

# Childcare Provider Network

Autumn 2019



**achieving  
for children**

- **Welcome / introductions**

- Meet our new Inclusion and Improvement Advisers

- **National updates**

- New Education Inspection Framework

- **Leadership Links** - supporting staff wellbeing the Early Years, peer reflection/discussion on Minds Matter report



- **Local Updates**

- Early Years Inclusion Fund (EYSIF) consultation and audit feedback Foundation Stage Profile headlines
- Safeguarding changes
- Ofsted outcomes
- CPD updates
- Important dates
- HEYL

# National Updates

Spring 2019



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# Key National Campaign

- Busy parents to adopt the chat, play and read behaviours
- Key messages
- Social media campaign

Let's explore....

<https://hungrylittleminds.campaign.gov.uk/>



# Education Inspection Framework (EIF)

## Ofsted: Don't prepare for our new way of inspecting

<https://foundationyears.org.uk/2019/06/ofsted-dont-prepare-for-our-new-way-of-inspecting/>

## Ofsted myth busting campaign

<https://educationinspection.blog.gov.uk/2017/04/21/myth-busting-guide-launched-for-early-years/>

## Discussion

1. Has anyone had an inspection under the new EIF and if so what are the similarities or differences?
2. For anyone who attended the new manager or practitioner training, can you please share the key messages from this?
3. Any other comments or questions?

# Ofsted Education Inspection Framework video series

[https://foundationyears.org.uk/2019/08/ofsted-education-inspection-framework/?utm\\_source=Foundation+Years&utm\\_campaign=fd2aeee6da-EMAIL\\_CAMPAIGN\\_2019\\_03\\_21\\_05\\_01\\_COPY\\_01&utm\\_medium=email&utm\\_term=0\\_8f9a6de061-fd2aeee6da-321567405&mc\\_cid=fd2aeee6da&mc\\_eid=939b7a82dc](https://foundationyears.org.uk/2019/08/ofsted-education-inspection-framework/?utm_source=Foundation+Years&utm_campaign=fd2aeee6da-EMAIL_CAMPAIGN_2019_03_21_05_01_COPY_01&utm_medium=email&utm_term=0_8f9a6de061-fd2aeee6da-321567405&mc_cid=fd2aeee6da&mc_eid=939b7a82dc)

## What happens on an early years inspection?

<https://www.youtube.com/watch?v=cG7miTKuWVw>

## Inspecting before and after schools

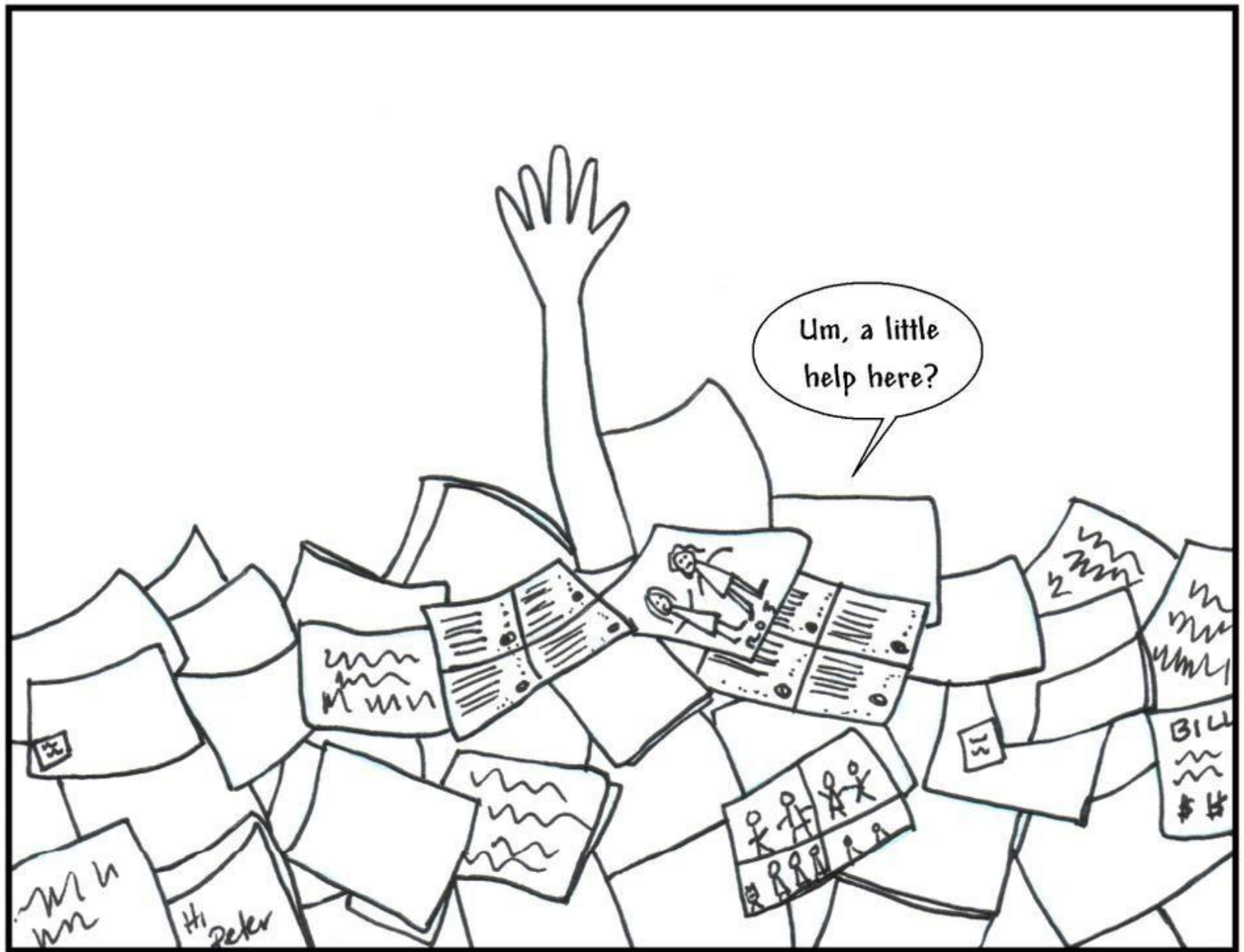
<https://www.youtube.com/watch?v=T9OzjIMQuOI&feature=youtu.be>

## What does 'cultural capital' mean for early years?

<https://www.youtube.com/watch?v=-t0eOeG6lwq>

## Early Years: What do I need to tell you?

<https://www.youtube.com/watch?v=DQFP0Fd2aDc>



RULE OF THREE

WRITTEN & DRAWN BY  
KELLY FERDINANDO ©2007-2008

# Education Inspection Framework (EIF)

**One aspect in the EIF hopes to reduce unnecessary paperwork**

- What are you doing differently? (or plan to)
- What have you stopped doing although? (or plan to)

**We are also thinking about how we can we do this**

In the upcoming consultation on the Early Years Inclusion Fund, we will be seeking your views on how we could improve our administration and reduce administrative burdens on you.



## Early years inspection handbook for Ofsted registered provision

*P.9 “Inspectors should tell the provider that the relevant documentation or information they may need access to includes:*

- *a list of current staff and their qualifications, including in paediatric first aid*
- *a register/list showing the date of birth of all children on roll and routine staffing arrangements*
- *a list of children present at the setting during the inspection (if not shown on the register)*
- *the Disclosure and Barring Service (DBS) records and any other documents summarising the checks on, and the vetting and employment arrangements of, all staff working at the setting...*

- *all logs that record accidents, exclusions, children taken off roll and incidents of poor behaviour*
- *all logs of incidents of discrimination, including racist incidents*
- *complaints log and/or evidence of any complaints and their resolutions*
- *safeguarding and child protection policies*
- *fire-safety arrangements and other statutory policies relating to health and safety*
- *a list of any referrals made to the local authority designated person for safeguarding, with brief details of the resolutions*
- *details of all children who are an open case to social care/children's services and for whom there is a multi-agency plan.*

*Childminders are not required to provide inspectors with written policies and procedures but must be able to explain them in relation to the requirements in the EYFS.”*

## **The Education Inspection Framework (2019)**

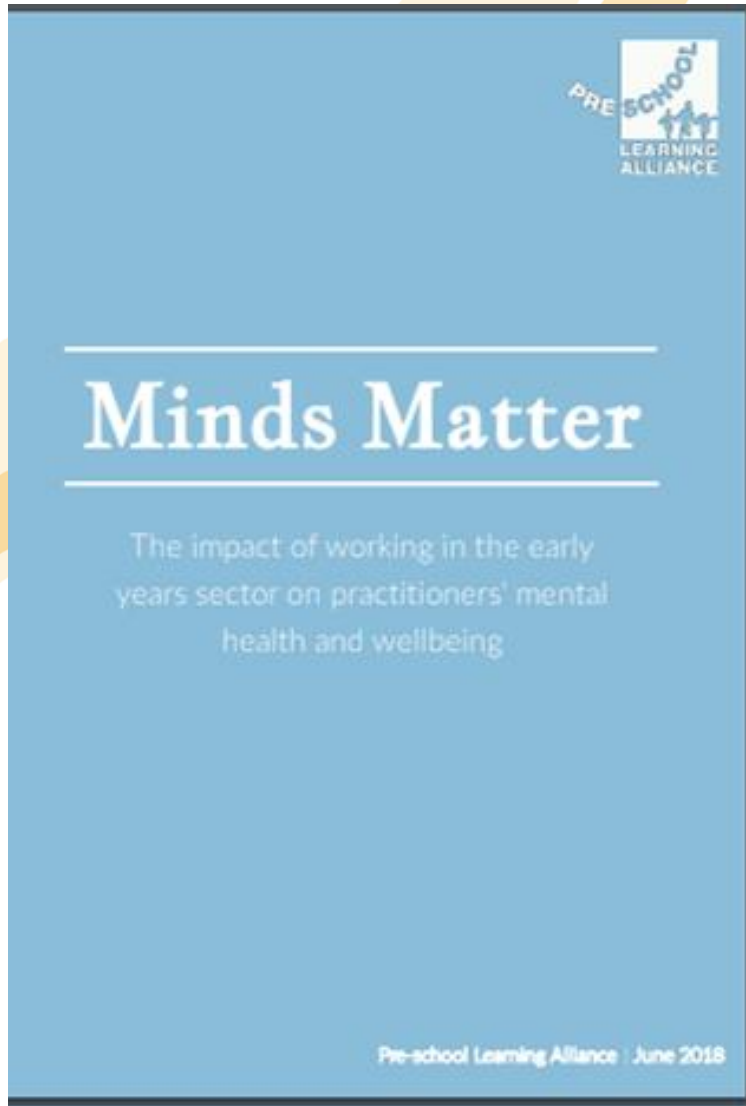
*P.10 “teachers create an environment that allows the learner to focus on learning. The resources and materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the provider’s ambitious intentions for the course of study and clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment”*

*P.12 “leaders engage with their staff and are aware and take account of the main pressures on them. They are realistic and constructive in the way that they manage staff, including their workload”*

# Leadership links



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## **PLA *Minds Matter* survey**

Impact of working in childcare and the early years sector on practitioners' mental health.

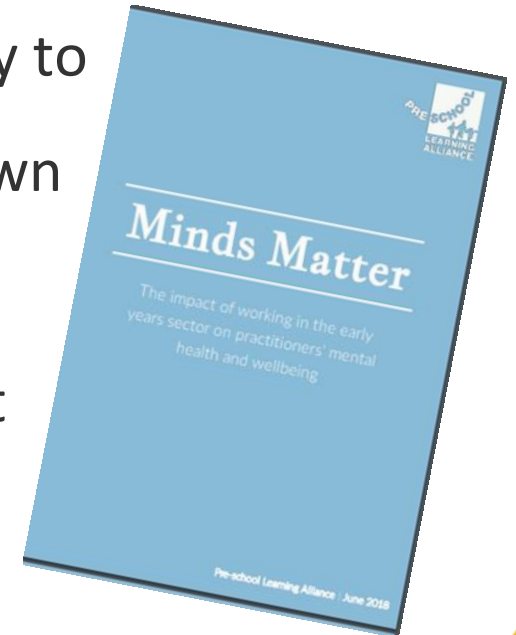
Over 2,000 responses - The findings revealed:

- struggling with the impact of excessive paperwork and administration, financial instability due to inadequate government funding, and low pay
- that most of you are often stressed about work and that work-related mental health issues have had an impact on your personal relationships
- a quarter of you are thinking about leaving the early years sector entirely.

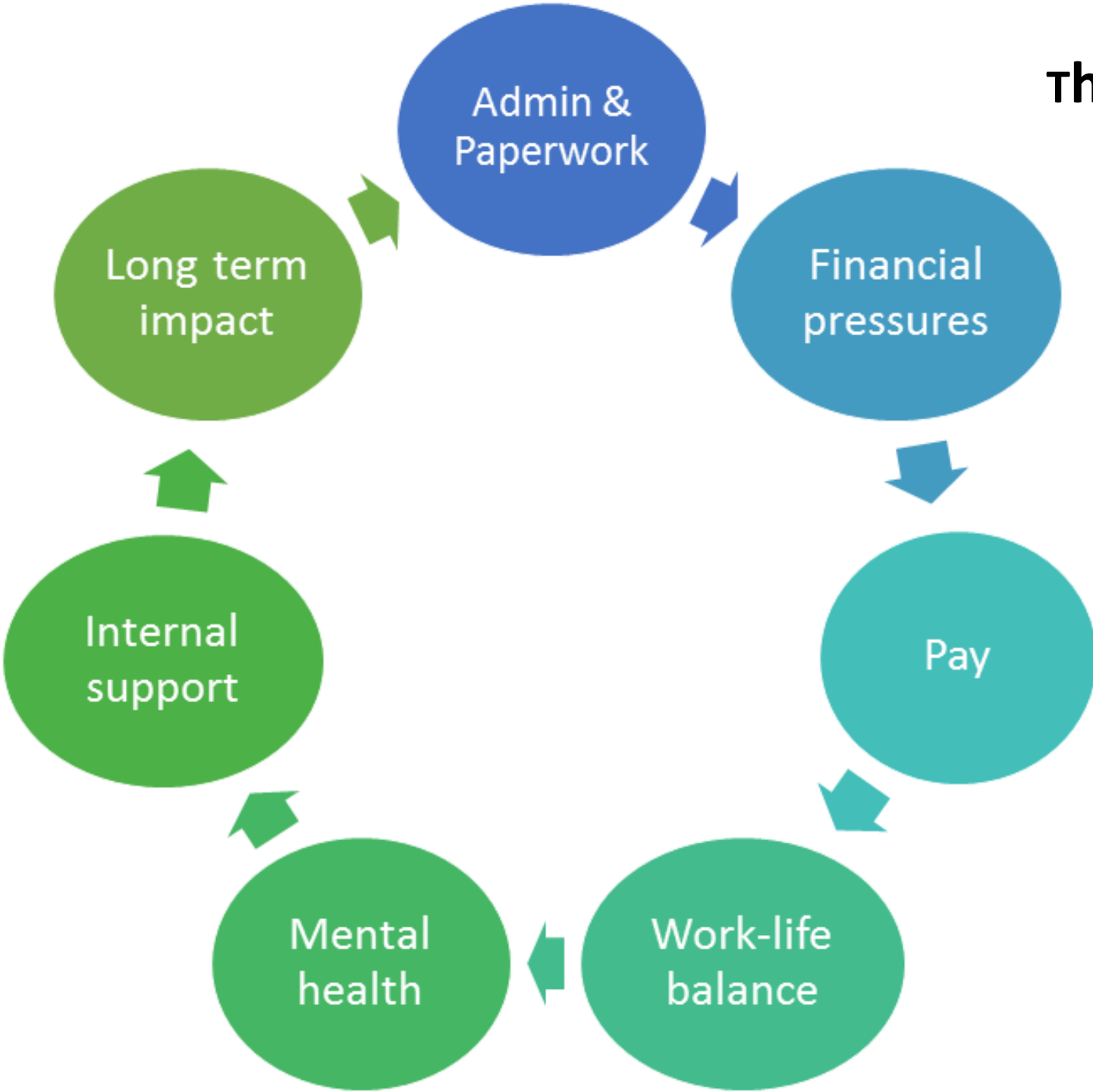
# Key findings

- **25%** of respondents are considering leaving the early years sector due to stress or mental health difficulties.
- **66%** of respondents say their personal relationships have been negatively affected by work-related stress or mental health difficulties over the past year.
- **62%** of (non-self employed) respondents work outside of paid working hours 'very often', with a further **19%** working outside of paid working hours 'quite often'.
- **62%** of respondents do not think their work life and non-work life are balanced.
- **44%** of respondents have felt stressed about work or an issue relating to work in the last month 'very often', and a further **30%** 'quite often'.
- The top four sources of stress identified by respondents were 'Administration and paperwork', 'Financial resources of the setting', 'Workload (other than administration and paperwork)' and 'Pay'.
- The most commonly cited symptoms / health impacts experienced due to work or where work was a contributing factor cited by respondents were fatigue (**60%**), loss of motivation (**58%**), anxiety (**57%**) and insomnia (**53%**).
- **52%** of respondents have not spoken to anyone at work about their stress or mental health issues.

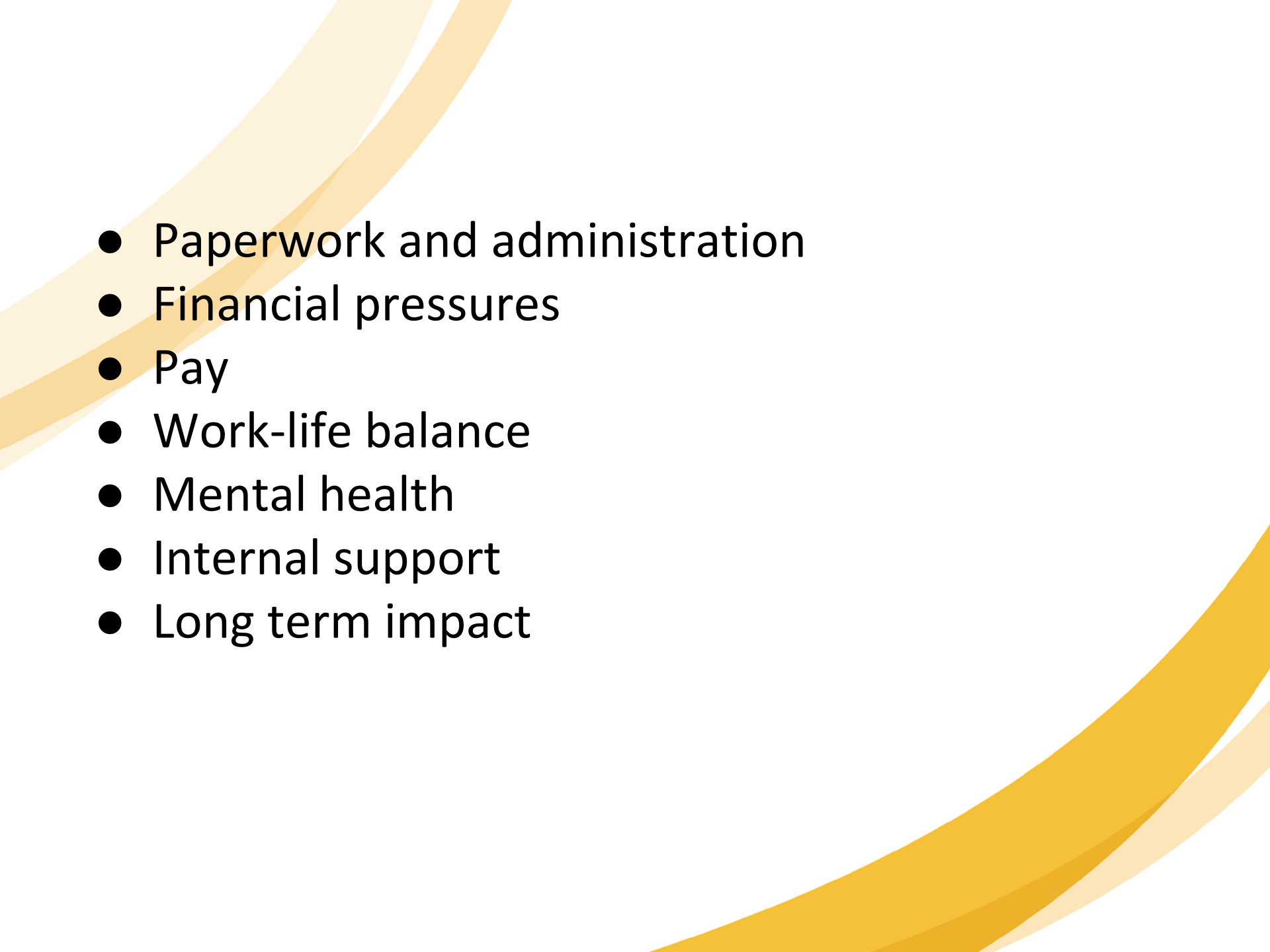
- 70% in case an Ofsted inspector asked for it
- 59% internal processes more than necessary to meet best practice standards within their own setting
- 25% to meet owners or senior management requirements
- 35% reported paperwork burdens linked to meeting local authority requirements.
- 29% extra paperwork to protect themselves against parental complaints.



# Themes





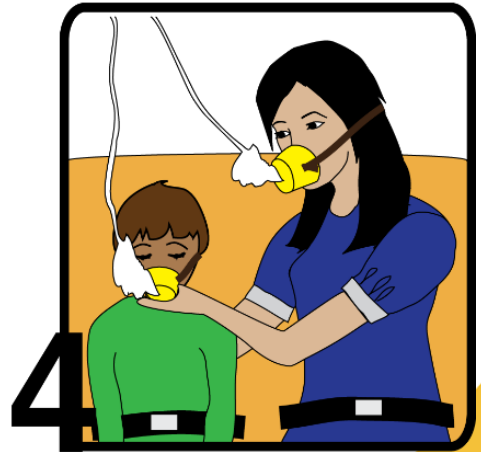
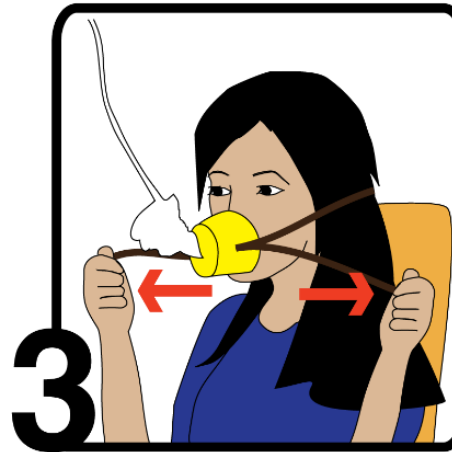
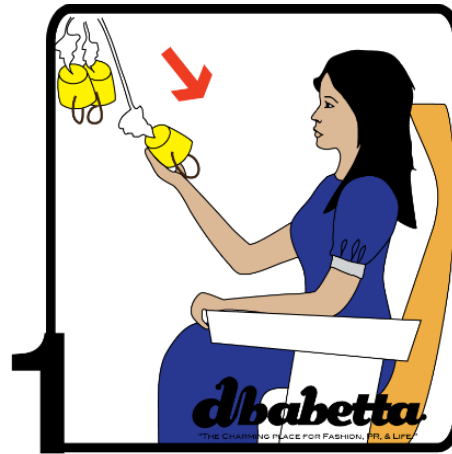
- 
- Paperwork and administration
  - Financial pressures
  - Pay
  - Work-life balance
  - Mental health
  - Internal support
  - Long term impact



## Discussion

What do you do to support your staff?

How can we support you?



## Discussion

What do you do to support yourself?

How can we support you?

'selfish'  
isn't a dirty  
word

Fit your own oxygen  
mask first - then you can  
breathe...and help others

@theabakerwellness

I pledge  
to secure  
my mask  
first ♡

# TALK TO US

If things are getting to you

 **116 123**  **FREE**  
This number is FREE to call round the clock

**SAMARITANS**

A registered charity



<https://www.samaritans.org/>

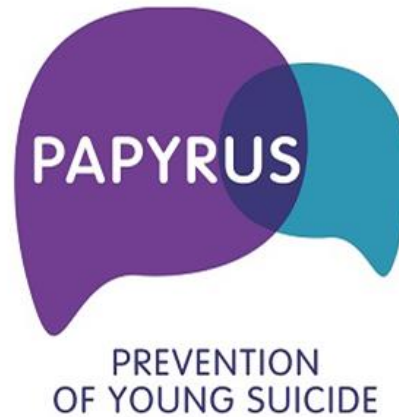
<https://www.mind.org.uk/>

<https://papyrus-uk.org/>

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

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

## Where to get support



# Local Updates



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# New Settings



**Since 31st March we have welcomed**

## Kingston

**4 Agency Childminders**

**3 Ofsted Childminders**

**4 Out of School Providers**

**1 Full Day Care**

## Richmond

**4 Agency Childminder**

**3 Ofsted Childminders**

**3 Out of School Providers**

**2 Full Day Care**

**1 Sessional Pre-School**



# EY Service Updates



- New Inclusion and Improvement Advisers (I&Is)
  - Gary Pickett (full time)
  - Michelle McKenna (part time)



# Business and Administration (B&A) Team

Book your training at CPD Online:

**Updates**

**EEF Understanding Compliance -**

KCC pm 13th November or TTC eve 21st November

**EEF Provider Portal - Claims and Payments -**

TTC pm 8th January or KCC eve 9th January

Portal Housekeeping:

**Individual accounts - passwords MUST NOT BE SHARED**

**Leavers -** If any Portal user leaves your setting you must email [early.years@achievingforchildren.org.uk](mailto:early.years@achievingforchildren.org.uk) immediately to cancel their access - **they will continue to be able to log and see child details on until you do - please review and send an email by return if this has not been done.**

# Early Years Foundation Stage profile headlines (EYFSP)

**Kingston GLD 75.5% ↓ 1.5%**

Largest drops in both PD ELGs, all 3 PSED ELGs, Writing, Number and BI

Increase in gender and PPG gaps

Greatest gains in all exceeding except writing

**Richmond GLD 80.6% ↓ 0.3%**

Largest drops in L&A, H&SC, MR, both Maths ELGs, P&C, UTW, UEMM

Increase in gaps for SEND support and EHCP pupils

Greatest gains in all exceeding

# EYSIF Consultation

## **The purpose of the consultation is:**

To seek the views of the sector.

To ascertain what is working well and how we can improve.

## **Why it's important you get involved:**

The first consultation since the initial, statutory; consultation.

You can help us to shape the funding going forward.

## **How you can get involved:**

Online via the SEND Consultation pages on the Local Offer.

Full details will be via SEND eNews.

# EYSIF Practice Audit: Purpose

## The purpose of the audit is:

- To understand the impact of Early Years Inclusion Fund (EYSIF) funding in improving outcomes for children.
- To ensure the funding is used effectively to support the child.
- To support settings to be clear about uses of funding.
- To identify where settings may not be adhering to the terms and conditions of the EYSIF guidance and provide recommended actions to ensure compliance.

# EYSIF Audit: Feedback

We undertook a number of visits to settings;

We looked at

- A range of documentation.
- Children's records.
- The original EYSIF applications.

What was working well

- The records kept of money spent.
- The overall impact of the funding.

What needs improving

- Demonstrating the direct correlation between funding and the child.
- Whole staff awareness of children in receipt of EYSIF.
- Clear threads between the application, the implementation of interventions and outcomes for the child.

# Early Years SEND Inclusion Fund (EYSIF)

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

## **Spring 2020 Application Window**

Opens on: Monday 21st October 2019 at 9am

Closes on: Monday 11th November 2019 at 9am

## **Summer 2020 Application Window**

Opens on: Monday 24th February 2020 at 9am

Closes on: Monday 9th March 2020 at 9am

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>

EYSIF can only be allocated within Early Education Funded hours

# Chat and Play Sessions

## As a direct result of the Inclusion Hub Project:

- Do you know a parents that has concerns about their child that you would like to chat about with a friendly local expert?
- We have planned some new and exciting bookable Chat and Play sessions where you can have the opportunity to talk to a specialist with your child in a comfortable play environment.
- These sessions are for children age 5 and under.
- These will be held at different children's centres across Kingston and Richmond, running from October to November as a pilot.
- Whether a Kingston or Richmond parent, they can attend a session in either borough.

# Chat and Play Sessions

- Parents can come and chat with our local experts about any concerns they might have, they will be able to give advice and signpost you to further support, if appropriate.
- Each session lasts for an hour and a half.
- Booking is required and a 'deli counter' ticket system is in operation.
- You can find further details of when the sessions will be running within this leaflet.
- <https://kr.afcinfo.org.uk/pages/community-information/information-and-advice/parenting-support/chat-and-play-expert-advice-from-local-practitioners>
- To book Richmond sessions: Tangle Park, Norman Jackson, Ham or Barnes children's centres, please call 020 8481 9420.
- Kingston sessions: Kingston Town, Tolworth, Chessington or Old Malden children's centres, please call 020 8339 9848.





# Inclusion Hub

## We are now at the end of the first phase of our Inclusion Hub project:

- Beyond 2019, the role of the 12 Inclusion Hub settings is to contribute to the upskilling of the Early Years sector, by sharing and disseminating excellent inclusive practice with other settings across Kingston and Richmond.
- In addition to the existing support available from the Early Years Advisory Service (ie. Inclusion and Improvement Advisors, SEND Support Officers and Early Years Consultant SEND) Early Years setting in Kingston and Richmond can also access support from the Inclusion Hubs. From lower level and/or emerging SEND through to working with children with complex needs, as an early years setting you can access the Inclusion Hubs for advice, guidance and support.
- Where, who & why is all here:
- <https://kr.afcinfo.org.uk/pages/community-information/information-and-advice/information-for-childcare-professionals-working-in-kingston-and-richmond/special-educational-needs-and-disability-send/inclusion-hubs>

# ANALYSIS



## Ofsted inspection headlines

### OFSTED REPORTS ANALYSIS OF PRIVATE NURSERIES, PRE-SCHOOLS & CHILDMINDERS IN RBK & RUT: Jun 19 – Aug 19

1. There were 9 Ofsted inspections carried out across AfC between June 19 and August 19

#### 2. OFSTED RATINGS

- 2 obtained an 'outstanding' grade
- 7 obtained a 'good' grade (2 settings, 5 childminders)

#### 1. SUMMARY OF OFSTED RECOMMENDATIONS & ACTIONS FROM ALL 9 INSPECTIONS (*Ref. from the 'Early Years Inspection Handbook' 2018*)

- develop the **outdoor provision** further
- continue to develop ways to **help parents gain further understanding of the EYFS (O)**
- children to learn about and use **technology**
- strengthen strategies, such as **modelling vocabulary** and **using a range of questions**, to extend and develop children's language and speech skills further

# ANALYSIS



## Ofsted inspection headlines

- extend current **professional development**
- review arrangements for **staff deployment** and the **organisation of some activities**
- ensure **children's attendance is recorded daily**, including the time of their arrival and departure, so it is clear when children are cared for on the premises.

### 4. SUMMARY OF **'STRENGTHS'** HIGHLIGHTED BY OFSTED

- Good **support to children with (SEND)**
- Children engage excitedly with **stories, books, songs and role-play**
- Staff gather **information about the children**. They set **challenges** for children, who all make fantastic progress in their **learning from their starting points**
- The childminder makes **effective use of local facilities** and regularly attends **playgroups and local parks**, helping children to develop an **awareness of the wider world and their local community**



## Ofsted inspection headlines

- Strong **partnerships with parents** and staff from the school
- Children make rapid **progress** in their **mathematical development**
- Monitoring of staff performance** at all levels. Relevant and effective **training is ongoing** and continues to support **staff professional development** in order to help achieve children's outcomes
- Children** are provided with opportunities to **keep themselves healthy** through engaging in **regular physical exercise** and learning about the importance of **eating healthy food**
- The manager **supports her staff**
- Children develop an **appreciation for nutritious food and a positive attitude to healthy eating.**
- The childminder supports children to become **independent and develop self-help skills**
- Children's **physical well-being** is successfully supported. Children benefit from **healthy meals and snacks and spend time in the garden every day**

# ANALYSIS

## Ofsted inspection headlines

### NEW OFSTED FRAMEWORK REPORT: Childcare Provider and a Childminder

#### The provision is outstanding (Nursery):

- ☐ Children thrive and **make excellent progress** at this extremely **inclusive** pre-school.
- ☐ Children with **SEND** make **strong progress**. So too do children **eligible for the early years pupil premium**.
- ☐ New children **settle very quickly** and form very secure **attachments** with their **key person**.
- ☐ Young children **independently** learn new skills, as seen when they poured themselves a drink and skilfully chopped fruit for their snack.
- ☐ All children's **behaviour** is excellent.

# ANALYSIS



## Ofsted inspection headlines

- Older children confidently **demonstrate skills they have mastered.**
- Reflecting the commitment of staff to their **welfare**, children are remarkably **safe and secure.**
- Leaders and all staff have **very high expectations of all children.**
- The highly **qualified leadership** team and staff share a **common understanding** of the seven areas of learning and how children learn. They consistently provide a highly successful, **challenging curriculum that builds on what children know and can do.**
- Children benefit from an **exciting and stimulating learning** environment and show **deep levels of engagement** and eagerness to learning

# ANALYSIS

## NEW OFSTED FRAMEWORK REPORT: Childminder

The provision is 'Good'

1. **What does the early years setting do well and what does it need to do better?**
  - The childminder **communicates effectively with parents**
  - The childminder has good **links with the outside community**
  - The children are **happy and confident**
  - The children are **friendly and sociable**, and **behaviour is good**
  - The childminder is **attentive to children's individual needs** and she knows each child well. She works closely with parents to help identify **children's interests** and uses this information in her daily planning
  - On a termly basis the childminder carries out an **in-depth review of each child's development progression**, which is shared with the parents at an informal meeting. For each child a development file is provided with clearly recorded **development progressions from the children's starting points**

ANALYSIS

NEW OFSTED FRAMEWORK REPORT: Childminder

The provision is 'Good'

## 2. What does the setting need to do to improve?

- To further improve the quality of the early years provision, the provider should:
  - make good use of all opportunities to **consistently encourage babies' communication and language development** through meaningful and purposeful interactions, so that they are always supported to **acquire language and thinking skills to develop and learn effectively.**



# Save the dates

- **Transition evening**

16th June 2020 Richmond TTC

23rd June 2020 Kingston KCC

- **SENCo networks**

5th November 2019 Kingston KCC

7th November 2019 Richmond TTC

- **Childcare Provider Network**

25th February 2020 Richmond TTC

27th February 2020 Kingston KCC

- **Annual SENCO Conference**

# Smooth Transitions evening 2020

## Richmond

16th June 16:45 - 18:45 Twickenham Training Centre

## Kingston

18th June 16:45 - 18:30 King Charles Centre Surbiton

- Schools to have a drop-in box'
- Could we ask settings to send a list about which school they are coming to see?

Please book via CPD online:

<https://www.afccpdonline.co.uk/earlyyears/courses/bookings/default.asp>

# Workforce Development Updates

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- Since April 2019, 7 settings have had inset sessions on topics such as Makaton, Introduction to Autistic Spectrum Conditions, Intent, Implementation and Impact and Staff Resilience
- 4 settings have purchased Service Level Agreements for the current academic year.
- REMINDER - please look to book onto a Paediatric First Aid course 6 months before your certificate expires. If courses are full, add yourself to a waiting list as this helps us to know how many additional dates we need to arrange

# Early Years DSL Safeguarding forum

**Date: 27th November**

**Venue: The Star Centre, Surbiton, KT5 8SU**

**Time: 7pm till 9pm**

## Agenda to include:

- **Domestic Abuse**
- **Prevent**
- **Safeguarding updates from KRSCP**

**Next forum: 4th March 2019 - Signs of Safety  
(York House, Twickenham)**

## Updates to early years safeguarding and child protection booklet

- Reference to LSCB (Local Safeguarding Children Board) has been updated to KRSCP (Kingston and Richmond Safeguarding Children Partnership).

<https://kingstonandrichmondscb.org.uk/media/upload/fck/file/KRSCP%20Arrangements%20Document%20June%2027%202019.pdf>

- We have added additional information to the types of abuse.
- The links at the back of the booklet have been updated in line with new legislation.

# HEALTHY EARLY YEARS LONDON FUNDED WORKSHOPS

- AfC are hosting a series of workshops over the course of the academic year in order to support settings to achieve their awards and provide additional training on key topic areas such as **healthy eating, menu planning, oral health, mental health and wellbeing.**
- If you are thinking of applying for your awards, you are encouraged to book a place on one of the **fully funded HEYL Workshops**

## **Workshops for Early Years Providers before applying for Bronze Award.**

**16/01/2020** (at TTC, 10am - 1pm or 6.30pm - 9pm)

**28/04/2020** (at KCC, 10am - 1pm or 6.30pm - 9pm)

- Following attendance at the workshop, you can start your Bronze Award application at the most convenient time to you.
- If you have any questions please contact [aneta.krzyzanska@achievingforchildren.org.uk](mailto:aneta.krzyzanska@achievingforchildren.org.uk)