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Here's what's in the December edition

#### ☀ DFE & Ofsted Updates



Main telephone lines are fully available and open between 9am – 5pm Mon - Fri


Parents 020 8921 6921 [FIS@royalgreenwich.gov.uk](mailto:FIS@royalgreenwich.gov.uk)



Providers 020 8921 3877 [Childcare-support@royalgreenwich.gov.uk](mailto:Childcare-support@royalgreenwich.gov.uk)



**Missed a copy of the e-bulletin?** Catch up here and check out links to important information sources

 [Key information and resource links for early years and childcare providers | Early Years team information \(for providers\) | Royal Borough of Greenwich \(royalgreenwich.gov.uk\)](#)

### Service Level Agreement 2023/25

**IF YOU OFFER OFSTED REGISTERED PROVISION and FUNDED PLACES**

**YOU MUST READ & SIGN SLA**

**[Read the SLA](#) and Sign the SLA**



**<https://forms.gle/E9Px2gNPVfrbdUCW8> or <https://tinyurl.com/SLA-2023-25>**

DEAR CHILDMINDERS, NURSERIES, SCHOOLS  
& OUT OF SCHOOL PROVIDERS

**THANK you  
SO MUCH**

YOUR HELP WITH THE CHILDCARE SUFFICIENCY  
ASSESSMENT HAS BEEN AMAZING!



## New EYFS

Following a consultation in Summer 2023, DfE have published the [two EYFS statutory framework documents](#). Subject to parliamentary procedure these **two frameworks, one for [childminders](#) and one for [group and school-based providers](#)**, will replace the current single EYFS framework from 4 January 2024.

DfE recognises the effort and expertise settings put into providing high quality early education to the children in their care. We hope that publishing these frameworks in advance will support settings to get to grips with flexibilities being introduced. This is alongside the information and guidance that has already been published on Foundation Years, such as this [blog](#).

The [Early Years Qualifications Requirements and Standards guidance](#) has also now been published.

## Expansion of childcare entitlements

Last week, the Department laid regulations before Parliament to expand the entitlements to free childcare for eligible working parents in England. The regulations will come into force on 01 January 2024 and provide for the phased rollout of the expanded entitlements.

From 1 April 2024 eligible working parents in England will be able to access 15 hours of free childcare per week from the term after their child turns 2.

From 1 September 2024, 15 hours will also be available to children of eligible working parents from the term after they turn 9 months.

From 1 September 2025 eligible working parents in England will be able to access 30 hours of free childcare per week, over 38 weeks of the year, from the term after their child turns 9 months old until they start school.

Parents are advised to start applying no later than mid-January to mid-February in case there are any issues. All applications for working parents 2 year old for Spring term must be by 31 March 2024.



<https://www.childcarechoices.gov.uk/>

## IMPROVING SCHOOL ATTENDANCE

A new post, “Improving school attendance” has just been published on the Ofsted: schools and further education & skills (FES) blog.

Persistent school absence is one of the most significant ongoing impacts of the pandemic. The latest data shows that nearly 1 in 4 pupils were absent for 10% of school sessions in autumn 2022, nearly double the position in 2019. We remain very concerned about the effect this will have on children. As the Department for Education (DfE) points out in its blog *Why is school attendance so important and what are the risks of missing a day?*, we know that the highest attendance rates are linked with the best outcomes at all key stages. Even missing small amounts of ...

Read the new post: <https://educationinspection.blog.gov.uk/2023/11/16/improving-school-attendance/>

### Guidance

## Attendance hubs

Join an attendance hub to get support and resources to improve your approach to managing attendance and significantly reduce absence in your school.

<https://www.gov.uk/guidance/attendance-hubs>

### What else is in the news

- ⚙ Children of the 2020s <https://www.gov.uk/government/publications/children-of-the-2020s-first-survey-of-families-at-age-9-months>
- ⚙ Childcare expansion – capital grants <https://www.gov.uk/government/publications/childcare-expansion-capital-grant-funding>
- ⚙ EYFS Profile Results <https://www.gov.uk/government/statistics/early-years-foundation-stage-profile-results-2022-to-2023>



An Inspector Calls



Guidance

## Early years and childcare: Ofsted's enforcement policy

Ofsted's policy on how we regulate childcare providers explains what we may do if a provider is not following the regulations.

<https://www.gov.uk/government/publications/early-years-and-childcare-ofsteds-enforcement-policy>

Childcare services can display poster below. It has information about Ofsted responsibilities and how parents can contact Ofsted. The poster explains that Ofsted registers and inspects childcare for children aged from birth to 17 years.

<https://www.gov.uk/government/publications/poster-for-parents-childcare>

### **Ofsted registers, regulates and inspects childcare for children aged from birth to 17 years.**

Registered childcare providers and childminders have to meet requirements in the early years foundation stage statutory framework and/or the Childcare Register. These requirements relate to welfare and safety, the people providing the care and the organisation of the childcare. Childcarers registered on the Early Years Register, who care for children aged from birth until 31 August following a child's fifth birthday, also have to meet requirements for children's learning and development.

### **What parents can tell Ofsted:**

- Is the childcare good?
- Can it be made better?
- Do you have any concerns?

Parents can write to Ofsted at: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk) or if have a concern or complaintring: 0300 123 1231

For more information, see '[Guides for parents: how early years settings are inspected](#)'.



# Parents



**Ofsted registers, regulates and inspects childcare for children aged from birth to 17 years.**

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What you can tell us:

- Is the childcare good?
- Can it be made better?
- Do you have any concerns?

If you want to tell us anything about your child's childcare, you can write to us at:

**[enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)**

**Ofsted  
Piccadilly Gate  
Store Street  
Manchester M1 2WD**

If you have a concern or complaint, you can ring:

**0300 123 1231**

For more information, search for 'Guides for parents: how early years settings are inspected' or scan the QR code:



If you would like information about the availability of childcare in your local area, please visit **[www.gov.uk/find-local-council](http://www.gov.uk/find-local-council)** to find your local council.



## Poems by Benjamin Zephaniah

Listen by visiting Poetry Archive website for children

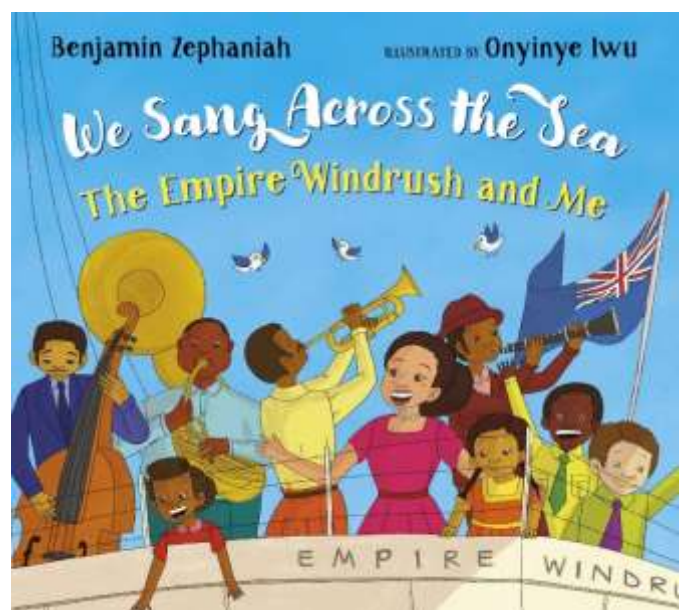
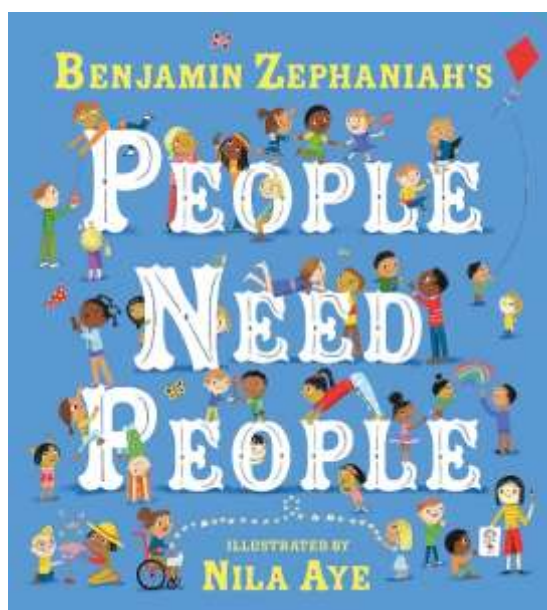
<https://childrens.poetryarchive.org/poet/benjamin-zephaniah/>



## Bounce and Rhyme

The bounce and rhyme collection is made especially for under 5s. These poems were chosen for their rhythm and pace, and should have your little one bouncing along and enjoying the tempo and sound of the words. They cover lots of different themes, from bubbles to iguanas. Enjoy the rhythms and bounce along!

<https://childrens.poetryarchive.org/collections/bounce-and-rhyme/>





**FAIRER SAFER ACCESSIBLE INCLUSIVE**

## Have you signed up yet to the Equality and Equity Charter?

The Equality and Equity Charter sets out pledges to promote the values of equality, diversity, and inclusion.

[Sign our Equality and Equity Charter | Royal Greenwich Equality and Equity Charter | Royal Borough of Greenwich](#)

Royal Greenwich is a vibrant borough with a growing diverse population. We share an ambition to create a fairer, safer, accessible, and inclusive borough where everyone feels they belong, has a voice and an equal opportunity to succeed and thrive.

All early years and childcare providers are invited to adopt the values and principles in the charter in everything that they do so that we can unlock opportunities for all children, families and staff across our borough.

Royal Greenwich primary schools and settings are signing up, including childminders - **have you signed up yet?**

You will get a certificate to display for parents and carers to demonstrate your commitment.

The new Service Level Agreement is due and will include a commitment to the Charter so don't delay.

It's quick and easy ... **Sign up now on link below or scan QR code with your phone camera**

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

Sign our Equality and Equity Charter →





# Heteronormativity in early childhood

Promoting inclusive practice

## Who does the household chores?

New research shows that [children of pre-school age are not only able to recognise that mothers do more domestic labour in their homes than their fathers](#) (in homes with mixed gender parents) but they also believe this distribution to be fair.

The researchers noted that children of this age do not normally accept inequality (they think it's unfair if one child has more sweets than them, for example) but they see the division of labour in their family at home as normal and acceptable.

However, this noticeable division of domestic labour by gender leads to an array of negative outcomes, including “girls’ expectations of future inequality and lower involvement in STEM careers.” They recommend [discussing how labour is gendered with pre-schoolers](#), to help break down biases about who can or should do what type of work.



by Fifi Benham and Shaddai Tembo

Heteronormativity is a concept that refers to the *assumption* in a society of heterosexuality as the default sexual orientation. It is an assumption because, while we often see our identities as fixed in place from birth, or natural, research shows that it is often societal influences that shape who we are and become.

## Why does heteronormativity matter in the Early Years?

Heteronormativity is premised on a binary understanding of gender and relationships:

- that the only two genders are ‘men’ and ‘women’,
- and that relationships should typically be between one person from each of those groups.

It is harmful to LGBTQ+ people as it means that they have to work against an assumed reality, as opposed to more diverse concepts of gender and relationships being accepted as possibilities.

Although heteronormativity grants cisgender heterosexual people a significant level of privilege, it can also cause them harm through the expectation of distinct gender roles both in relationships and in wider society.

Unlearning heteronormativity is therefore essential in striving for equity and social justice in the early years.

The impact of heteronormativity in early childhood can be seen in the ways society expects, either implicitly or explicitly, girls and boys to dress, behave and play in separate yet complementary ways. For example, girls being given dolls to look after and boys being expected to enjoy 'rough and tumble play, or when an offhand comment is made that a boy has a 'crush' or 'fancies' another girl.

There is then a presumed path of a future relationship with someone from the 'opposite' gender, and a set of expectations about what each person should bring to that relationship. For example, even before babies are born the first clothes, toys, and bedrooms prepared for them will be designed to fit a stereotype of what a boy or a girl should like.

Slogans such as "*Ladies man,*" and "*Sorry boys, daddy says I can't date until I'm 30,*" are unfortunately not uncommon on baby grows and children's clothes. This is often overlooked as being playful and innocent but the sexualisation of babies and children as well as the expectation of heterosexuality it sets can be deeply harmful.

### **Underpinning practice through policy and guidance**

Whilst current early years guidance does not explicitly mention heteronormativity, there are broader statements and advice which do apply. . This begins in the [EYFS \(2021\)](#) which underpins the obligations of all settings to adhere to the [Equality Act 2010](#).

### **Development Matters**

[Development Matters \(2021\)](#) states in the key features of effective practice that "*all children deserve to have an equal chance of success.*"

This is relevant in that heteronormativity perpetuates outdated ideas about skills and jobs being suited to one specific gender. In order for children to have an equal chance of success, practitioners must create a space where exploration of different futures is not restricted in this way.

Development Matters guidance on Understanding the World includes avoiding "*songs which include gender, cultural or racial stereotypes.*" Gender stereotypes, in particular, relate to heteronormativity as, in rhymes or songs for young children, they will often refer to mummies and daddies doing different activities or filling different roles.

An obvious example here is the "*mummies going chatter chatter chatter*" in the rhyme 'The Wheels on the Bus' while the "*daddies read the news*". Rhymes like this perpetuate particular stereotypes about men and women that should be avoided.

The guidance also includes supporting children's understanding and exploration of people's differences using "*materials which confront gender stereotypes.*" This makes it clear that best practice goes beyond just not perpetuating stereotypes but necessitates actively confronting them.

### **Birth to 5 Matters**

[Birth to 5 Matters \(2021\)](#) also has a section on inclusive practice and equality, explicitly naming sexual orientation as a protected characteristic. Specific emphasis is placed on ensuring children see themselves and their families represented.

An example of the ways this document builds upon guidance set out in Development Matters is that Birth to 5 advises our resources must "*avoid stereotypical depictions of people based on gender and sexual*

orientation." This more clearly links to heteronormativity by suggesting different sexual orientations should also be fairly represented.

It is also stated that "practitioners should share their willingness to challenge stereotypes and misunderstandings." This promotes individual practitioners taking responsibility for actively addressing these issues as they arise. Although the statement is not specific to any one type of stereotype this guidance can be applied as a willingness to challenge heteronormativity.

### **Acknowledging heteronormativity in your practice**

Central to challenging heteronormativity is firstly making sure that you, as a practitioner, are prepared to have these conversations and are to reflect on your practice.

As noted earlier, this is an issue that tends to gather less attention in discussions on equalities, often because of:

- denial that it matters ("children surely aren't learning about these things"),
- a wish to keep childhood 'innocent' ("we shouldn't worry children with these issues"),
- or the fear of getting it wrong ("what if I offend someone?").

While we've made clear that this clearly is a fundamental issue in the early years, the fear of getting it wrong has to be weighed against the implications of not engaging with this work at all. Nobody is perfect and it is likely that you will make mistakes, as in every single other aspect of life. What's important here is that you are committed and open to learning and having these conversations. Initially, it's a good idea to review your internal equality and inclusion policies.

### **Internal equality and inclusion policies.**

Equality and inclusion policies must set out clear expectations of practice that allows all children the chance to play and explore outside cisheteronormative expectations. This means not just stating the need to adhere to the [Equality Act 2010](#) but expanding upon the way stereotypes negatively impact children's opportunities and how this may be countered. This is a shift from *reactive* to *proactive* thinking.

Having clear systems in place for staff meetings, supervision and CPD must aim to provide opportunities for progress to be made. Consistency amongst staff teams in their understanding of heteronormativity and how to tackle it is one way to ensure children are given equal opportunities to thrive.

If you don't feel comfortable addressing this internally, it's worth seeking the support of an external trainer to support developing a strategy. If perpetuating heteronormativity is repeatedly an issue with staff then it may be best to revisit the setting's policies and how to ensure they are followed.

### **What if something prejudiced or discriminatory is said?**

Practitioners must be prepared to have open discussions when something is said by either a parent or a colleague within the setting that perpetuates heteronormativity.

But how do you do this?

How to handle that situation will depend on a number of factors, such as

- whether it is a conversation with children or with colleagues.
- whether it is appropriate to address the situation at that exact moment
- whether the practitioner themselves feels they are emotionally safe to challenge what's been said.

An example might be that something upsetting is said by a parent rooted in prejudice. It might during drop-off or pick-up times, when they see their child in a dress or pushing a buggy, that they might say 'they shouldn't be doing that' or they 'should be doing something else'.

Practitioners need to look after their own well-being and shut down the conversation until they are prepared to respond with the support of the setting.

Asking questions which encourage breaking down what is said is often key to helping others re-evaluate both the truth of their statement and whether they even believe it themselves. Working through prejudices together is more likely to create genuine change, rather than the burden being placed on the individual educator to respond in each situation.

Overall, recognising and actively challenging heteronormativity is key to ensuring all children have the same freedom of opportunity.

Learning about the key terms, how this issue sits with policy and understanding how to begin these conversations with parents and colleagues is an important initial step. In the second article, we will consider how to have conversations with the child and think about the broader material environment.

## **Glossary**

### **Gender**

Gender can be understood as a social system of practices, norms and expectations within society that characterise people as different in socially significant ways, typically based upon masculinity and femininity.

### **Cisgender**

A term that describes someone whose gender identity aligns with the sex the person was identified as having at birth.

### **Transgender**

A term that describes someone whose gender identity does not align with the sex the person was identified as having at birth.

### **Non-binary**

A term that describes someone whose gender identity sits outside the gender binary system, which itself infers the belief that there are only two gender identities.

### **Heteronormativity**

A concept used to describe practices that socially exclude or marginalise non-heterosexual people and preserve heterosexuality as the norm

### **Homophobia**

Discrimination or prejudice against homosexuality or gay people.



## **LGBTQ+**

An umbrella term to refer to all current and future minoritised sexual orientations and gender identities, with the plus symbol used as a proxy to represent both the wide variety of established genders and orientations beyond the initialism and those who are part of the community but have a more fluid sense of identity and do not necessarily feel drawn to particular labels.

### **Sexual orientation**

Describes people's emotional attraction or desire toward others.

### **Transphobia**

Discrimination or prejudice against trans people.

Useful site :-

<https://www.stonewall.org.uk/resources/introduction-supporting-lgbtq-children-and-young-people>

## **LGBTQ+ inclusive books for children aged 2-4**



<https://www.stonewall.org.uk/lgbtq-inclusive-books-children-aged-2-4>

# Enabling Environments

Creating the right environment is so important in the early years. As an early years practitioner (EYP) we should reflect on the environment we provide regularly to ensure it is continuing to meet the needs of all the children within your group and remains stimulating and safe.

## **Introduce 'Hygge' ((Hyoo-guh) Danish word for 'Cosy' to your the early years:**

Reduce chaos and bring calm. Creating a warm welcoming environment all year round can be achieved through simple resources.

Is your settings environment one that feels calm? Think about creating a sense of arrival for your children. On a cold winters day, how warm does it feel when you enter your setting, what senses are being stimulated – small, sound, sight can all be an opportunity when entering a setting by use of soft lighting, gentle music and safe use of incense.

The entrance of a setting, be that of a nursery or a childminder environment should be warm and inviting. All practitioners should welcome all families with a smile and a friendly hello. Try to create a homely environment with natural decoration and lighting where possible.



Research has found that too much colour may provide a 'sensory overload' for children causing distraction and overstimulation

## **Continuous Provision:**

Continuous provision describes all of the different provision areas which are available for your children to use every day. Within each of these areas of provision there should be a core range of resources that children can use all of the time, throughout the whole year.

Within the early years the purpose of an effective continuous provision is to offer children a constant environment that is safe for them to explore whilst challenging their learning. It should allow children the freedom to explore and become independent in making choices.



For example, a continuous provision setup might include a reading corner with a variety of books, a construction area with blocks and other building materials, and a creative area with art supplies, all of which the children can access independently.



Early Excellence Pod Cast on Continuous Provision could support you to get started:

<https://player.captivate.fm/episode/70771301-0992-4b89-bf23-af0353641659>

### Continuous Provision -Top Tip

This should not only take place inside, but outdoors too, to enable children to continue their child initiated learning. Here are some ideas:

· Paint brushes/rollers and water · Different sized buckets · Large scale block play · Tyres and bread crates to build structures · Mud kitchens/pits and digging areas · Wormery · Guttering · Vegetable planting/planters · Umbrellas · Tents · Bubbles · Wheeled toys · Traffic cones · Windmills/wind chimes · Balls · Ribbons · Parachutes · Quilts · Willow dens · Confined spaces

## Top Tip

Try to imagine what your learning environment is like through the eyes of a child.

Get down at child's level regularly to see what they see, and how they see it.

What stages are the children's development are the children attending. Are the activities set out age appropriate, can we change the way we have set up the home corner to link with the e theme of Autumn? – Picture to support

Think about different ways to inspire the children to want to play familiar environment



## Where do children play the most?

Children tend to play on the floor when they are at home, why not make the setting space you have reflect this, as another way to help the children feel settled and secure when they come and learn with you. Examples of this could be achieved with rugs, cushions tuff trays. Zoned areas when a space is open planned also helps create a safe and open feeling of freedom within a setting.

Cosy nooks and corners with soft lighting, cushions and resources will help inspire children's imagination.

**Elizabeth Jarman** - [Welcome to ELIZABETH JARMAN® - Elizabeth Jarman®](#)



Elizabeth is the founder of Communication Friendly Spaces Approach which and believes that by supporting early years children's communication, wellbeing development this can increase the levels of learning open to them, both indoors and outdoors





This can be achieved very similarly to the Hygge approach by use of:

- ☀ Tents
- ☀ Nook and cosy corners with cushions
- ☀ Large and small cardboard boxes
- ☀ Twinkling lights
- ☀ Battery powered lights outdoors

As EYPs we place a lot of pressure on ourselves to achieve a certain activity in a day. Why not slow the practice down and let the learning take shape with these simple resources following your curriculum



### Layout of the provision

Does your setting have clearly defined spaces to play? A well planned Learning Environment should encourage children to follow their own interests and give opportunity to present these ideas whilst they play.

### Planning your environment layout



### Things to consider:

- When planning continuous provision, think about the types of resources that will complement and assist in the child's play naturally.
- For example, place the building blocks next to the small world as this can be a natural extension to the child's play
- Be careful to not overload the resources available to the children, too many can lead to clutter and potentially a lack of purpose in children's play.
- Consistency is key – having well thought out resources and a good layout = consistency
- Confidence in your resources allows the children to learn and develop the progression of ideas, need time to return and repeat their opportunities to play.



### Outdoor Provision - Top Tip

Avoid just taking indoor resources outside, when planning, try to think of the special nature of the outdoors and more creative ways to influence the planning and provision of the outdoor environment. It needs to be planned and valued as much as the indoors. Think about the outdoor interests of a child and involve children in this planning too e.g. love of gnomes, expressive art, camp fires.





# UNDERSTANDING YOUR CHILD



## Online Offer

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

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

[www.inourplace.co.uk](http://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

## Bitesize Webinars



[Courses \(royalgreenwich.gov.uk\)](https://royalgreenwich.gov.uk/courses)

A series of one-hour free webinars at lunchtime with Early Years & Childcare Advisors to share key messages about important themes. You may use these for your staff training and inductions.

For any queries email [eyc.training@royalgreenwich.gov.uk](mailto:eyc.training@royalgreenwich.gov.uk)



Book your place here by scanning QR code or clicking on link  
<https://servicestoschools.royalgreenwich.gov.uk/courses/pvi>



Watch the replay here - click on the links below to watch (do the evaluation if you want the certificate and presentation handouts – please state name of training)

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

State name of training



<https://forms.gle/PokLJjx5Ku54xavVW9>

- ☐ [Ofsted Trends June 2023](#)
- ☐ [Ofsted Trends November 2023](#)
- ☐ [Staff Wellbeing](#)
- ☐ [Child Safety](#)
- ☐ [Having Difficult Conversations with Parents](#)
- ☐ [Mental Health Awareness](#)
- ☐ [Female Genital Mutilation](#)
- ☐ [LADO Managing Allegations](#)
- ☐ [Emergency Planning](#)
- ☐ [Child Exploitation](#)



Area	Training Courses/Webinars	Day	Date	Start	End
Safeguarding & Welfare	Bitesize Webinar – Child Abuse Linked to Faith & Abuse	Wednesday	10 January 2024	12:00	13:00
Forum	DFE Changes Update – Expansion of Entitlements & EYFS	Wednesday	10 January 2024	19:00	21:00
Safeguarding & Welfare	Designated Safeguarding Person	Thursday	11 January 2024	09:30	17:00
Safeguarding & Welfare	Intermediate Safeguarding	Thursday	18 January 2024	09:30	13:00
Safeguarding & Welfare	Bitesize Webinar – Fabricated Illness	Wednesday	24 January 2024	12:00	13:00
Forum	Early Years Assembly	Thursday	25 January 2024	19:00	20:15
Forum	Early Years Assembly	Friday	26 January 2024	09:30	10:20
Learning & Development	Curriculum & Teaching	Saturday	27 January 2024	09:30	13:00
Forum	Childminding Network	Thursday	08 February 2024	19:00	21:00
Safeguarding & Welfare	Safer Recruitment	Saturday	10 February 2024	09:30	12:30
Forum	Safeguarding Forum	Thursday	22 February 2024	18:30	20:30
Learning & Development	Equality Diversity & Inclusion	Saturday	24 February 2024	09:30	12:00
Ofsted Readiness	Looking Ahead to Ofsted	Tuesday	05 March 2024	19:00	21:00
Safeguarding & Welfare	Designated Safeguarding Person	Saturday	09 March 2024	09:30	17:00
Safeguarding & Welfare	Domestic Abuse Awareness	Wednesday	13 March 2024	19:00	21:00
Ofsted Readiness	Ofsted Trends	Thursday	14 March 2024	19:00	21:00
Safeguarding & Welfare	Intermediate Safeguarding	Saturday	23 March 2024	09:30	13:00

**Cancellation Policy** Must be made in writing by e-mail at least 5 working days before the course [eyc.training@royalgreenwich.gov.uk](mailto:eyc.training@royalgreenwich.gov.uk)

Where cancellation is not received, and you do not attend the training you will be charged the full amount – where courses are free, you will be charged an admin fee of £10.



## TO BOOK ALL TRAININGS

Most trainings are now in person so please check if via Zoom or in person

If you fail to attend training or fail to provide at least one week's notice of cancellation, you will be charged the full amount if your place cannot be filled

📎 For information about training or enquiries, email  
[eyc.training@royalgreenwich.gov.uk](mailto:eyc.training@royalgreenwich.gov.uk)

📎 Book via usual Direct Services to Schools below or the attached QR code

📎 [Courses \(royalgreenwich.gov.uk\)](https://courses.royalgreenwich.gov.uk)  
<https://servicestoschools.royalgreenwich.gov.uk/courses/pvi>

## Paediatric First Aid

### Training Dates



Day	Dates	Start	Finish
Wednesday	17 January 2024	08:45	16:30
Saturday	27 January 2024	08:45	16:30
Monday	05 February 2024	08:45	16:30
Saturday	24 February 2024	08:45	16:30
Saturday	09 March 2024	08:45	16:30
Monday	25 March 2024	08:45	16:30
Wednesday	17 January 2024	08:45	16:30
Saturday	27 January 2024	08:45	16:30

### 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.

## Training support available from DFE

	<p>The Early Years Professional Development Programme has now closed accepting applications for February 2023 with Cohort 1 participating in learning. Good luck to our Greenwich providers who have joined!</p> <p>The programme for Cohort 3 is open.</p> <p>The training is designed for childminders and early years practitioners, qualified to Level 3 or above, who regularly work with disadvantaged children aged 2-4.</p> <p>To find more information on eligibility and how to apply please visit the <a href="#">website</a>. Early years practitioners should discuss with their line managers before applying</p> <p><a href="https://www.earlyyearsdpdp.com/about-the-programme/">https://www.earlyyearsdpdp.com/about-the-programme/</a></p>
<p><b>Help for early years providers</b></p> <p>Guidance for people who work in early years, from the Department for Education.</p>	<p>The <a href="#">Help for early years providers</a> has a wealth of information that can help. For example, there's useful advice on <a href="#">reducing paperwork</a> so you have more time to focus on areas such as <a href="#">sensory food education</a>.</p>
<p><b>Early years child development training</b></p> 	<p>This training:</p> <ul style="list-style-type: none"><li>• is free for childminders and nurseries</li><li>• combines theory with practical tips and ideas to use in your setting</li><li>• includes opportunities to reflect on your practice</li><li>• reinforces your understanding through learning check questions and tests</li><li>• links to additional resources</li><li>• offers the opportunity to download certificates of completion</li><li>• has been developed by expert practitioners</li><li>• 5 modules can be completed in any order and at any time</li></ul> <p><a href="#">Early years child development training: Home page (education.gov.uk)</a></p>





Department  
for Education

## New online Early years child development training

### Developed by early years experts

- Build your child development knowledge.
- Get practical advice for supporting children in your setting.
- Test your knowledge and reflect on your practice.
- Watch practical training videos.



Pause and restart the training at any time



Make notes as you learn



Download certificates after each module

Find out more by visiting:  
[child-development-training.education.gov.uk](https://child-development-training.education.gov.uk)



## Stay safe while feeling festive – allergens to look out for at Christmas, Hanukkah (Chanukah) and Yule

<https://www.anaphylaxis.org.uk/stay-safe-while-feeling-festive-allergens-to-look-out-for-at-christmas-hanukkah-chanukah-and-yule/>

Allergens can find their way into a variety of unexpected products during the festive season, but if you or your child have allergies, you can still enjoy the food and decorations. Use this list of festive foods, drinks and decorations that might contain your allergen as a guide for what to look out for and, as always, remember to check the labels.

### Festive foods

**Mince pies and other mincemeat treats** – Christmas cake, Christmas pudding and mince pies can be made with a wide variety of ingredients including eggs, milk, tree nuts, wheat and sulphur dioxide or other sulphites, which are used as preservatives.

**Marzipan** – is typically made from almonds and is used in lots of Christmas treats such as stollen and Christmas cake. Try using nut-free marzipan or make your own using substitute ingredients such as cornmeal or semolina.

**Latkes** – potato pancakes, a Hanukkah food that can be sweet or savoury. Different varieties can include wheat flour, cheese, pesto, coconut or dried fruits.

**Festive sauces** – cranberry sauce, bread sauce and gravy come in lots of variations which can include milk, egg, nuts and different kinds of fruit.

**Kugel** – a traditional Hanukkah egg noodle casserole. Kugel can be sweet or savoury and can be made with spices, dried fruit, nuts, milk and other ingredients. There is also a potato variety of kugel.

### Chocolate

- Selection packs, Christmas tree treats and other chocolates can get separated from their original packaging. Don't risk eating them if you can't check the label.
- Look for free-from alternatives, you can take these with you to events for you or your child.
- You can buy free-from advent calendars, so your child doesn't have to miss out on the fun.
- Christmas specials such as mini versions of your favourite chocolates can be made on different production lines or use different recipes, so check the labels even if the regular versions don't contain your allergen or you've checked them before.
- If you have a milk allergy, be aware that plain (dark) chocolate often shares production lines with milk chocolate, so cross-contamination is possible.

**Doughnuts (Sufganiyah)** – traditional Hanukkah jam doughnuts fried in oil. These are usually made with wheat flour and milk and can have different fillings and toppings including jam, custard, chocolate, cream, nuts and sprinkles.

**Stuffing** – typically contains onion, garlic, herbs, breadcrumbs and egg, but can also include chestnut, cranberry, gingerbread, pomegranate and different kinds of nuts.

**Brussels sprouts** – these are often served with additional ingredients such as nuts, seeds, butter or cheeses.

**Praline** – these sweet treats usually contain a variety of nuts and are often made with milk or cream too.

## Decorations

**Christmas trees** – evergreen spores from Christmas conifers can cause runny eyes, skin rashes, sneezing and wheezing. If a live tree is a must for you, let the tree dry in a garage or enclosed porch for a week and give it a good shake before bringing it inside. Remove the tree if you have any signs or symptoms of an allergic reaction.

**Balloons** – People with serious [latex allergy](#) might react if they are in an enclosed space near a balloon display. Latex balloons often contain powder to stop them sticking together and the proteins can become airborne when the balloons are inflated. If you're having an office party, having a quick chat with your employer about decorations and asking if they can use an alternative may help give you some reassurance.

**Poinsettias** – these popular festive plants produce a milky 'latex' if their stems are broken that has some proteins in common with Natural Rubber Latex. This is unlikely to cause any problems for people with latex allergy just by being in the room, but it may be best to avoid touching the plant if you have a latex allergy.

**Eating out or ordering in** – always check in advance if a restaurant or takeaway can cater for your allergy. Don't be afraid to send food or drink back or leave the restaurant if you don't feel safe. Under UK law, catering businesses are required to provide information on the presence of the top 14 major allergens in the food they serve. How they provide allergen information to customers will depend on the type of food business. At a minimum, the business should display a clearly visible sign to tell customers how to get the allergen information. See our [guide to eating out](#).

**Shopping and nut allergies** – supermarkets often display nuts piled high on their shelves at this time of year, which can cause concern if you have a nut allergy. The risk of having a reaction from touching nuts that are still inside their shells is very low. Nut proteins don't easily become airborne so an allergic reaction is very unlikely. If you notice any breakages or spillages that may cause a risk in the shops, report this to staff.

Most importantly, remember to check ingredients labels before eating any food and **always carry two** adrenaline auto-injectors with you **at all times**.

## For more information on specific allergens

See our [Factsheets](#) on common and lesser-known allergies.



## How to talk to your children about conflict and war

*8 tips to support and comfort your children.*



### **Palestine and Israel Conflict**

For children (and adults) affected by [the conflict in Israel and Palestine](#), this is a terrifying time. Knowing how to handle the complex emotions we feel can be really challenging, especially for those directly affected. Compounding the issue, the UK is seeing [a rise in Islamophobic and anti-Semitic hate crime](#) since October 7th.

So, how do we best support the children in our care as they experience these events?

UNICEF has created [some brilliant advice for how to address the Israel Palestine conflict with children](#). This article is primarily written for parents, so feel free to share it with your parents and carers too.

<https://www.unicef.org/parenting/how-talk-your-children-about-conflict-and-war>



Get help to improve your practice

## Early years practitioner wellbeing support

Get ideas on how to support the mental health and wellbeing of yourself and other practitioners working in your early years setting.

<https://help-for-early-years-providers.education.gov.uk/get-help-to-improve-your-practice/early-years-practitioner-wellbeing-support>

The DFE have published an [early years practitioner wellbeing support resource](#) on the Help for Early Years Providers platform.

The resources bring together:

- information on the benefits of investing in staff wellbeing in early years settings
- case studies from four early years settings who have shared their insights on best practice to support staff wellbeing
- a list of external resources for early years practitioners and managers

### Guidance

## Promoting children and young people's mental health and wellbeing

Guidance on the 8 principles of a whole school or college approach to promoting mental health and wellbeing.

<https://www.gov.uk/government/publications/promoting-children-and-young-peoples-emotional-health-and-wellbeing>

This document describes 8 principles of a whole school/setting approach to promoting mental health and wellbeing, which, if applied consistently and comprehensively, will help contribute towards protecting and promoting children and young people's mental health and wellbeing.

Each principle is considered together with some examples from practice and a question to help the reader to reflect on the implications for practice in their own setting. The document also signposts to resources to support implementation.



# HELP PAYING FOR YOUR CHILDCARE



An online application is quick and easy

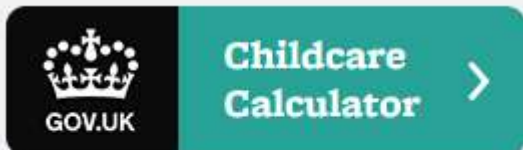


You get an immediate response on whether you  
are eligible for a place



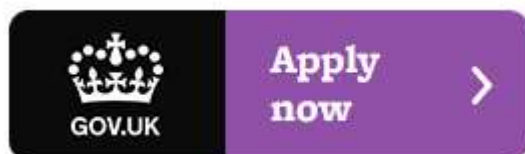
Access the online portal

<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/>



### Are you eligible\* for a free 30 hours place?

*\*If you are a working parent (including working foster parents) and your child is aged 3 or 4 on or **before** 31<sup>st</sup> December 2023, you may be eligible depending on your income and if you have a valid code.*

1. Check if you are eligible and remember to reconfirm **every 3 months**, if you already have a code, to keep your funded place
2. Set up or go to your Childcare Account [www.childcarechoices.gov.uk](http://www.childcarechoices.gov.uk)



3. Your code must be dated no later than **31<sup>st</sup> December 2023** so apply **NOW**
4. Take your eligibility code to your early years' setting or school as soon as you can before the end of term and **NO LATER than end of term**. The code must be checked by your nursery, school or childminder before your child can take up a place at the start of the Spring term. Providers must verify all codes with the local authority to receive funding
5. Your child must also be age eligible ie they had their 3<sup>rd</sup> birthday by 31<sup>st</sup> December 2023.

For more information, please contact Families Information Service

[www.royalgreenwich.gov.uk/fis](http://www.royalgreenwich.gov.uk/fis)   [fis@royalgreenwich.gov.uk](mailto:fis@royalgreenwich.gov.uk)   020 8921 6921





# Apply now, if you want 30 hours **free** in January 2024

Bring the code to us in good time to help us  
plan and allocate a place for your child

Apply for a 30 hours code  
in good time. **Do it before**  
the end of term and no later  
than 31 December 2023



**[childcarechoices.gov.uk](https://childcarechoices.gov.uk)**

For more information, please contact Families Information Service  
[www.royalgreenwich.gov.uk/fis](https://www.royalgreenwich.gov.uk/fis) [fis@royalgreenwich.gov.uk](mailto:fis@royalgreenwich.gov.uk) 020 8921 6921



# HOW MANY HOURS OF CHILDCARE CAN YOU GET PER WEEK?

Age  
**3-4**  
years

## ALL PARENTS

15 HOURS	15 HOURS	15 HOURS	15 HOURS
Now	APR 2024	SEP 2024	SEP 2025

## WORKING FAMILIES

30 HOURS	30 HOURS	30 HOURS	30 HOURS
Now	APR 2024	SEP 2024	SEP 2025

Age  
**2**  
years

## 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	15 HOURS	30 HOURS
APR 2024	SEP 2024	SEP 2025

Age  
**9-23**  
months

## WORKING FAMILIES

15 HOURS	30 HOURS
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](mailto: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](mailto:childcare-support@royalgreenwich.gov.uk)



020 8921 4477



[safeguardingchildren@royalgreenwich.gov.uk](mailto:safeguardingchildren@royalgreenwich.gov.uk)

### LADO



020 8921 3930



[childrens-LADO@royalgreenwich.gov.uk](mailto:childrens-LADO@royalgreenwich.gov.uk)

Ofsted: 0300 123 4666 / [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

DBS Regional Office: 0300 105 3081 / [Kiranpreet.rehal@dbb.gov.uk](mailto:Kiranpreet.rehal@dbb.gov.uk)

[DBSRegionaloutreach@dbb.gov.uk](mailto:DBSRegionaloutreach@dbb.gov.uk)



Prevent Team 020 8921 8340



[prevent@royalgreenwich.gov.uk](mailto:prevent@royalgreenwich.gov.uk)

This is the Greenwich Domestic Violence and Abuse Service.



Telephone: 020 8317 8273



Email: [info\\_gdva@h4w.co.uk](mailto: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.



## Free Safeguarding Bitesize Webinars

[Courses \(royalgreenwich.gov.uk\)](https://royalgreenwich.gov.uk)



If you missed it, click on the links below to watch

- ☐ [Female Genital Mutilation](#)
- ☐ [LADO Managing Allegations](#)
- ☐ [Emergency Planning](#)
- ☐ [Child Exploitation](#)



# **Keeping children safe in education 2023**

**Statutory guidance for schools and  
colleges**

**1 September 2023**

Best practice statutory guidance for schools on safeguarding children and safer recruitment.

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>



Download and read this leaflet

[Keeping Children Safe in out of school provision](#)



<https://dfegovukassets.blob.core.windows.net/assets/14539%20OOSS/Keeping%20children%20safe%20during%20clubs,%20tuition%20and%20activities%20-%20provider%20leaflet.pdf>



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# Helping to keep children safe



We believe extra-curricular clubs, youth organisations and study groups for children should be safe spaces.

## Ask us about our:

- Health and Safety Policy
- Fire Safety and Evacuation Plan
- Staff and Volunteer Employment Checks
- Parental Consent Form
- Child Protection Policy
- Complaints Policy

We follow current government advice on 'After-school clubs, community activities, and tuition: Safeguarding guidance for providers'.

Find the latest guidance at [www.gov.uk/government/publications/keeping-children-safe-in-out-of-school-settings-code-of-practice](https://www.gov.uk/government/publications/keeping-children-safe-in-out-of-school-settings-code-of-practice)



For questions or concerns about safeguarding

Safeguarding lead:

\_\_\_\_\_

Last updated:

\_\_\_\_\_





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# 7 steps towards running a safer setting for children

Start on the path to running a safer club, study group or activity for children by completing these 7 easy steps:



- ☐ I have a child protection policy and safeguarding procedures in place.
- ☐ I have appointed a person who has lead responsibility for safeguarding children in the setting (a designated safeguarding lead).
- ☐ I have undertaken appropriate safeguarding training.
- ☐ I know the referral routes to use when I have a concern.
- ☐ I do appropriate pre and post-recruitment checks on staff and volunteers, such as identity and DBS checks.
- ☐ I have assessed the health and safety risks and have taken steps to reduce them.
- ☐ I have more than one emergency contact number for each child.

Completing these steps will help you keep the children in your care safe, but they are just the beginning. To make sure you are following the best practice, read the latest guidance 'After-school clubs, community activities, and tuition: Safeguarding guidance for providers' at [www.gov.uk/government/publications/keeping-children-safe-in-out-of-school-settings-code-of-practice](https://www.gov.uk/government/publications/keeping-children-safe-in-out-of-school-settings-code-of-practice)

## **Submit a barring referral**

Submit a barring referral if you are concerned that an individual may have harmed, or put at risk, a child or vulnerable adult.

<https://www.submit-a-barring-referral.service.gov.uk/start>

Submitting a referral takes around 45 minutes. You cannot save the form and return to it later.

### **Who can submit a barring referral?**

Anyone can make a referral if they consider that someone has harmed or poses a risk of harm to a child or vulnerable adult.

However, some organisations have a legal duty to make a referral to the DBS.

If you are not one of these organisations, but have concerns about someone, we would encourage you to contact the person's employer, the police or social services before making a referral.

If you are unsure whether you should make a referral, use our [pre-referral checker](#) to confirm before continuing.

### **Ways to make a barring referral**

There are three ways to make a referral to the DBS:

#### ☐ **New online barring referral service**

**You can submit a referral using the new [barring referral service](#).** After completing the online referral, you must provide any relevant supporting documents.

#### ☐ **Original online referral form**

**You can also submit a referral using our [portal](#).** This option requires you to register for an account.

#### ☐ **Post**

**If you cannot submit a barring referral online, you can complete the [DBS paper referral form](#).** You should read the '[paper referral form](#)' guidance before making a referral via post.

### **What you will need**

If you find you do not have all of the following information, you should complete as much of the form as possible.

- ☐ your contact details
- ☐ details of the person being referred (including their name, address, date of birth and national insurance number)
- ☐ contact details for any other agencies involved in investigating the relevant conduct
- ☐ details of the risk of harm or harm suffered
- ☐ documents in support of your referral (for example, statements, reports, meeting minutes and other evidence)

You are allowed to provide this information under UK General Data Protection Regulation (UK GDPR) and the Data Protection Act (DPA).



## Royal Greenwich Children's Services Useful Safeguarding Contacts and Telephone Numbers

<b>Children's Services Front Door (Safeguarding, Social Care &amp; FaASS previously Early Help)</b>	
'Multi Agency Safeguarding Hub' (MASH) <a href="mailto:MASH-referrals@royalgreenwich.gov.uk">MASH-referrals@royalgreenwich.gov.uk</a>	020 8921 3172
Safeguarding Consultation Line	020 8921 2267
Social Care and Safeguarding Emergency Duty Team <a href="mailto:Childrens-Out-Of-Hours@royalgreenwich.gov.uk">Childrens-Out-Of-Hours@royalgreenwich.gov.uk</a>	020 8854 8888
<b>Local Authority Designated Officer - Winsome Collins Service Leader</b>	
<a href="mailto:childrens-LADO@royalgreenwich.gov.uk">childrens-LADO@royalgreenwich.gov.uk</a>	020 8921 3930
Winsome Collins – DO PVIs/ CMs Laura Lhumbis –DO Schools	020 8921 3930
<b>Greenwich Safeguarding Children Partnership</b>	
Greenwich Safeguarding Children Partnership website <a href="http://www.greenwichsafeguardingchildren.org.uk">http://www.greenwichsafeguardingchildren.org.uk</a>	020 8921 4477
<b>Prevent</b>	
Adam Browne – Prevent Co-ordinator	020 8921 8321/ 8340
Confidential Anti-Terrorist Hotline	0800 789 321
<b>Police 999</b>	
CAIT - Child Abuse Investigation Team	0207 230 3705
<b>Ofsted</b>	
Ofsted enquiries, complaints, investigation, and enforcement	0300 123 1231
<b>Royal Greenwich Early Years</b>	
Early Years & Childcare	020 8921 3877
Families Information Service	020 8921 6921
<b>Support, Advice &amp; Signposting</b>	
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 <a href="mailto:bromh.greenwich0to4@nhs.net">bromh.greenwich0to4@nhs.net</a>	0300 330 5777
Greenwich Local Labour & Business (GLLaB) <a href="mailto:apprenticeships@royalgreenwich.gov.uk">apprenticeships@royalgreenwich.gov.uk</a> <a href="mailto:gllab-jobs@royalgreenwich.gov.uk">gllab-jobs@royalgreenwich.gov.uk</a>	0208 921 2440
<b>Children with Disabilities</b>	
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

