to that date and may not reflect current government policy. You may choose to use these materials, however you should also consult the Department for Education website [www.education.gov.uk](http://www.education.gov.uk) for updated policy and resources.

Department for  
**Education**

The **National Strategies**  
Early Years



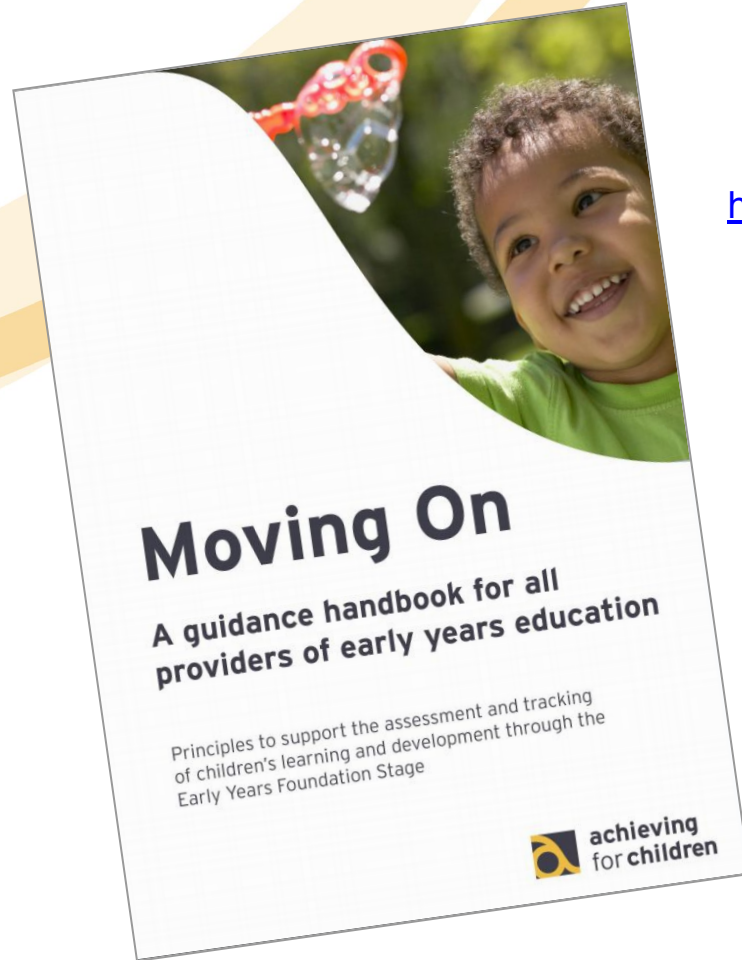
**Inclusion Development Programme**  
Supporting children with speech, language and communication needs: Guidance for practitioners in the Early Years Foundation Stage

department for  
children, schools and families



# Updated Moving On document

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



# Workforce Development

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## Upcoming courses

- Bouncing Back: Supporting Resilience in Practitioners - Friday 1 March 2019 - 09:00 - 16:30
- The Truth is Out There - Developing Scientific Learning Outdoors 2019 - Monday 4 March - 09:30 till 13:00
- Working with Autistic Spectrum Conditions - Level 2 - Friday 8 March 2019 - 09:30 - 16:30
- Fire Safety Awareness – with use of extinguishers - Tuesday 12 March - 09:30 - 12:30
- Managing Stress - Thursday 14 March 2019 - 09:30 - 16:30
- Allergens, EpiPens and the Safe Management of Medication - Friday 15 March - 09:30 till 13:00

# Workforce Development

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**\*NEW\* for 2019**

- **Story Sacks and Poetry Pockets** - Tuesday 12 March 2019 09:30 - 13:00
- **Forest School Training** - Monday 18 March 2019 10:00 - 16:30
- **Early Years Expressive Arts and Design** - Tuesday 19 March 2019 09:30 - 13:00
- **Music in the Early Years** - Friday 22 March 2019 09:30 - 15:30
- **Early Years Enabling Environments** - Thursday 2 May 2019 11:00 - 15:00
- **Early Years SEN Conference 2019** - Early Years Inclusion: A Foundation for All, A Future for All - Monday 20 May 2019 08:30 - 16.00
- **Makaton Foundation Workshop for Professionals** - Monday 19 June

# Workforce Development

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- Inset Training - most courses can be arranged as an inset session. Settings can join together to share an inset
- Service Level Agreements - packages are available to be purchased to use against the cost of training making it more cost effective if your setting accesses more than 5 training sessions per academic year
- Weekly marketing email - if you would like to receive a copy of the weekly email please sign up. A link is available on all emails sent out from the Workforce Development Team or a sign up sheet is on your table
- Please contact [claire.grayson@achievingforchildren.org.uk](mailto:claire.grayson@achievingforchildren.org.uk) for further information

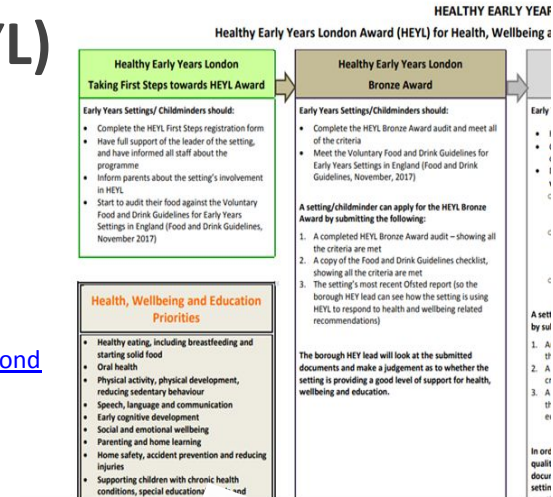
# Healthy Early Years London (HEYL)

## Taking First Steps towards a HEYL Award

Early Years Settings/ Childminders should:

- Complete the HEYL First Steps registration form  
<https://www.london.gov.uk/what-we-do/health/healthy-early-years-london/about-healthy-early-years-london>
- Have full support of the leader of the setting, and have informed all staff about the programme
- Inform parents about the setting's involvement in HEYL
- Start to audit their food against the Voluntary Food and Drink Guidelines for Early Years Settings in England (Food and Drink Guidelines, November 2017)  
<https://www.actionforchildren.org.uk/media/9750/eat-well-practical-guide-final-check.pdf>

**HEYL Bronze Award:**  
Panel to be available after half term





## PVI Moderation update

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- Low bookings have resulted in cancellation
- Apologies for this as we know this is disappointing for those who had booked
- Many thanks to all of our moderators
- We will review needs with providers next term



# Childcare Matters Session



## What is it about?

The aim is to support a greater connection between providers and DfE; and to support local areas with messaging and information sharing.

## What will the session include?

- Keynote: Charis Penfold
- Childcare Works national update
- Local authority priorities and focus
- Case studies from local providers
- DfE update

## When is it?

Monday 25 March 2019  
Guildhall, Kingston

## Where is it?

Guildhall, Kingston

## Who is delivering it?

Childcare Works team

## How much will it cost to attend?

It is fully funded by the government

## Please book here:

<https://www.eventbrite.co.uk/e/childcare-matters-kingston-and-richmond-tickets-55274195607>

## Local updates - diary dates

- **‘Smooth Transitions’ Evening**  
Richmond - 18th June (TTC)  
Kingston - 25th June (KCC)
- **Childcare Matters** - 25th March (Guildhall, Kingston)



# National Updates

Spring 2019



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# National updates

## Resources

- Music resources
- Children's Traffic Club London resources

## Ofsted

- Notifications to Ofsted
- Working towards Ofsted's Education Inspection Framework (EIF) 2019: Ofsted's approach – early years
- Consultation activity

## Musical Development Matters in the Early Years

By Nicola Burke



**Early Education**  
The British Association for Early Childhood Education

## EYFS music resource



<https://www.early-education.org.uk/musical-development-matters>

# Children's Traffic Club

## Children's Traffic Club London

- Free road safety and active travel education programme for pre-school children and their parents or carers funded by Transport for London (TfL)
- supporting the Mayor of London and Transport for London's vision of delivery healthier and safer streets for everyone in London
- You can help support by championing the Club in your setting and enrolling all children aged three and four, who have not previously been registered

<https://www.trafficclub.london/register/nursery>



# Notifications to Ofsted

Clarification on 'Notifications from providers'

<https://www.nurseryworld.co.uk/nursery-world/opinion/1166536/bumps-and-bruises-what-ofsted-needs>

Childminders and childcare providers **must** inform Ofsted of the following events no later than 14 days after the event occurred....

## **“55. We define serious injuries as**

- broken bones or a fracture
- loss of consciousness
- pain that is not relieved by simple painkillers
- acute confused state
- persistent, severe chest pain or breathing difficulties
- amputation
- dislocation of any major joint including the shoulder, hip, knee, elbow or spine
- loss of sight (temporary or permanent)
- chemical or hot metal burn to the eye or any penetrating injury to the eye
- injury resulting from an electric shock or electrical burn leading to unconsciousness, or requiring resuscitation or admittance to hospital for more than 24 hours
- any other injury leading to hypothermia, heat-induced illness or unconsciousness; or requiring resuscitation; or requiring admittance to hospital for more than 24 hours
- unconsciousness caused by asphyxia or exposure to harmful substance or biological agent
- medical treatment or loss of consciousness arising from absorption of any substance by inhalation, ingestion or through the skin
- medical treatment where there is reason to believe that this resulted from exposure to a biological agent, or its toxins, or infected material.”

**(P20, Early years compliance handbook, March 2017)**



“56. Providers are **not** required to inform us of minor injuries, nor of general appointments to hospital or routine treatment by a doctor, such as the child’s general practitioner, that is not linked to, or is a consequence of, a serious accident or injury.

We define minor injuries as:

- sprains, strains and bruising
- cuts and grazes
- wound infections
- minor burns and scalds
- minor head injuries
- insect and animal bites
- minor eye injuries
- minor injuries to the back, shoulder and chest.”

59. When a registered provider notifies us of an event we may ask them to provide us with more information about what they have done in relation to the event. We may carry out an inspection and/or a regulatory visit where we are not satisfied with the explanation from the provider as to why the event occurred and/or where the action taken in response to the event indicates risks or potential risks to children.

(P.21, Early years compliance handbook, March 2017)

# Towards the education inspection framework 2019

Name  
Date





— Every child deserves the best possible start in life

# The new framework will be one of the main ways in which we implement Ofsted's strategy

Guiding principle	<b>A force for improvement through intelligent, responsible and focused inspection and regulation</b>		
Core values	<b>Children and students first</b> We have high expectations for every child, regardless of background. Everything we do as an organisation is in the interests of children and students first and foremost	<b>Independent</b> Whether reporting on an institution, assessing policy outcomes or advising government, we do so without fear or favour	<b>Accountable and transparent</b> An organisation that holds others to account must be accountable itself. We are always open to challenge and scrutiny
Strategic approach	<b>Intelligent</b> All of our work will be evidence-led and our evaluation tools and frameworks will be valid and reliable	<b>Responsible</b> Our frameworks will be fair. We will seek to reduce inspection burdens and make our expectations and findings clear	<b>Focused</b> We will target our time and resources where they can lead directly to improvement

The new framework will be based on a solid evidence base relating to educational effectiveness and valid inspection practice.

We will continue to be clear about our expectations and fight misconceptions.

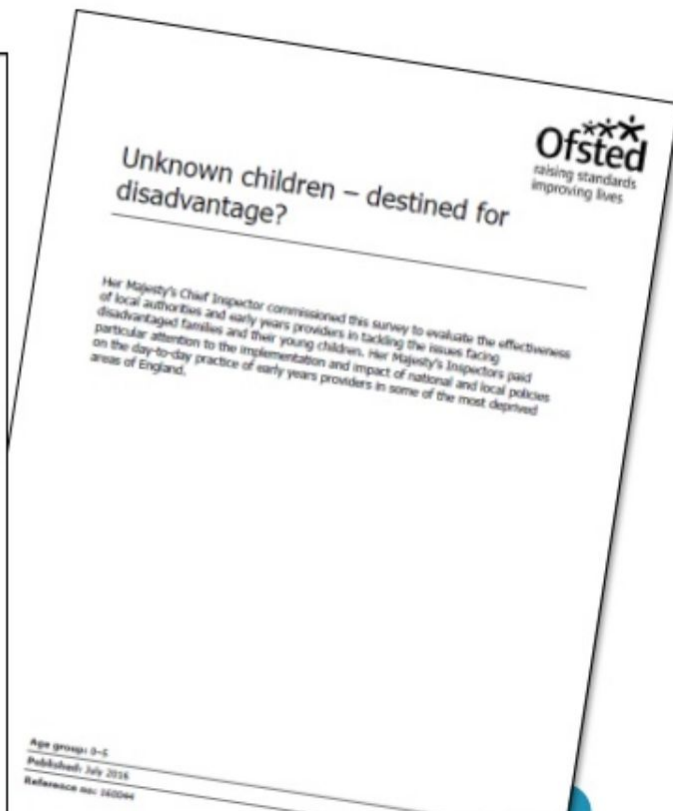
We will remove any measures that do not genuinely assess quality of education and training. We will prioritise weaker provision and observe more outstanding practice.



# "an evolution, not a revolution"

Amanda Spielman on the 2019 inspection framework (Wellington Festival of Education, 2018)

# Thematic surveys 2014–2016



# The importance of the curriculum

*"The curriculum (or, to use EYFS terminology, the educational programmes) that children experience in their early years is vital... We know that young children are especially receptive between birth and age 5, when their brains develop at the fastest speed and they learn more rapidly than at any other age.*

*This means that **the choices we make for very young children ...are all hugely important.**"*





# The case for change

- **Accountability** is important, but the system as currently constructed can divert providers from **children's experience in early education**.
- An industry has arisen around data, and what young children experience and learn is too often coming second to the delivery of **assessment data**.
- This data focus also leads to **unnecessary workload** for early years professionals, diverting them from the reason they chose to enter the profession.
- It is therefore time for Ofsted to stop making separate judgements about children's **outcomes**. Any conversation about children's outcomes should be part of a larger conversation about **the quality of education** they receive.



# What will this mean for the new inspection framework?



# Judgement areas: our working hypothesis

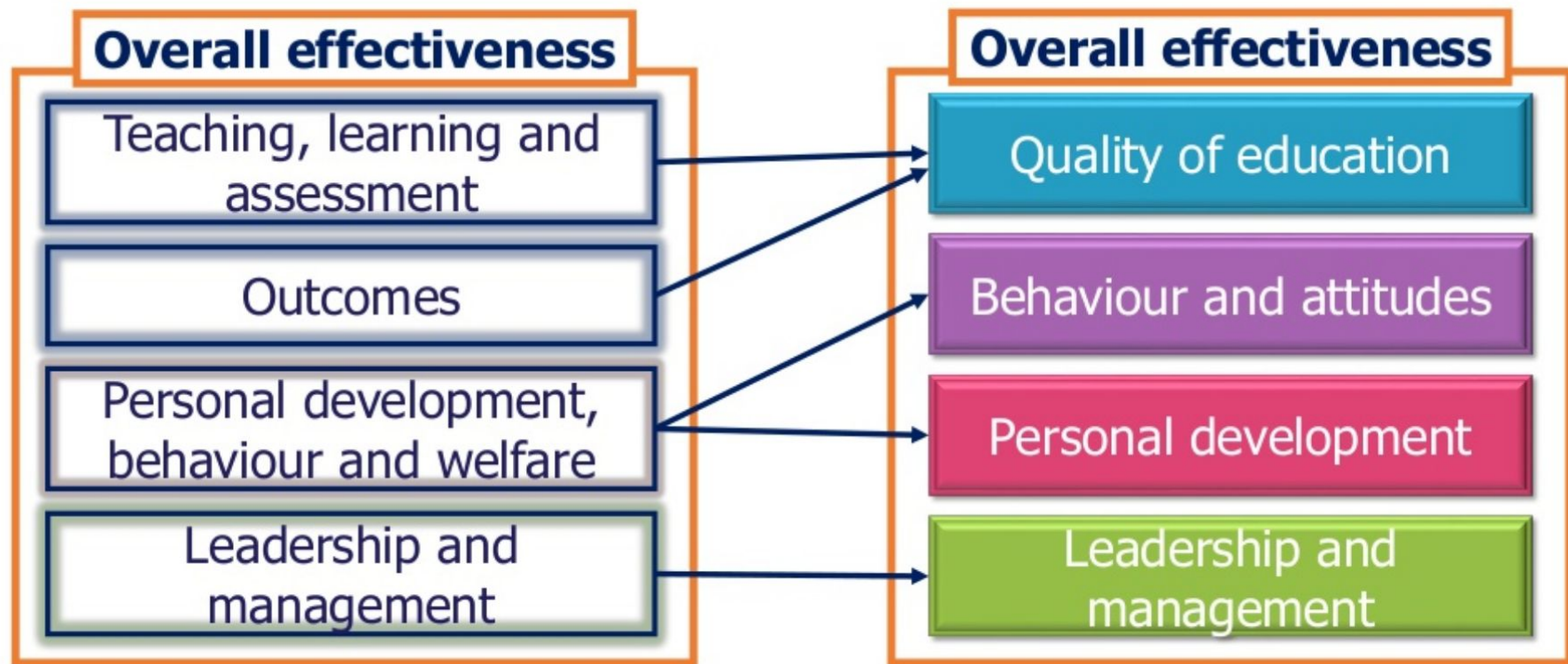
Quality of education

Behaviour and attitudes

Personal development

Leadership and  
management

# Judgement areas: evolution, not revolution



# Our working **hypothesis** in detail – all remits

## Quality of education

### Intent

- Curriculum design, coverage and appropriateness (EYFS)

### Implementation

- Curriculum delivery
- Teaching (pedagogy)
- Assessment (formative and summative)

### Impact

- Attainment and progress
- Knowledge and skills
- Readiness for next stage of education

## Behaviour and attitudes

- Attitudes to learning
- Behaviour
- Respect
- Attendance

## Personal development

- Health and wellbeing
- British values
- Equality & diversity
- Preparation for next stage

## Leadership & management

- Vision & ethos
- Staff development
- Staff workload and wellbeing
- Off-rolling (exclusions)
- Governance / oversight
- Safeguarding

# The curriculum will be at the heart of the new framework

## Ofsted's working definition:

- 'The curriculum is a **framework** for setting out **the aims** of a programme of education, including the knowledge and understanding to be gained at each stage (**intent**);
- for translating that framework over time into a **structure and narrative**, within an institutional context (**implementation**), and
- for **evaluating** what **knowledge and skills** children have **gained** against expectations (**impact/achievement**).'



# Concepts that matter when debating the curriculum

- Progress means knowing more and remembering more.
- Prior knowledge allows learning of new content.
- Knowledge is connected in webs or schemata.
- Vocabulary size relates to academic success, and learning in early years is crucial for increasing the breadth of children's vocabulary.



# Keep our focus on safeguarding, reflecting Ofsted's latest thinking



Our inspection of safeguarding will continue to be built around three core areas.

- **Identify:** are leaders and other staff identifying the right children and how do they do that?
- **Help:** what timely action do staff within the provider take and how well do they work with other agencies?
- **Manage:** how do responsible bodies and staff manage their statutory responsibilities and in particular, how do they respond to allegations about staff and other adults?

Safeguarding will hold the same weight across all remits.

# Key principles as we develop new judgement areas and criteria

- Criteria will be based on **educational effectiveness**
- Continue to make an **overall judgement** about a provider
- **Common key judgements** but allow **flexibility** in how we apply those in different remits
- **Reduce focus on data** – more focus on how providers are achieving results; less pressure to produce assessment information
- Likely to retain the current **four-point grading scale**
- **Reduce workload** for practitioners, leaders and inspectors.



## What next?

- We are undertaking testing and piloting as we look towards the new **Education Inspection Framework 2019**.
- **This term**, we are beginning to share the developing thinking with partners across the sectors we inspect and invite their thoughts and views – this shapes and influences what we produce.
- **Research** continues on the curriculum and the findings are feeding directly into the draft framework.
- We will consult on the substance and detail of the new framework (not just high level principles) over **Spring Term 2019**.
- The final framework will be published in **Summer 2019**, and will go live from **1 September 2019**.

## Working towards the EIF 2019: Ofsted's approach – early years

Full slides available at:

<https://emea01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.slideshare.net%2FOfstednews%2Fworking-towards-the-eif-2019-ofsteds-approach-early-years&data=02%7C01%7C%7C544a8c3fab4d4eeab5ad08d65e14181e%7Ca708279dde884b62956085a6be8c08c%7C0%7C0%7C636799837717817562&sdata=KHMjWh3Yrx2MCN868rxzgf3ZQmS0RM8uURnsNn9%2FDZw%3D&reserved=0>

Ofsted seeks your views on our proposals for changes to the education inspection framework from September 2019.

**Consultation** closes at 11:45pm on 5 April 2019

<https://www.gov.uk/government/publications/ofsted-inspection-handbooks-drafts-for-consultation>