

Childcare Provider Network - Group Settings and Childminders

Autumn 2021

Childcare Provider Network (Group Settings) 13:00 - 15:00 October 12 2021

Childcare Provider Network (Group Settings) 18:30 - 20:30 October 14 2021

Childcare Provider Network (Childminders) 18:30 - 20:30 October 19 2021



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Agenda

- 1. Registration / Welcome and Hello from the team**
- 2. Guest speaker- Matthew Burke Way2Work**
Apprenticeship update
- 3. Early Years Team Updates**
 - a. SEND
 - b. Safeguarding
 - c. Business and Admin
 - d. Ofsted updates
 - e. Health Early Years London (HEYL)
- 4. Understanding Assessment in the EYFS Reforms**
- 5. Breakout Rooms for Networking**
- 6. Data profile**
- 7. Questions and AOB**

WFD Service

Way2Work Apprenticeship update
Matt Burke (W2W manager)
October 2021



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Who are Way2Work?



Way2Work are Achieving for Children's apprenticeship service. We deliver high quality apprenticeships and traineeships, working with employers to provide relevant and meaningful training to anyone aged 16+.

AfC are an approved Apprenticeship Training Provider listed on the Register of Approved Apprenticeship Training Providers (RoATP).

"When I was in school I could never fully understand or grasp the need for education, however since starting an apprenticeship where I can work full time and learn, I am able to one, understand the importance of education again and two, actually enjoy learning."

Carrie Lord (Apprentice Administrator - St Christopher's Fellowship 2021)



Way2Work

Our apprenticeships

- **Teaching Assistant, Level 3** - (15-18 months)
- **Business Administration, Level 3** - (12-18 months)
- **Customer Service Practitioner, Level 2** - (12 months)
- **Early Years Educator, Level 3** - (18 months)
- **Early Years Practitioner, Level 2** - (12 months)
- **Team Leader / Supervisor, Level 3** - (12-18 months)
- **Operations / Departmental Manager, Level 5** - (2.5 years)

Apprentices should work for a minimum of 30 hours a week, and a maximum of 40. Time spent off the job at a college or in training is included.

What are the benefits?

By taking on an apprenticeship you are able to:

- spend the apprenticeship levy and even get additional incentive payments!
- create a culture of lifelong learning
- improve employee stratification and retention
- generate new skills for your organisation
- 'upskill' existing staff, developing a career pathway
- identify a clear return on your investment

Our Support offer

We put our learners at the heart of everything we do



The financial implications!

You're responsible for paying your apprentice for their normal working hours and any training they do as part of the apprenticeship.

You must pay them at least the National Minimum Wage rate depending on their age and the year of apprenticeship training they're in.

BUT there is a silver lining for our childcare settings...

You can get help from the government:

- To pay for apprenticeship training and assessment
- With access to an incentive payment to cover other costs

For more information:

- Visit our website
<http://www.way2work.org.uk>
- Arrange for us to visit you in school to talk about apprenticeship provision
- Arrange for us to meet with your workforce to share our apprenticeship offer

Contact the Workforce Development Service for more information
Phone: 020 8831 6353 | Email: way2work@achievingforchildren.org.uk

Early Years Team Updates



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Team Updates

Early Years Service Restructure

Phase 1 - Advisory Team restructure completed

- Senior Inclusion and Improvement Advisor - Lucy Chester
- SEN Team Manager - Rob Dembrey
- Advisory Team Manager - Interviewing
- SEN Support Officer - Advertising

Phase 2 of the restructure will now commence, focussing on the Portage Team and the Business and Administration Team

SEND

The window for applications to our **Early Years SEN Inclusion Fund (EYSIF)** will open on Monday 11th of October at 9am and will remain open until Friday 5th of November. As always you are applying for support a term in advance, so in this case you are applying for support for the Spring term 2022. As with every EYSIF window, we will consider applications for any **funded** 2, 3 or 4 year old where you feel as though you need some additional support to meet their SEN need(s). As ever all the information, FAQs and link to the application processes can be found [here](#)

EYSIF surgeries where you can meet with Rob virtually to discuss any applications, or potential applications; during the window. As with other planned surgeries for this term, he'll be holding these online to minimise travel and disruption. This term's surgery will be on **Monday 1st of November**, between **9am and 12pm** and **1pm and 4pm**. Please email Rob to book a slot with your preferred timings and he will confirm your time and send you a Google Meet invite. This session is nearly fully booked but Rob does have some capacity on other days that week. The EHCP surgeries have proved very popular but there is availability on the 2nd of December.

SEND

A reminder that we have access to a limited amount of access to **Educational Psychology (EPs)** support each term. This work tends to be on a systemic, whole setting approach. The scope of this support is not defined and you might want to consider EPs support for any number of challenging situations; behaviour, attachment, emotional well-being, adaption to change and fixed patterns of play as examples. If you feel as though you have a child(ren) that would benefit please do not hesitate to email Rob. We are particularly keen to hear from settings that have not yet accessed this support.

The **AfC Info and Local Offer** sites have recently undergone some changes and developments. A new 'SENCo Zone' will be launched soon and lots of pertinent information relating to the role of the SENCo in the early years will be able to be found here. As soon as this goes live we'll let you know.

Bookings are open for **SENCo Networks** on **9th and 11th of November**. These sessions will be virtual, we shall return to face to face networks in 2022 will retaining some online sessions.

EYSIF Application Forms

The EYSIF forms have not yet been adapted as we are in a transition period between the two systems and often we are relying on historical evidence to support a claim for EYSIF/Discretionary so to use the 'previous' system for this term is perfectly fine.

Going forward we will of course have to adapt the forms, using a wider range of assessment tools and the narrative and qualitative input to applications will have to evidence the need in addition to any quantitative methods.

Again, please use the networking time to discuss changes, adaptations or thoughts on the current EYSIF applications forms so we can use this as part of our evaluation.

KRSCP Safeguarding Forum

- Date: 17th November 2021
- Time: 7pm till 9pm
- Online

To book on please email Lucy Macarthur direct on:
@lucy.macarthur@kingrichlscb.org.uk

Agenda includes:

- Safeguarding updates
- Safe sleeping
- Race and ethnicity
- Vicarious trauma

Domestic Abuse Act 2021

The new domestic abuse Act received the royal assent in April 2021.

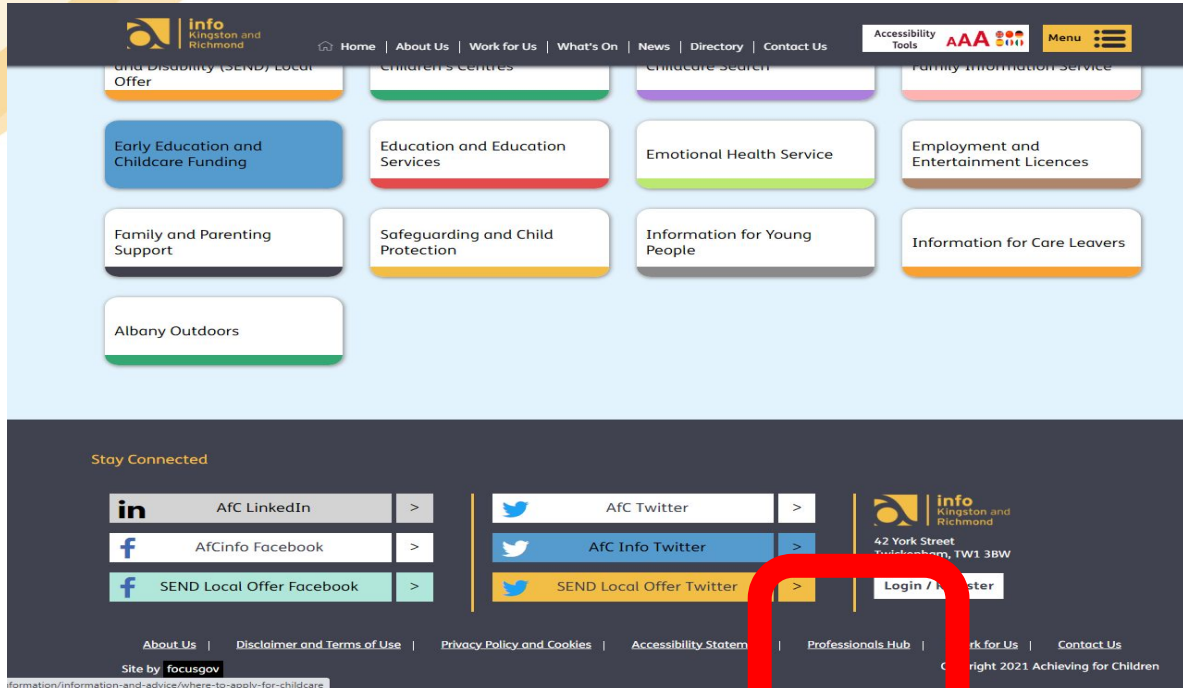
- The Act creates the first statutory definition of domestic abuse which includes not only physical violence but that of emotional, coercive and controlling behaviour and economic abuse. Children will now be given statutory recognition as “victims” rather than “witnesses” if they see, hear or experience abuse in the home.
- The Act has extended the scope of coercive and controlling behaviour to incorporate abuse post-separation.
- Police have been given new powers to issue civil Domestic Abuse Protection Notices (“DVPN”). These provide victims with immediate protection from offenders and require them to leave the home for up to 48 hours.
- It extends the scope of disclosing intimate images without the consent of the individual, also known as ‘revenge porn’, to cover the threat to disclose intimate images with the intent to cause distress.
- A new Domestic Abuse Commissioner role was created

Government Factsheet:

<https://www.gov.uk/government/publications/domestic-abuse-bill-2020-factsheets/domestic-abuse-bill-20-overarching-factsheet>




Business and Admin Team updates





Website changes - Access information for providers via the 'professionals hub' found at bottom of screens on the [AFC website](#)



Within the Professionals Hub click on the 'Early Years and Childcare Professionals' box

Business and Admin Team updates


 [Home](#) | [About Us](#) | [Work for Us](#) | [What's On](#) | [News](#) | [Directory](#) | [Contact Us](#) Accessibility Tools **AAA**  Menu 

Information for childcare professionals working in Kingston and Richmond  [Feedback about this page](#)   

Home > Professionals Hub > Information for childcare professionals working in Kingston and Richmond


Early Years Updates and Networks



[More details](#) 


Provider Portal



[More details](#) 


Resource Library



[More details](#) 


Special Educational Needs and Disability (SEND)



[More details](#) 


Safeguarding and Child Protection



[More details](#) 


Early Years and Childcare Provider Business Information



[More details](#) 


Training and Workforce Development



[More details](#) 

Advertise your Early Years job vacancies



[More details](#) 

Business and Admin Team updates

Advertising your Early Years Job Vacancies

- Adverts appear on [AfC website](#).
- Link to view the adverts from the main council websites
- **As part of recovery support, for the next 12 months we are lifting the charge for advertising for staff - the service will be free (previously £50 per posting)**
- To advertise complete the online form on the AfC website

Home > Professionals Hub > Information for childcare professionals working in Kingston and Richmond > Advertise your Early Years job vacancies

In this section

Advertise your Early Years job vacancies

Advertise your Early Years job vacancies

If you have a job vacancy in your early years setting we can advertise it on our website and help you reach a wider audience. Just complete our online form to tell us about the vacancy.

Childminders and non-profit voluntary settings can advertise for free. Private and independent childcare settings are charged £50 per advert. We will contact you for payment once you have completed the form.

[Submit a job vacancy to the Early Years Service \(opens a new window\)](#)

Job vacancies will appear under the "How to become a childcare provider in Kingston or Richmond" section of this website.

[Browse Childcare Jobs \(opens a new window\)](#)

If you have any queries about posting early years job vacancies please contact:

Email: early_years@achievingforchildren.org.uk

Business and Admin Team updates

EEF - Funding for late starters after headcount day

For this term only we will be funding children who start with you after headcount day.

- Funding will be given as a proportion of term based on actual weeks/hours delivered
- Funding can only be given where it has not been claimed elsewhere in the term (no duplicate funding)
- Funding will be given for children starting between 8th October and 4 weeks before the end of your term
- Payment for late starters will be made as an adjustment on the next estimate payrun in January
- The [Late Starter Policy/Process](#) must be used (accessed from 'AfC Policies for Early Education Funding' area, bottom of [Provider Portal page](#) on AfCinfo)
- **Any questions? Email early.years@achievingforchildren.org.uk**

Business and Admin Team updates

Interested in taking funded 2 year olds?

A reminder....

Eligibility for two year old funding is

- Low income families - a household income of £16,190 or less if receiving Income support/tax Credits or £15,400 or less if in receipt of Universal Credits
- Children are in receipt of Disability Living Allowance
- Looked after children

These children and their families need a funded place that is completely free to them and comes with no barriers to accessing the quality childcare and the benefits that this entitlement will bring the child and their family.

Business and Admin Team updates

Interested in taking funded 2 year olds?

The expectation of a completely free place continues when the child turns 3 years.

We still have parents who contact us as they receive an unexpected invoice or are suddenly told they now have a charge relating to their place.

To support the families, and to be funding compliant you should be having clear conversations, followed up in writing at the **start of the term before 2 year funding ends** to ensure it is clear what will happen when the child turns 3 and accesses Universal and possibly Extended Funding.

Ofsted updates

Guidance

Early years inspection handbook for Ofsted-registered provision for September 2021

Updated 1 September 2021

This handbook is available to providers and other organisations to make sure that they know about inspection processes and procedures.

<https://www.gov.uk/government/publications/early-years-inspection-handbook-eif/early-years-inspection-handbook-for-ofsted-registered-provision-for-september-2021>

Ofsted updates

Useful links when getting ready for Ofsted:

Webinar for childminders - Early education update for childminders - July 2021

<https://www.youtube.com/watch?v=Olo8jXuclv4>

Strong Early Years London - Preparing For Your Ofsted Inspection under the EYFS 2021

<https://www.youtube.com/watch?v=Aq-KS0J0YDY>

Ofsted updates: Review of recent Inspections (EYFS 21)

1. Highlighted strengths

- Considering the **impact of COVID-19** (coronavirus) on children's **social experiences**: planning of curriculum carefully to include outings into the community (developing children's confidence and social skills further)
- **Communication and partnership with parents** (e.g. settling in procedures, information sharing approaches, feedback etc.)
- **Information exchange between schools, nurseries** (e.g. child's next steps are shared between both providers)
- **Networking** with others, e.g. accessing childminding groups, networks (sharing best practice, being informed about local and national changes)
- **Behaviour management** (children's' confidence and self-esteem, turn taking, sharing, praising - positive reinforcement, self-regulation, managing feelings)

Ofsted updates

- **Communication and Language for each age group:** How babies and younger children are supported to develop their communication skills. (responding to their non-verbal cues and modeling new words, pointing and beginning to name resources, building on children's vocabulary, adults to model language carefully using nouns, verbs and adjectives, singing songs and rhymes with children, engaging children in conversations.)
- **Healthy Lifestyles** (hand washing, the importance of eating fruits and vegetables, understanding of what food is good for us, teeth brushing, being active outside, fresh air)
- **Professional development and reflective practice** (identifying areas for improvement, accessing further training in response to the needs identified, self-evaluation of practice, peer-observations)
- **Pedagogy** (e.g. positive interactions to help to promote children's communication and language skills, props and pictures for younger children or children with additional needs, the balance of child lead / adult lead activities, understanding of the importance of applying appropriate pedagogy when supporting children in various age groups as well as considering their needs and skills)
- **Exciting curriculum** (a clear view of what setting wants children to learn, setting out activities that have a specific interest for children, using the activities to build on children's next stage in their development.)
- **Promoting independence and self-care skills** in readiness for school

2. Highlighted actions

- **EAL:** Provide more opportunities for children who speak English as an additional language to build on their communication skills, including the use of their home language in play and learning
- **Professional development** needs identified to help raise the quality of education
- **Appropriate challenge:** learning experiences challenge all children and precisely match their individual development (e.g. using age appropriate resources, having age appropriate expectations)
- **CL:** extend children's opportunities to develop their early reading and writing skills to support their future learning; Strengthen the modelling of language and the use of nouns so that children can develop their speaking skills and widen their vocabulary

3. Safeguarding topics highlighted:

- Teaching children to manage small risk
- Road safety
- Identifying, reporting sharing safeguarding concerns
- FGM, Prevet Duty, Neglect, Domestic Violence and how does it affect children
- Health and safety
- Updated Safeguarding Policy
- Updated knowledge and training
- Knowledge of the LA procedures (e.g. Child Protection)
- Supervision of children (e.g. safe sleeping arrangements)
- Records of incidents and accidents appropriately shared with parents
- Hygiene (e.g. sterilising of toys)
- What to do if allegation against staff is made (LADO, SPA)

Healthy Early Years London (HEYL)

Healthy Early Years London (HEYL) is an awards scheme funded by the Mayor of London which supports and recognises achievements in child health, wellbeing and development in early years settings.

Get an award

Take part by **registering online** and completing **First Steps**. Then you can move on to apply for **HEYL Bronze, Silver and Gold awards**.

Achieving an Award can help you:

- identify your own best practice
- focus on areas to develop in health, wellbeing and education
- work with parents/carers and health and other services to support families
- generate evidence for Ofsted inspections

Healthy Early Years London (HEYL)

Steps to achievement:

- **Register for HEYL by creating an account**
- Log in to start your First Steps application
- Progress through our Bronze, Silver and Gold awards

Your borough lead contact:

- RBK: aneta.krzyzanska@achievingforchildren.org.uk
- RUT: nadia.dejesus@achievingforchildren.org.uk
- **Book yourself to one of our HEYL Workshops so that you are well informed about the expectations and criterias when completing the Bronze Audit**

Healthy Early Years London (HEYL)

Bronze Award HEYL Workshops dates 21/22:

[Healthy Early Years London – Bronze Award Workshops for Early Years Providers - Wednesday 3 November 2021 10:00 - 12:00](#)

[Healthy Early Years London – Bronze Award Workshops for Early Years Providers - Wednesday 3 November 2021 18:30 - 20:30](#)

[Healthy Early Years London – Bronze Award Workshops for Early Years Providers - Wednesday 4 May 2022 10:00 - 12:00](#)

[Healthy Early Years London – Bronze Award Workshops for Early Years Providers - Wednesday 4 May 2022 18:30 - 20:30](#)

Silver Award

- Please contact your borough lead to discuss your case study before you start to complete the Silver Award Audit.

Understanding Assessment with the EYFS Reforms



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Understanding Assessment

Non statutory curriculum guidance: Settings can use either [development matters](#), [birth to 5 matters](#), a combination of both or something entirely different. The curriculum you set using the educational programmes should outline what you intend children to learn and how. This will be a good starting point for monitoring whether children are progressing with the curriculum you set out. You can also use the guidance documents to generally see whether children are developing typically within the check points.

Understanding Assessment

Professional Judgement: When assessing whether an individual child is at the expected level of development, practitioners should draw on their knowledge of the child and their own expert professional judgement and should not be required to prove this through collection of physical evidence some of which may be recorded but some may not. Judgements should be made on quality observations (not quantity) and daily interactions with children. Practitioners will need a secure knowledge of child development, general developmental milestones and the settings curriculum to form judgements about children's learning and plan the appropriate next steps to acquire new knowledge.

Understanding Assessment

How/When to complete Assessment: Remember the EYFS reforms focused on reducing workload so each setting will have their own unique process for observation, assessment and planning. It is down to each individual setting to decide whether they use more formal or informal summaries of assessment e.g. written reports or verbal feedback. The exception is the 2 year old check which must be written and shared with the relevant people. Settings may wish to think about how, when and what practitioners will share around judgements of children with leaders, managers and parents.

What	When	How
Supervisions or 1:1's	Termly	Verbally
Whole team meetings	Half termly	Short written report
Room meetings	Mid year	Target setting document

Understanding Assessment

Parental Involvement: Settings should continue to find ways to include parents in their child's learning and development. Settings may continue to use current methods which can include coffee meetings, parents evenings, stay and plays and written comments (WOW moments) and online communication systems.

Moving on and IDM's: AfC will no longer be updating or promoting Moving on documents as the reforms focused on reducing workloads. Settings are welcome to download these if they would like to continue to use these but we ask that you remove the AfC logo on any you are using.

Understanding Assessment

Assessment for children with emerging SEND: Children with SEND should continue to access the Assess, Plan, Do and Review SEND cycle of support. This includes continuing to produce ITP's/Support Plans which highlight:

- Areas of strength
- Areas to think about
- Planned activities/targets to support the child's development
- Home learning targets
- A short review of the previous targets set

Producing a detailed plan and regularly reviewing it (6 weekly is good practice) should provide all the required information around a child's assessment and sharing the plan and meeting with parents regularly should continue as normal.

Understanding Assessment

Assessment Tools / Checklists: Tools and checklists can be used to help practitioners gain an understanding of typical development in different areas. Settings should decide if these are helpful and what learning needs relate to which tool. For example, children with a language delay or English as an additional language may find a Language Audit useful when assessing children but completing a tool or checklist does not formulate an assessment, it simply supports professionals in their judgements of children's learning and development. Tools and checklists can be used as evidence for EYSIF alongside a well written and detailed summary of the child's needs (particularly the primary need).

Assessment Tools

<p>All Areas</p>	<ul style="list-style-type: none"> ● What to Expect When (NEW 2021 version) ● Solent NHS Trust Children Therapy Service EYDC
<p>All Areas (SEND specific)</p>	<ul style="list-style-type: none"> ● Portage SEND best practice assessment checklist (£) ● A Celebratory Approach to SEND Assessment in the Early Years
<p>Communication and language</p>	<ul style="list-style-type: none"> ● ECAT monitoring tool ● Northamptonshire NHS Speech and language development checklist ● Universally Speaking - The ages and stages of children's communication development From birth to 5 years ● Bedfordshire Early Years Communications and Language Toolkit <ul style="list-style-type: none"> - Early Years Quick Screen - Attention and Listening Screening Tool - Play and Interaction Screening Tool - Understanding of Language Screening Tool - Use of Language Screening Tool - Speech Sounds Screening Tool
<p>Personal, Social & Emotional Development</p>	<p>The Leuven Scales</p> <ul style="list-style-type: none"> - Sics (Ziko) Manual: Well-being and Involvement in Care A process-oriented Self-evaluation Instrument for Care Settings
<p>Physical Development</p>	<p>Children's Occupational Therapy Early Years Resource Pack AfC Occupational Therapy Strategies and Advice</p>



[What to Expect in the Early Years Foundation Stage](#)

[A Celebratory Approach to Working with Children with SEND – Giving additional support in the Early Years](#)



A Celebratory Approach to Working with Children with SEND

Giving additional support in the Early Years



Breakout Rooms for Networking

Please take some time to discuss:

- What changes have you made following the EYFS reforms?
- What are the biggest challenges?
- How are you going to complete assessment in your setting?

Please also think about future CPN's and what content you would like for next time so we can use this as part of our evaluation after each meeting.



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Any Other Business

- AfC info website - Practitioner info to be updated in the next few weeks.
- Data Profiles for EY Providers - what is your view of having local data profiles so that you have a better understanding of your families needs? Would this information influence your curriculum planning?



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Data Profile to inform curriculum planning: Why to look at local data?

- Your curriculum should be unique to your setting.
- It is essential to be flexible when planning so that you can respond to current interests, external events and community issues within your planning to ensure it is meaningful for children in the here and now and does not impose particular learning.
- Themes, topics or enquiries are best chosen around the children's interests, their own lives and communities. A variety of investigations over time gives a broad range for children who remain in the provision for several years.

Examples of local data may cover:

Data Profile to inform curriculum planning: Why to look at local data?

Examples of local data may cover:

- % of children with EAL
- Children from BAME
- Obesity data
- Dental care: Oral health
- Low income household & Out of work household
- Lone parent household
- Highest qualification level
- Housing (rented, private)
- Immunisation uptake
- Index of multi deprivation (LSOA)
- Low birth rates
- SEN (based on school Census)

Discussion / 'chat box'

1. Do you think this kind of data would be useful to you when thinking of the curriculum planning for your children or you don't think this information would make a difference when creating your curriculum?

→ *Please type in the 'chat box': yes or no*

→ *Open discussion*

1. If you would like to see in the future a summary report of some of the information mentioned above, **please highlight in the 'comment box' 3 areas from the list** that you think it would support your curriculum planning.

THANK YOU