



Royal Greenwich

Early Years & Childcare Professionals E-bulletin

10 March 2025

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Missed an e-bulletin?



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

DFE Updates



Childcare
Choices



Childcare Choices Campaign



The Childcare Choices campaign aims to raise awareness of the financial support available for childcare costs and the benefits of early education. The DfE want to help all parents find the support that fits their family, whether it's funded hours to help balance costs, or wraparound childcare to juggle those early morning school drop-offs.

The new Childcare Choices partner communications toolkit is available - featuring new look and feel with new leaflets, posters, and social graphics, as well as newsletter/blog copy that you can incorporate into your communications.

Spread the message by **31 March deadline for parents to apply for their childcare code to start in April.**

You can download the toolkit in the guidance and resources section on the website: [Guidance and resources | Childcare choices](#)

DfE Early Years Qualifications

The DfE has announced a package of early years qualification initiatives that will both support entry and progression within the workforce and ensure that the staff working with young children have the right skills and knowledge to deliver high-quality provision.

To support early years settings to recruit and retain staff and meet this increased demand, from 3 March 2025 eligible educators will be able to access an experience-based route to working in the Staff:Child ratios at level 3. This new route recognises the significant contribution that skilled and experienced staff can make to the education and care of young children. This is an opportunity for educators without currently approved qualifications, to develop their careers, and for providers to maximise the potential of their talented staff in a way that works best for the children in their care. The full consultation response can be found [here](#)

Experience-based route for early years practitioners - GOV.UK

Alongside this DfE have announced the publication of the Early Years Teacher Degree Apprenticeship standard. This new, graduate-level qualification will give everyone from school leavers and junior staff to senior leaders the opportunity to easily move into a specialist career in the early years sector.

The DfE also announced the Check an Early Years Qualification digital service which will be available later this Spring to early years managers. This service will guide managers through the process of checking the approval status of qualifications held by existing staff members and prospective employees, increasing their confidence that they have appropriately qualified staff ahead of the September expansion



Early Years Apprenticeships

As part of National Apprenticeships Week, the government announced changes to apprenticeship requirements that will grow the skills needed in high demand sectors like early years. This includes introducing greater flexibility over when standalone English and maths qualifications are required for apprentices: from 11 February, apprentices aged 19 years or older are no longer required to hold level 2 English and maths qualifications in order to complete their apprenticeship.

This will allow many thousands more apprentices to complete their apprenticeships and enter employment, supporting vital sectors such as early years to meet skills and workforce demands. It will also open up opportunity for many more potential apprentices currently excluded from apprenticeships due to not already holding English and maths qualifications

Update to Early Years and Childcare Statutory Guidance



Department
for Education

Statutory guidance

Early education and childcare (effective from 1 April 2025)

Updated 21 February 2025

<https://www.gov.uk/government/publications/early-education-and-childcare--2/early-education-and-childcare-effective-from-1-april-2025>

The Department for Education has published updated [Statutory guidance for local authorities on the provision of early education and childcare](#) which will apply from 1 April 2025. See in particular the section on charging (A1.32-A1.44).

Following a recent High Court judgement, the changes reaffirm that:

- the 15- or 30-hours entitlements must be accessible free of charge to parents
- there must not be any mandatory charges for parents in relation to the free hours

New provisions in the guidance include that:

- Providers (other than childminders) will need to provide information about charges on their websites. DfE have provided a template of how these might be set out.
- Local authorities must work with all providers (including childminders) to ensure that by January 2026, invoices and receipts are itemised and break down charges separately into the free entitlement hours, additional private paid hours, food charges, non-food consumables charges and activities charges.

It has also updated the [model agreement template and the parental declaration form](#) for the funded early education entitlements.

Press release

Early years reform to cut costs and deliver on Plan for Change

Parents to save cash through new guidance to prevent overcharging on childcare whilst £75 million will help deliver final phase of childcare rollout

<https://www.gov.uk/government/news/early-years-reform-to-cut-costs-and-deliver-on-plan-for-change>

DfE Press release in full



“Parents are set to save money on childcare thanks to new protections from additional charges on top of the government’s funded childcare offer, increasing access to high-quality early education and putting cash back into working families’ pockets.

To ensure no family is priced out of the support they need, the government has published updated guidance today that puts transparency at the heart of how the funded hours should be delivered, supporting local authorities to ensure providers make all additional charges - whether for nappies, wipes or lunch - clear and upfront to parents, and setting out that these charges must not be included as a condition for parents accessing their hours.

Giving every child the best start in life is central to the government’s mission to break the unfair link between background and success, and its Plan for Change to get tens of thousands more children a year school-ready by aged five.

As part of this, the government is committed to delivering on the promises made to working parents, so they can save up to £7,500 on average from using the full 30 hours a week of government funded childcare support, compared to paying for it themselves.

Education Secretary Bridget Phillipson said:

Giving every child the best start in life is my top priority, and integral to our mission to ensure tens of thousands more children are school ready every year.

That's why despite the inherited challenges we face, we are pressing ahead with the investment and leadership needed to support families and make sure that every child, regardless of background, can access the high-quality early education they deserve.

Today marks an important step towards an early years system that is accessible for parents, sustainable for providers, and better serves children's development.

This comes as the government has announced a targeted approach to its next tranche of early years funding to support the sector to deliver the new places needed for parents of children from nine months old looking to take up the entitlements for the first time.

Despite having to take tough decisions to fix the foundations of the economy, the government is increasing investment in early years to over £8 billion next year.

This includes a dedicated £75 million expansion grant, which will be targeted to providers supporting delivery of the expanded 30 hours of government-funded childcare in September, helping parents with children from nine months back into work and boosting household finances.

This means that private and voluntary providers, including childminders, are expected to see significant impact from a share of an average of around £500,000 in local areas. Funding allocations will vary between local authorities, reflecting local circumstances, with some of the largest areas seeing up to £2.1 million.

£75m is equivalent, on average, to an additional £80 per two-year old, and £110 per child under-two, though final amounts of funding reaching providers will depend on local circumstances.

The government also continues to make quick progress towards its Plan for Change milestone, with thousands of early years educators continuing to benefit from support networks and early maths training this year.

The Stronger Practice Hubs programme, which supports early years settings to deliver high-quality education by sharing knowledge and evidence-based approaches via 18 regional Hubs, has been funded for a further year.

On top of this, as part of wider work to deliver on the government's commitment to boost early maths support for children, the Maths Champions programme delivery also launches this month – with up to 800 early years settings to benefit from the training this year.

Delivered in partnership with the National Day Nurseries Association and Education Endowment Foundation, an evaluation of the programme showed children in settings receiving the Maths Champions programme can make an average of three months' additional progress in maths compared to their peers.

Educators in this year's first cohort of 156 settings will take up the training this month, with spaces still available for sign-ups from March to June.

These programmes form part of wider vital work to drive high and rising standards across early education, offering improved early learning support and the training that educators need to prepare children for school.

The government will continue to work closely with parents and providers to deliver its ambitious reforms so that tens of thousands more children have the invaluable skills needed from communication and maths to personal, physical and social development to have the best possible life chances.

Lydia Hodges, head of Coram Family and Childcare, said:

We welcome the clarification in this update, which is something we have been calling for to address the high level of variation in childcare costs to parents. Our research shows that additional charges can be a major barrier to families - particularly disadvantaged families - taking up their funded early education entitlements.

Supporting childcare providers through these changes will be essential, to ensure the sector remains stable, but this updated guidance is an important step towards a transparent system that allows parents to make informed choices about their childcare options and enables all children to access their entitlements, particularly those who stand to benefit the most from high quality early education.

Emily Yeomans, Co-CEO of The Education Endowment Foundation, said:

Our independent evaluations of the Maths Champions programme have consistently shown its potential in establishing solid foundations in maths for young children. Crucially, this potential is even greater for children from socio-economically disadvantaged backgrounds.

A strong grounding in early maths is so important for setting up children for later success, acting as a fundamental enabler of later opportunity. So I'm delighted that we're able to offer hundreds of early years settings access to the programme this year so that many more children can benefit."

Chargeable extras template: how to set out costs

The DfE have updated the statutory guidance for April 2025. In the charging section, changes reaffirm that the 15- or 30-hours entitlements must be accessible free of charge to parents. They also reaffirm that there must not be any mandatory charges for parents in relation to the free hours.

Description	Unit	Unit price	Line total
Free entitlement hours –xxx hours per week (most not have a charge). [enter number of free hours per week, explain any stretched offer provided]	Weekly	Free	Free
Additional hours purchased – xxx hours per week [enter number of hours per week]	Weekly		£
Meals/snacks [Explain how many meals are provided and the type of meals]	Daily / Weekly / Per meal		£
Consumables (for example, nappies and sun cream) [Provide details of the charges made for consumables and itemised details of what these charges relate to.]			£
Additional voluntary services (for example, trips, forest school sessions or foreign language lessons) [Provide details of the charges made for additional services and itemised details of what these charges relate to.]	Ad Hoc		£
		Total	£

[If you allow Tax Free Childcare or Universal Credit Childcare to claim back some of the costs, explain how this works in your setting here] If you do not wish to pay for specific consumables, for example because you wish to provide your own, please make your nursery aware so next steps can be discussed.

PROVIDER FORUM

13:00 - 14:00
or 19:00 - 20:00
Tues 25 March
via Zoom Room
7247492874

To book
eyc.training@royalgreenwich.gov.uk
or via QR code



Please book your spot to receive any handouts and recording link.

Join this free briefing on DfE updates

- EYFS reforms
- DfE guidance on charging

If you have questions, pls email in advance

eyc.training@royalgreenwich.gov.uk

Ofsted Updates



Expanding a registered setting into new premises

Expanding a registered setting into new premises

Guidance for providers of childcare on domestic and non-domestic premises who want to expand their registered setting into new premises.

www.gov.uk/guidance/expanding-a-registered-setting-into-new-premises

Ofsted will consider the following when assessing whether the premises form one unified setting. Each expansion will be considered on a case-by-case basis, so you should provide Ofsted with as much information as possible.

When expansion applies	When you will need a separate registration
<ul style="list-style-type: none">the same manager oversees both premisesthe manager can effectively monitor and supervise staff performance across both premisesthe expansion does not compromise the manager's and staff's ability to meet the children's needs and supervise them effectively and safelyboth premises operate under the same management structure and policies	<ul style="list-style-type: none">when there are separate managers and/or management structureswhen it is not possible for the manager to have good oversight of both premises, and a separate management structure is requiredwhen the premises operate independently under a different governance structure, for example as a separate company or committeewhen the premises are run differently, with separate policies or practices being applied at each location

Email enquiries@ofsted.gov.uk from your registered email and provide the following information:

- details of your current setting, including the address and unique reference number (URN)
- information about the proposed new premises, including the address and management arrangements
- plans to manage staff, children and operations across both premises
- information about any distance and obstacles between the premises and how you intend to overcome these
- why you believe the premises are suitable to provide childcare from
- any additional information that may be relevant to support our assessment

Starting a nursery or other daycare and running the business

Starting a nursery or other daycare and running the business

Find out how to register with Ofsted as a nursery or other daycare, and what you will need to tell us about.

www.gov.uk/government/collections/starting-a-nursery-or-other-daycare-and-running-the-business

1. [Start a nursery or other daycare business](#)
2. [Running a nursery or other daycare](#)
3. [Being inspected](#)
4. [Requirements](#)
5. [Changes to a nursery or other daycare](#)
6. [Making payments to Ofsted](#)

You will need to apply to register as a daycare if you will be looking after children aged up to the 31 August following their fifth birthday in:

- a location other than someone's home
- someone's home, working with 3 or more people at the same time

You must register with Ofsted unless you plan to work with 3 or more people in someone's home. In this case, you can choose to register either with Ofsted or with a childminder agency.

Certain other people involved in your daycare will also need to apply to Ofsted themselves as part of your application to register - www.gov.uk/guidance/daycare-roles-that-must-register-with-ofsted

Changes to a nursery or other daycare

You must tell Ofsted about changes to those responsible for your daycare organisation.

If the childcare takes place in someone's home, you must tell Ofsted about any changes to who is living or working there.

Anyone you have to tell Ofsted about must also apply to join your registration.

Joining the Childcare Register and running the business

Joining the Childcare Register and running the business

Find out how you can still register for childcare with Ofsted if you do not meet the requirements of being a childminder, nanny, nursery or other daycare.

www.gov.uk/government/collections/joining-the-childcare-register-and-running-the-business

If you do not meet the registration requirements of any of the [other childcare provider types](#), you might be able to register only on the Childcare Register.

There are 2 parts of the Childcare Register, with different registration requirements:

- voluntary
- compulsory

Certain other people involved in your daycare will also need to apply to Ofsted themselves as part of your application to register.

Changes to a business on the Childcare Register

You must tell Ofsted about changes to those responsible for your childcare organisation.

If the childcare takes place in someone's home, you must tell Ofsted about any changes to who is living or working there.

Anyone you have to tell Ofsted about must also apply to join your registration.

Childcare Sufficiency Assessment 2024-2025

Look out for a full briefing in March. You can read the CSA Report [here](#)



www.royalgreenwich.gov.uk/children-young-people-and-families/early-years-and-childcare/support-early-years-providers

Supporting Wraparound Provision

Wraparound Toolkit – Focus



Access The Toolkit



Topic

[Business Planning](#)

[Running of Your Childcare Provision](#)

[Business Growth](#)

[Leadership and Management](#)

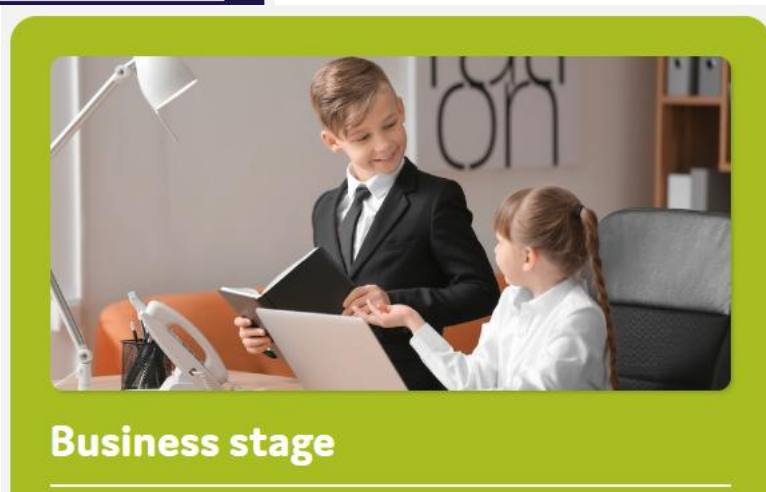
[Partnership Working](#)

[SEND and Inclusive Practice](#)

[Start Up](#)

[Sustain](#)

[Growth](#)



Business stage

Case Study: Expanding a Childminding Business to Offer Wraparound Care

With the national expansion of wraparound care creating growing demand for before and after school care services, it is an exciting opportunity and key way for childminders to sustain and develop their businesses. The national programme aims to help working parents better balance their careers and childcare responsibilities, while creating significant opportunities for childcare providers. As more families look to use this childcare support, childminders are uniquely positioned to offer flexible wraparound care solutions that families need.

Read the full case study when Childcare Works met with Childminder Lyndsey Handy to talk about how she expanded her childminding business and the rewarding nature of having a career as a Childminder.

<https://childcareworks.org.uk/case-study-expanding-a-childminding-business-to-offer-wraparound-care>.

If you are looking to expand by employing a staff member, [watch this video on the HUB](#) for actionable strategies to attract and retain high-quality staff.

If you have not already done so it is recommended that you register with Childcare Works. They have a wealth of resources and videos to support the delivery of quality childcare provision

<https://childcareworks.org.uk/hub-for-providers/introduction>.



Safeguarding in wraparound settings

https://assets.publishing.service.gov.uk/media/6509558022a783000d43e81f/After-school_clubs_community_activities_and_tuition_safeguarding_guidance_for_providers.pdf

After-school clubs, community activities, and tuition

Safeguarding guidance for providers

September 2023

This is non-statutory guidance for organisations or individuals who provide community activities, tuition or after-school clubs for children. These are also known as out-of-school settings (OOSS).

This guidance will help providers run safe settings to ensure the welfare of the children attending them. It covers best practices on:

- safeguarding and child protection
- the suitability of staff and volunteers
- health and safety
- governance

Safeguarding, and promoting the welfare of children, is everyone's responsibility and is defined for the purposes of this guidance as:

- protecting children from maltreatment
- preventing impairment of children's mental and physical health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- taking action if you identify or have concerns that children are suffering from, or are at risk of harm

This guidance covers best practices and makes clear legal requirements.

Safeguarding and child protection

You should:

- have an effective safeguarding and child protection policy in place
- have a staff behaviour policy (sometimes called a code of conduct)

- be aware of and have training on the specific safeguarding issues (including online) that can put children at risk of harm
- have clear procedures on what to do if there are concerns about a staff member, volunteer or another adult who may pose a risk of harm to children
- appoint a designated safeguarding lead (DSL) 12, who has undertaken safeguarding and child protection training (including online)
- provide parents or carers with a named individual (such as the DSL or another named member of staff) so they can raise safeguarding concerns
- if you're a lone provider, give parents or carers the contact details of your local authority's children's services or the NSPCC helpline number
- know the local referral route into children's social care
- report any allegations of harm to a child to both your local authority designated officer (LADO) and the police as soon as reasonably practicable
- know if the legal duty to refer to the Disclosure and Barring Service applies to you and ensure you make referrals when appropriate

Suitability of staff and volunteers

You should:

- make sure staff and volunteers have had relevant pre-employment checks, for example:
 - DBS check
 - verification of identity
 - references
 - right to work
- have regular performance reviews in place to check the suitability and training requirements of staff and volunteers **after their appointment**

Health and safety

You must:

- consider the suitability and safety of the setting for employees, children and young persons, taking steps to reduce any risks identified
- have a fire safety and evacuation plan
- have paediatric first aid training where children aged 5 and under are attending the provision (unless you're exempt from registration with Ofsted)

You should also:

- have first aid training and a first aid kit to hand as well as awareness of what to do in an emergency where children aged over 5 are attending
- have more than one emergency contact number for each child
- make sure you know of any medical concerns or allergies

Governance

You should have:

- a clear complaints procedure
- an effective whistleblowing policy
- a clear staff behaviour policy (code of conduct)
- a clear line of accountability for safeguarding which runs throughout your organisation, including at the most senior level
- a clear record of the safeguarding training provided to staff and the schedule of refresher training

Links to illustrated and simplified documents

- [guide to safeguarding guidance](#)
- [keeping children safe summary leaflet](#)
- [setting posters](#)



[guide to safeguarding guidance](#)



[keeping children safe summary leaflet](#)



Department
for Education

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



For questions or concerns about safeguarding

Safeguarding lead:

Last updated:



Department
for Education



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

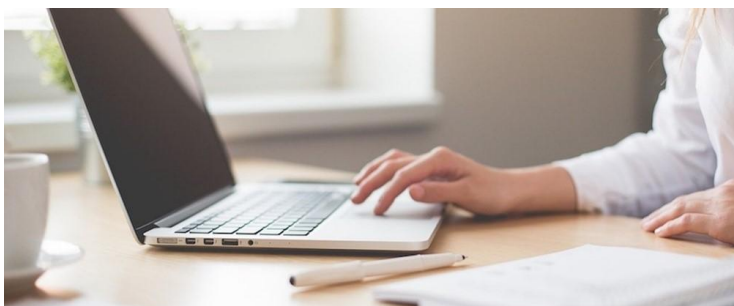
ICO – What is ICO and why do you need it?



What is ICO?

The ICO is the UK's data protection regulator. All businesses that process any personal information are required to register with them and pay an annual fee to the ICO – unless they are exempt. This fee is usually £40 or £60 a year depending on the size of your business, although large organisations will need to pay £2,900.

It's vital to create a safe learning environment for early years children. Part of this is making sure the information you hold about them is used properly, shared appropriately and kept safe.



Data protection tips for early years settings

Tip one: Know what 'personal data' is.

If you have information that identifies someone, either directly or indirectly, it's classed as 'personal data'. This includes all the information you hold about staff, suppliers, parents and carers, as well as the children in your care. This information might be held electronically, such as on your computer system or CCTV footage, or in hard copy, such as paper documents or printed photographs. You need to know what information you have, why you have it, how long you need to keep it for, and how to keep it safe.

Tip two: Know how to deal with a request for information.

People have rights over their personal information. This includes being able to ask for a copy of the information you hold about them, known as making a subject access request (or a SAR). This right applies to children's information too. If a child can't request their own information, for example because they're too young, a parent or representative can make a request on their behalf. If someone makes a request on behalf of a child, you **must** make sure it's appropriate for them to see the information. For example, by checking whether they have parental responsibility and whether there are any safeguarding concerns.

The best starting point for responding to any requests made on behalf of a child is to consider what's in the child's best interests. If you're not sure how to respond, [contact us](#). We're here to help.

Tip three: Know what to do with your CCTV footage.

It's now commonplace to see CCTV being operated in small businesses. This may be for staff monitoring, health and safety, or for the detection and prevention of crime. If you have CCTV you're likely to be capturing personal information, such as people's faces or movements, so you'll need to comply with data protection rules.

As with other types of personal information, people can make a SAR for the footage of themselves or, in some situations, on behalf of a child. If this footage contains images of other people, you **should** only disclose the footage if you have the third party's consent to do so, or if it's reasonable to do so without their consent. Where this isn't the case you should redact the footage to remove or disguise the third parties wherever possible.

If your CCTV system doesn't have the functionality to redact footage, you **could** consider providing stills with the identity of third parties blanked out where this is appropriate. [Contact ICO](#) if you're unsure.

Tip four: Share data when needed.

In an early year's setting, you're likely to share information with the relevant regulatory authorities and other childcare providers. Data protection doesn't prevent you from doing this where it's relevant and necessary to do so.

Sometimes the information may relate to safeguarding issues. In these cases you must decide what information you need to share in the interests of protecting children. To help with this, we've produced a [guide to sharing information to safeguard children](#).

Tip five: Keep data secure for the time you hold it.

Whether keeping personal information electronically or in hard copy, you must make sure the information is safe. A lot of this will be children's data and may also contain potentially sensitive information that will need a higher level of protection, such as safeguarding details or health information.

Your filing cabinets should be locked, and computers password protected. When sending sensitive information you should apply extra measures, such as restricting who can see it and encrypting emails. Your staff should be given regular training about their data protection obligations and confidentiality in and out of the workplace. Be aware of timescales for keeping the different types of information you work with because you must only keep information for as long as you need it.

ICO have lots more information about protecting [children's information](#) on their website, or you can [contact](#) ICO if you need further help.

<https://ico.org.uk/for-organisations/advice-for-small-organisations/whats-new/blogs/data-protection-tips-for-early-years-settings/>

FAIRER SAFER ACCESSIBLE INCLUSIVE

Equity, Diversity & Inclusion

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

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

Sign our Equality and Equity Charter ➔



International Women's Day



<https://www.internationalwomensday.com/Theme>

With well over a century of history and change, the first International Women's Day (IWD) was held in March 1911.

Read more about the IWD timeline [here](#).

Organisations, groups, and individuals worldwide can all play a part - in the community, at work, at home, and beyond.

IWD isn't country, group or organization specific. It's a day of collective global activism and celebration that belongs to all those committed to forging gender equality.

World-renowned feminist, journalist and activist, Gloria Steinem, reportedly [once explained](#): "The story of women's struggle for equality belongs to no single feminist nor to any one organisation but to the collective efforts of all who care about human rights."

You can choose to mark IWD in whatever manner you deem most relevant, engaging, and impactful for your specific context, objectives, and audiences.

IWD is about gender equality in all its forms. For some, IWD is about fighting for women's rights. For others, IWD is about reinforcing key commitments, while for some IWD is about celebrating success. And for others, IWD means festive gatherings and parties.

Whatever choices are made, all choices matter, and all choices are valid.

All activity can help contribute to, and form part of, the thriving global movement focused on women's advancement.

IWD is a truly inclusive, diverse, and eclectic moment of impact worldwide.



IWD 2025 campaign theme is 'Accelerate Action'

Collectively, we can **Accelerate Action** for gender equality.

Step forward in solidarity for International Women's Day (IWD) 2025 on March 8 to help **#AccelerateAction**.

At the current rate of progress, it will take until 2158, which is roughly five generations from now, to reach full gender parity, according to data from the World Economic Forum.

Focusing on the need to **Accelerate Action** emphasizes the importance of taking swift and decisive steps to achieve gender equality. It calls for increased momentum and urgency in addressing the systemic barriers and biases that women face, both in personal and professional spheres.

So, together, let's **Accelerate Action** to speed up the rate of progress worldwide.

The benefits of Early Talk Boost

The benefits of



What is the Early Talk Boost?

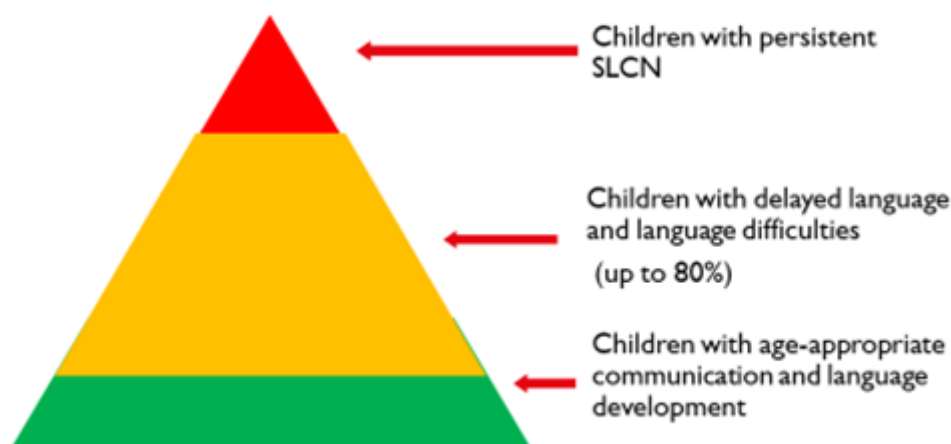
For those of you who are yet to hear about Early Talk Boost, it is a small group language intervention aimed at three- to four-year-old children. Being able to talk and understand words are key skills for young children, enabling them to access all areas of the Early Years Foundation Stage Curriculum (EYFS). Early Talk Boost is designed to help support children who need a targeted approach to catch up with their peers. The Early Talk Boost intervention has been designed by Speech and Language UK specialist teachers and speech and language therapists, with the help of early years practitioners and parents.

The intervention is 9 weeks long and comprises of three 15–20-minute sessions a week. It is usually delivered to around 6–8 children in each setting.

The **benefits** are:

- Supports children who are not achieving their expected levels of progress in their language development including children with English as an Additional Language.
- Can be used to demonstrate to Ofsted how you are focusing on developing staff skills.
- Help to build relationships with parents, by reinforcing the language skills the child learned during the group sessions.
- Demonstrates the effective use of your Early Years Pupil Premium allocation.
- An all-in-one speech and language solution package.
- Can be used by non-speech and language specialists.
- Proven to improve children's language and communication through our evidence base.
- Designed to be sustainable so you can deliver the intervention multiple times to new groups of children.
- A dedicated Early Years & Childcare Advisor and ETB Network to support you to maximise the impact of Early Talk Boost in your setting.
- Identify, monitor and track children's progress before and following the intervention with the online tracker.

Intervention – Early Talk Boost 3 – 4.5 yrs



The *EarlyTalk Boost* intervention is suitable for children with **language delay or difficulties** (in some areas 50–80% of all children), e.g. those who have:

- difficulty listening/paying attention
- poor vocabulary
- difficulty understanding language
- difficulty organising and using language
- immature sentences
- difficulty explaining or describing
- difficulty taking turns

The *EarlyTalk Boost* intervention is **not** designed to support children with:

- identified learning needs/special educational needs
- difficulty with fluency
- isolated speech sound difficulties

Children with speech sound difficulties in addition to delayed language may make some progress in their language skills if they use *Early Talk Boost*

In Royal Borough of Greenwich, we have had 193 children participate in the *Early Talk Boost* which has been a great success. Out of these 193 children, 109 have made an overall improvement in their language and communication skills. Other children were signposted to extra help via specialist services such as Integrated Therapies.



What our parents say about the Early Talk Boost?

“Since joining crafty wizards my child has grown so much in many ways, but her speech has really improved especially since participating in talk boost sessions. Her pronunciations of words are becoming clearer & she understands the meanings of words more, even explaining these to me sometimes. Her confidence has grown with communication & I am able to understand what she is saying a lot more than before.”

Crafty Wizards, Avery Hill Park



“My son D. Is a bilingual child who was born in July 2020. At the age of 3yr he was moved to the preschool class where he was the youngest of his class and he was a little bit behind his peers in his language development. The early talk boost programme has been incredibly helpful in supporting my son's language development and boosting his confidence, particularly because he was born during the COVID-19 pandemic and had limited opportunities to socialize, and he is bilingual. He eagerly looked forward to the weekly sessions and thoroughly enjoyed reading the books provided every week. The structured activities in small groups and engaging materials have significantly enhanced his communication skills, and he now expresses himself more clearly and confidently in so various situations. The progress he has made is evident, and we are incredibly grateful for the positive impact this program has had on his development. We would love to have even more sessions and more stories about Jake and Tizzy!!”

Little Cubs Academy, Greenwich

“The ETB program was very beneficial for my son. Not only did he benefit from the sessions whilst at pre-school, the nature of doing similar sessions at home reinforced the learning and made him more comfortable to try and implement what was being taught.

The books were super engaging and enabled us to discuss things at length whilst also aiding his communication.

I'm very grateful for the program as it helped make my son more confident, but it was also a super fun tool for us to have at home.”

Little Cubs Academy, Greenwich

What our providers have to say about Early Talk Boost?

Gloria has seen improvements with her amber children. “Particularly child R who has improved in confidence and is using more words and crying less”

Zippy's, Greenwich

“I've seen improvements with attention and listening already, you can see that so much learning has happened in a short space of time. The resources are wonderful too.”

Monkey Puzzle, Charlton

“Now the tracker is completed it does reflect what a huge difference my minded child has made over the 9 weeks of the intervention. Unfortunately, she does need targeted help with speech, but her personal and social development has massively improved. I think the timing was just right.”

Childminder, Caroline Frances



“For him to be able to communicate this to me was a real achievement as he was unable to communicate his needs at all before the programme took place last term, especially with strangers. She said how he can now do this and has a lot more confidence when speaking to others. He can now voice his likes and dislikes. Chevonne said that the programme had been brilliant in bringing on his speech and language as well as his confidence. “

Childminder, Chevonne Campbell

“I’ve seen improvements with listening already, the rules are working well, alongside the visual cards. The resources the children really like, Tizzy is the favourite.”

Nurture House Montessori, Thamesmead

If you have an Early Talk Boost pack, please continue running sessions to support children with speech and language delays. Your efforts are making a real difference, giving them a stronger start in life and improving their future success. To showcase the impact of this work to the Department for Education, it’s essential to submit your Excel spreadsheets with before-and-after intervention scores.

If you need any support, please contact your allocated advisor to arrange a support visit.

Thank you for your continued dedication!

For those of you who do not have a pack and are interested in delivering, we are offering these Early Talk Boost packs which are worth £550 for free, along with free training worth £120.

Please call childcare-support on **0208 921 3877** or email childcare-support@royalgreenwich.gov.uk to enquire.

Celebrating Pedagogies



Celebrating Pedagogies



In continuing our series to celebrate and share about different pedagogies (learning approaches) to hopefully inspire and give you ideas of what could be implemented within your settings. The last focus was on Reggio Emilia and this month we will be sharing some ideas around the 'Forest School'.

Definition of Pedagogy

Pedagogy relates to the “how”, or practice of educating. It refers to, “that set of instructional techniques and strategies which enable learning to take place and provide opportunities for the acquisition of knowledge, skills, attitudes, and dispositions within a particular social and material context. It refers to the interactive process between teacher and learner and to the learning environment” (Siraj-Blatchford et al. 2002). It concerns the “how” of adult and child interaction, whilst recognising that how children learn and develop at this stage is not just subject to what is intended to be taught, but it is also of particular importance how it is facilitated.

[Pedagogy in early childhood education and care \(ECEC\): an international comparative study of approaches and policies \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444444/pedagogy-in-early-childhood-education-and-care-ecec-2015.pdf)

This DfE Pedagogy in early childhood education and care (ECEC) 2015 document, support and promotes the use of using pedagogical approaches in conjunction with each other to enhance children’s learning and development further.

“In practice, settings can employ a combination of pedagogical approaches”.

Forest school



Forest School



What is the Forest School Approach?

Forest School is a child-centred inspirational learning process, that offers opportunities for holistic growth through regular sessions. It is a long-term program that supports play, exploration and supported risk taking. It develops confidence and self-esteem through learner inspired, hands-on experiences in a natural setting.

Its roots reach back to the open-air culture, friluftsliv, or free air life, seen as a way of life in Scandinavia where Forest School began. It arrived in the UK in 1993 and has grown from strength to strength since then.

[What is Forest School? | Forest School Association](#)

The process helps and facilitates more than knowledge-gathering, it helps learners develop socially, emotionally, spiritually, physically and intellectually. It creates a safe, non-judgemental nurturing environment for learners to try stuff out and take risks.



Forest School inspires a deep and meaningful connection to the world and an understanding of how a learner fits within it. Our approach to risk means that learners constantly expand on their abilities by solving real-world issues, building self-belief and resilience. We believe that risk is more than just potential for physical harm, but a more holistic thing, there are risks in everything we do, and we grow by overcoming them. Forest School, therefore, helps participants to become, healthy, resilient, creative and independent learners.

How children benefit from the Forest School approach?

- **Confidence:** children had the freedom, time and space to learn and demonstrate independence
- **Social skills:** children gained increased awareness of the consequences of their actions on peers through team activities such as sharing tools and participating in play
- **Communication:** language development was prompted by the children's sensory experiences



- **Motivation:** the woodland tended to fascinate the children and they developed a keenness to participate and the ability to concentrate over longer periods of time
- **Physical skills:** these improvements were characterised by the development of physical stamina and gross and fine motor skills
- **Knowledge and understanding:** the children developed an interest in the natural surroundings and respect for the environment

[Forest Schools: impact on young children in England and Wales - Forest Research](#)

It is important to note that Forest School is a long-term process of regular sessions, rather than one-off or infrequent visits.



Key features of Forest School:

- **The use of a woodland setting** that is framed by strict safety routines and established boundaries that allows the flexibility and freedom for child-initiated learning and other innovative approaches to learning to take place in a low-risk environment.
- **A high adult to pupil ratio** allows for children to undertake tasks and play activities that challenge them but do not put them at undue risk of harm.
- **Learning can be linked to the national curriculum** and foundation stage objectives whilst setting those objectives in a different context, and it is not focused just on the natural environment.
- **The freedom to explore using multiple senses** is fundamental for encouraging creative, diverse and imaginative play.
- **Regular contact for the children over a significant period of time** at least one morning, afternoon or day per week or fortnight from two to twelve months or more.

[Forest Schools: impact on young children in England and Wales - Forest Research](#)

Forest School activity ideas for you to try



nature bingo:

Create bingo cards using real photos of different objects that can be found in the outdoor environment such as rocks, lead, stick etc. Share the bingo cards with the children and allow them to walk around the area (once the boundary are has been established and set out to the children), so that they can look for the items on their bingo card. Explain to the children that If they find all the items, they must call out 'bingo' and come back the meeting place. When everyone is back, discuss what you found and where, and how you knew where to look.

Sound walk:

All you will need for this activity is for each child to have their own stick. Explore the area, identifying interesting features to test and setting boundaries. Demonstrate 'tapping' things rather than 'hitting' them. Allow children to explore what sounds they can discover by tapping different materials with their sticks. Practice with different strengths of 'tap' to see how the sound changes. Experiment on a variety of surfaces and record the sounds on a device to revisit later.





Nature paintbrushes:

For this activity, all you will need to take with you is some string. Allow children to look for smaller sticks and various items that they think would create some interesting marks. Children can have a go at tying these items together to create their nature paintbrush. Once this is done, allow the children to paint using these natural resources and discuss the different marks that they have created.

Nature faces:

For this activity, you will need small mirrors. Begin by giving each child a mirror and allowing them time to observe their own facial features. Encourage them to explore the details of their face, such as the shape of their eyes, nose, and mouth. Next, discuss how they might use natural materials from their environment—such as leaves, twigs, stones, or flowers—to represent different facial features. Once they have gathered their materials, guide them in creating a face using the objects they have found. Afterward, invite each child to share their creation and explain how each natural item represents a part of their face.



Forest bathing:

For this activity, it may be nice to bring some warm blankets with you. Find a quiet spot in the woods / forest, set out your blankets, lay down on it and look up at the trees, the nests in the trees, the birds, the clouds. Ask the children, what can you hear? What can you see? What can you smell? Not only is this great for adults' mindfulness and wellbeing, but it is equally great for children.

For more activity ideas, visit 'learning through landscapes' using the link:

[Outdoor learning ideas | Learning through Landscapes](#)

Celebrating Good Practice



Congratulations to Crafty Wizards on several recent achievements!

Crafty Wizards was shortlisted at the Greenwich Business Awards in the 'Made in Greenwich' category which is something they are incredibly proud of.

They have also just won the NDNA news front cover competition focused on 'Healthy Body, Happy me'. Lynn at the Avery Hill Park took pride in sharing what they do at Greenwich University, their allotments, sustainable food garden, beehives and their hedgehog initiatives.



Crafty Wizards Alderwood had a special visit from Clive Efford where he met with Head of Operations, Hilda and the Nursery Manager. They spoke to Clive about the Early Years and even got him involved in activities!

A HUGE congratulations to all the Early years practitioners who have completed their EYPDP course (Early Years Professional Development Programme)



If you have good practice you would like to share, please send photos and quote to: childcare-support@royalgreenwich.gov.uk or speak to your advisor

Celebrating Festivals



HOLI FESTIVAL



Holi, or Holli, is a Hindu festival that celebrates the coming of Spring and the end of Winter. It is an ancient festival that was originally celebrated in India, although it's now recognised in many other Asian countries and in a few western ones.

Commonly, the festival, which lasts two days, is also called The Festival of Colour, or The Festival of Love. However, lots of different regions in India have different names for Holi.



Holi will be celebrated on the 14th of March 2025. The date that Holi is celebrated each year is determined by the Indian calendar. Holi is typically celebrated in March, but some years it can be celebrated in late February.

How Holi is celebrated

Over the two days that Holi is celebrated, numerous spectacular traditions take place that are as fantastic to watch on as they are to participate in.

On the first day of Holi, bonfires are lit, and partygoers gather round to witness figurines being burnt in the flames.

This tradition stems from an ancient Hindu tale of a Demon King, Hiranyakashipu, who hatched a plot to kill his son in a bonfire after he refused to worship him. As the story goes, Hindu god Vishnu witnessed this and used his cunning to defeat the King. Today, the bonfire represents this triumph of good over evil.

Perhaps the most recognisable aspect of Holi occurs on the second day of celebrations. This is when colourful perfumed powders, called gulal, are sprinkled onto everyone participating, with water then being thrown to help the colours stick to the body.

No one knows for sure how this tradition began, but it is thought to have originated with the Hindu God, Krishna, who got permission from his mother to change the colour of his lovers' faces with the use of face paint.

Food



Dhuska- deep-fried dish made with dal, rice, chillies, and garlic that is served with Ghugni, a simple curry made of black chickpeas or chana, as the locals call it.

Gujiyas- fried dough pockets have a generous filling of jaggery, nuts, and khoya, and then soaked in sugar syrup.



Puran Poli- This delectable dish is basically chapati or roti with a sweet stuffing made of chana dal and sugar.

Activity ideas



Marble painting- Place some different coloured paints (that has been a little diluted) directly on the paper placed inside the tray and put the marbles inside too. Roll them around and as the marbles streaked through the paint you create an abstract art piece!
(Please be sure to risk assess use of marbles before activity).

The Colours of Holi

Traditionally, the colourful powders that are thrown during Holi, or gulal, are made from natural dyes and ingredients such as *kumkum*, *neem*, *bilva*, and *halda*. These are medicinal herbs to alleviate the symptoms of fever and cold that come with the changing weather during spring.

Other colours can be extracted through plant-based sources, such as:

- Red and Orange – palash flowers, madder tree, sandalwood, hibiscus flowers, pomegranate, radish, saffron, and turmeric mixed with lime
- Yellow – turmeric, chickpea, marigold, chrysanthemum, bael fruit, and amaltas
- Green – gulmohur leaves and mehendi
- Blue – grapes, blue hibiscus, jacaranda flowers, indigo plant, and indigo berries
- Purple and magenta – beetroot
- Black – vegetable charcoal, and gooseberry
- Brown – tea leaves.



Navigating Greenwich Health Visiting 0-4 website

How to navigate to the SEND section on Greenwich 0-4 Health Visiting Service Website

[Greenwich Health Visiting 0 to 4](#)

Greenwich 0 to 4 Health Visiting Service

Home

About us

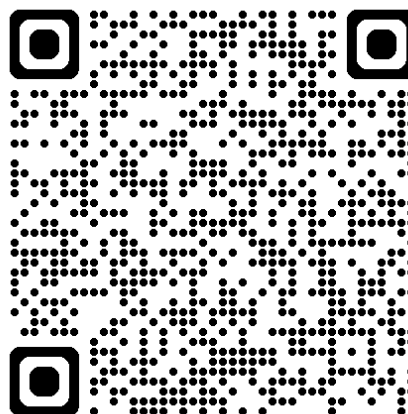
0 - 4 Years ▾

[Special Educational Needs and Disabilities:: Greenwich 0 to 4](#)

0 - 4 Years

Development

- ➔ Behaviour
- ➔ Communication and hearing
- ➔ Developing independence
- ➔ Motor Skills
- ➔ Learning and the importance of play
- ➔ Special Educational Needs and Disabilities



[Events and Activities:: Greenwich 0 to 4](#)

You are here: > [Home](#) > [0 - 4 Years](#) > [Development](#) > [Special Educational Needs and Disabilities](#) > Events and Activities

[SEND Newsletter:: Greenwich 0 to 4](#)

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Special Educational
Needs and Disabilities



Events and Activities



SEND Newsletter



Health & Wellbeing



Neurodiversity Celebration Week: 17- 23 March 2025

www.neurodiversityweek.com/get-involved-workplace

What is Neurodiversity Celebration Week?

Neurodiversity Celebration Week is a worldwide initiative that challenges stereotypes and misconceptions about neurological differences. It aims to transform how neurodivergent individuals are perceived and supported by providing schools, universities, organisations, and others around the world with the opportunity to recognise the many skills and talents of neurodivergent individuals, while creating more inclusive and equitable cultures that celebrate differences and empower every individual.

**Register today to take part in Neurodiversity Celebration Week
17 - 23 March 2025**



<https://www.neurodiversityweek.com/>



<https://www.neurodiversityweek.com/introduction>

What is Neurodiversity?

When it comes to inclusion, neurodiversity refers to a world where neurological differences are recognised and respected as all other human variations.

Depending on how our brains are wired we think, move, process information and communicate in different ways. Many people in our community use neurodiversity as an umbrella term used to describe alternative thinking styles such as Dyslexia, DCD (Dyspraxia), Dyscalculia, Autism and ADHD. But regardless of labels, neurodiversity is about recognising those who think differently. And no matter whether you are a school, university or organisation you can benefit from different thinkers!

Approximately 15-20% of population has a neurological difference. Instead of labelling people with deficits

or disorders, when we use the term neurodiversity, we take a balanced view of an individual's unique strengths and challenges. Many 'challenges' neurodivergent people face are more to do with the environment and systems they are placed in, often designed by a majority population.

<https://www.neurodiversityweek.com/posters>

Did you know?

- No two people are the same and so we will all have different profiles
- Although we talk about specific neurodifferences such as Autism and Dyslexia, the reality is that these can co-occur
- Every neurodivergent individual has a unique pattern of strengths and challenges
- We tend to operate on an approach to diagnosis and labels which can mean that quite often the focus is on the challenges rather than the many strengths and talents of neurodivergent individuals
- It is important that we take a person-centred approach, by tailoring strategies to each individual
- It is important to harness the strengths and talents of neurodivergent individuals, this helps to build confidence and self-esteem, and ensures individuals are given the opportunity to flourish in their day-to-day



"If we want to include everyone, we have to help everyone develop their talents and use their gifts for the good of the community. That's what inclusion means – everyone contributes"

– Maya Angelou, Memoirist / Poet /
Civil rights activist

www.neurodiversityweek.com



Cricket Street Hubs

New weekly after-school cricket sessions in Thamesmead and Kidbrooke are now in session, delivered by Kent Cricket Chance to Shine.

Free coaching and tape ball cricket – a casual, widely accessible format of cricket, originating in Karachi, Pakistan – is open to all genders, aged 8 – 15- years in the borough.

Sessions will be at [Hawksmoor Youth Hub](#) on Wednesday 4.15pm – 5.15pm and [Thomas Tallis](#) schools on Monday 6.00pm - 7.00pm.

All sessions are free, no equipment is needed, and children and young people can wear what they want

Contact Juan Jimenez for more information:

Juan.jimenez@kentcricket.co.uk / 07496550492

New toilet training guidance for early years educators



Using the toilet is a new skill that children need to learn. Early years educators can play an important role in supporting children and their parents/carers with toilet training.

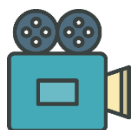
<https://help-for-early-years-providers.education.gov.uk/health-and-wellbeing/toilet-training>

The Department for Education has published new toilet training guidance on the Help for Early Years Providers website. This will help educators understand how to support babies and young children with toilet training in early years settings. The guidance includes information and resources on

- [When to start toilet training](#)
- [How to toilet train](#)
- [Toilet training challenges](#)
- [Support children with Special Educational Needs and Disabilities \(SEND\)](#)
- [Working in partnership](#)

You can read the guidance here: [Help for early years providers : Toilet training](#)

EYC Training



Bitesize Webinars and Online Trainings



Make use of the currently free series webinars produced by our Early Years & Childcare Advisors to share key messages about important themes. You may use these for your staff training and inductions. You will need to register each individual person so they can receive their certificate, and we can track demand.



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

State name of training



To receive link and watch, email eyc.training@royalgreenwich.gov.uk
Pls do not share the link with anyone else and remember to complete evaluation to receive certificates and handouts.

- Ofsted Trends
- Staff Wellbeing
- Child Safety
- Having Difficult Conversations with Parents
- Mental Health Awareness
- Female Genital Mutilation
- LADO Managing Allegations
- Emergency Planning
- Child Exploitation
- Fabricated Illness
- Child Abuse Linked to Faith & Belief
- Provider Forum – CSA & Expansion
- Welfare Rights for the Self Employed – openly available
- Childcare Sufficiency Briefing
- Synergy – Funding Portal User Guide – openly available
- Compassion Mind Training

Area	Training Courses/Webinars	Day	Date	Start	End	Cost
Safeguarding & Welfare	Safer Recruitment	Tuesday	18 March 2025	09:30	13:00	£45
Safeguarding & Welfare	Designated Safeguarding Person	Thursday	20 March 2025	10:00	17:00	£60
Safeguarding & Welfare	Intermediate Safeguarding	Saturday	22 March 2025	09:30	14.30	£45
Provider Forum	DfE Provider Briefings - lunchtime	Tuesday	25 March 2025	13:00	14:00	Free
Provider Forum	DfE Provider Briefings - evening	Tuesday	25 March 2025	19:00	20:00	Free
Safeguarding & Welfare	Domestic Abuse Awareness	Thursday	27 March 2025	19:00	21:00	£30
Learning & Development	Equality Diversity & Inclusion	Expressions of interest invited		09:30	12:00	£20

Cancellation Policy Must be made in writing by e-mail at least 14 working days before the course

eyc.training@royalgreenwich.gov.uk

Where cancellation is not received, or it is received too late to be able to fill the place, and you do not attend the training you will be charged the full amount – where courses are free, you will be charged an admin fee of £10.



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

<https://servicestoschools.royalgreenwich.gov.uk/courses/list?category=pvi>

<http://tinyurl.com/EYC-Training-Portal>

Paediatric First Aid



Day	Dates	Start	Finish	
Saturday	22 March 2025	08:45	16:30	£55
Saturday	03 May 2025	08:45	16:30	£55
Monday	19 May 2025	08:45	16:30	£55
Saturday	03 May 2025	08:45	16:30	£55
Monday	19 May 2025	08:45	16:30	£55
Saturday	07 June 2025	08:45	16:30	£55
Tuesday	17 June 2025	08:45	16:30	£55
Saturday	05 July 2025	08:45	16:30	£55
Wednesday	09 July 2025	08:45	16:30	£55

**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.

DFE training support

<p>Help for early years providers</p> <p>Guidance for people who work in early years, from the Department for Education.</p>	<p>The Help for early years providers has a wealth of information that can help. For example, there's useful advice on reducing paperwork so you have more time to focus on areas such as sensory food education.</p>
<p>Early years child development training</p> 	<p>This training:</p> <ul style="list-style-type: none"> • is free for childminders and nurseries • combines theory with practical tips and ideas to use in your setting • includes opportunities to reflect on your practice • reinforces your understanding through learning check questions and tests • links to additional resources • offers the opportunity to download certificates of completion • has been developed by expert practitioners • 7 modules can be completed in any order and at any time (with another one coming soon!) <p>1 Understanding child development and the EYFS</p> <p>2 Brain development & how children learn</p> <p>3 Supporting children's personal, social & emotional development</p> <p>4 Supporting language development in the early years</p> <p>5 Supporting physical development in the early years</p> <p>6 Mathematics</p> <p>7 Effective curriculum & assessment</p> <p>8 Supporting individual needs & differences</p> <p>Early years child development training: Home page (education.gov.uk)</p>
 <p>COUNCIL FOR DISABLED CHILDREN</p>	<p>Early Years SEND Partnership Training and Seminars</p> <p>About the EYSEND Partnership</p> <p>Introduction</p> <p>The Council for Disabled Children (CDC) leads the EYSEND Partnership and is working with five partners: nasen, Speech and Language UK, Contact, Dingley's Promise, and the Early Childhood Unit (ECU) at the National Children's Bureau. Providing support across 9 English regions, the partners each bring specific expertise to the</p>

	<p>project, and work on different aspects of early years, SEN and Disability:</p> <ul style="list-style-type: none"> • nasen on a whole setting approach to SEN and Disability • Speech and Language UK on early identification and an early response to speech, language and communication needs (SLCN) in young children, and the development of a local SLCN pathway • Contact on working with parent carers in the early years • The Council for Disabled Children on Ordinarily Available Provision and the Equality Act • Dingley's Promise on strategic support for transitions • The Early Childhood Unit (ECU) at NCB on the home learning environment. <p>The programme is being grant-funded by the DfE through their VCS programme from August 2023 to March 2025. They are working with family hubs networks to best support disabled children and children with SEN during their earliest years. There are three main strands of activity:</p> <ul style="list-style-type: none"> • Strategic support to family hub areas through regular meetings or 'action learning sets' • Targeted training for practitioners from family hub areas. • Open-access training for parents and carers. <p>The learning from all this work is shared through a series of regional seminars and events to be held in January, February and March. See more about their upcoming events and seminars by accessing their training calendar.</p>
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**SUPPORTING
EARLY MINDS**
Research Network

	<p>Supporting Early Minds Webinar</p> <p>The Supporting Early Minds Research Network are hosting a webinar on Thursday 1st January 2025 13:00 – 14:00, “Getting it right for babies in group-based care. Growing cultures for voice, agency, and early relationships in early childhood environments”.</p> <p>Dr Caroline Guard will be discussing her work at The University of Roehampton that captured babies’ experiences of group based early childhood settings.</p>
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	<p>This is a free event, and more information can be found here:</p> <p><u>Getting it right for babies in group-based care webinar</u></p>
<p>UNDERSTANDING YOUR CHILD</p>  <p>S O L I H U L L A P P R O A C H</p>	<p>This is free online for any parent or professional in Greenwich.</p> <ul style="list-style-type: none"> • Parent carers can also access courses via registration at www.inourplace.co.uk Using the code RBGFAMILY and entering a Greenwich postcode. <p>Professionals/Family Hub Staff working in Greenwich can access them by going to: https://solihullapproachparenting.com/online-courses-prf-greenwich/</p> <p>Entering the access code RBGFAMILY_PRF and a Greenwich postcode (work or home) when registering</p> <p>The content includes all courses for Parents online plus</p> <ul style="list-style-type: none"> • Understanding Brain Development • Understanding Attachment • Understanding Trauma
<p>Maths Champions</p>	<p>FREE Early Years Maths Training for Greenwich Settings Improving outcomes for children by embedding maths into play and activities.</p> <p>Maths Champions is an online professional development programme with 12 months access. The aim of this innovative programme is to improve children's maths outcomes by providing access to a range of bespoke online training, evaluative tools and resources which can all be used to develop the knowledge, skills and confidence of practitioners working in your setting.</p> <p>As a Greenwich registered setting, this training is FREE to you. It normally costs £1,148.</p> <p>https://ndna.org.uk/champions-programmes/maths-champions-early-years-maths-training/</p> <p>Watch a video about it here https://youtu.be/TEPEBjgJA-w</p> <p>To register your interest please follow the link to complete the short Expression of Interest form. If you meet the criteria, you will then be sent the full registration materials. Mercers Champions Expression of Interest (zohopublic.eu)</p>
<p>Speech and Language UK  Changing young lives.</p>	<p>An introduction to speech, language and communication</p> <p>Free online short course which is a great place to start learning about children and young people's speech and language development.</p> <p>https://speechandlanguage.org.uk/educators-and-professionals/training-courses/an-introduction-to-speech-language-communication/</p>

Childcare Choices



HELP PAYING FOR YOUR CHILDCARE



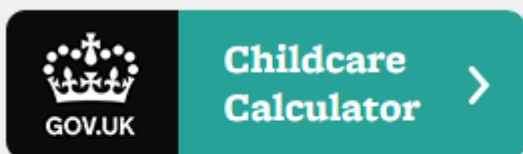
An online application is quick and easy.

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



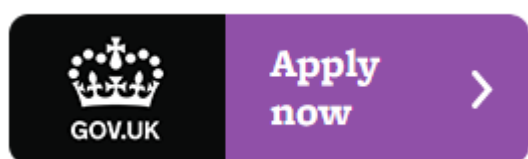
Access the online portal.

<https://tinyurl.com/Together-for-Twos>



Get an **estimate** of how much
help you can get with Tax-Free
Childcare and other offers.

<https://www.gov.uk/childcare-calculator>



<https://www.gov.uk/apply-for-tax-free-childcare>
<https://www.gov.uk/apply-30-hours-free-childcare>

Childcare Choices

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

Here is the link to some videos from Childcare Choices which you can share on your social media

<https://www.childcarechoices.gov.uk/providers/guidance-and-resources/social-media/short-films-2022/>

Working Parent Entitlements



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

NEW APPLICATIONS: Eligible working parents of babies aged 9 – 23 months, 2-year-olds and 3-year-olds codes to take up a place from 1 April 2025 must be dated no later than 31 March 2025. All codes must be verified before a child is offered or takes up a place. Pls do not wait until headcount date.

When you receive a code, you can validate on Synergy here [Provider Portal](#). If you need to be set up, please childcare-support@royalgreenwich.gov.uk with your request

[Home](#) [Forms](#) [Funding](#) [Sufficiency](#)

[Summary](#) [Estimates](#) [Actuals](#) [Adjustments](#) [Eligibility Checker](#) [Registered Interests](#)

Eligibility Checker

Use this area to check if a child is eligible for Working Parents EY Entitlements. Please click the button below and provide the details as required.

Data Protection Notice - a record of the check is maintained for monitoring purposes. The information supplied is NOT stored by the system.

Working Parents EY Entitlements

Working Parents EY Entitlements

Please enter a valid Eligibility Code and Child Date of Birth, together with Parent/Carer Details. Partner Details are optional but if entered then all fields, except Forename, must be filled in.

Eligibility Code*	<input type="text"/>
Child Date of Birth*	<input type="text"/>
Parent/Carer Forename	<input type="text"/>
Parent/Carer Surname	<input type="text"/>
Parent/Carer NI Number*	<input type="text"/>
Consent must be given for this	<input type="checkbox"/> Eligibility Check
Partner Forename	<input type="text"/>
Partner Surname	<input type="text"/>
Partner NI Number	<input type="text"/>

*denotes mandatory fields

If you receive queries from parents regarding their eligibility, you direct them to <https://www.childcarechoices.gov.uk/> and they can call **HMRC on 0300 123 4097** in the first instance. This is the parent-facing website which helps parents understand what entitlements they may be able to receive.

CHILDCARE APPLICATIONS FOR WORKING PARENTS

By 31 March for Summer

Children can only take up a place and be funded in the Summer term if the code is dated before 31 March 2025 AND has been verified via Synergy or with Families Information Service AND the child meets age criteria ie **term after** they turn 9 months old, 2 years old or 3 years old

Remember to sign the SLA and ensure that you have a refundable deposit to cover children who are converting places pending headcount payments where necessary.

Please also note that your charging policy and additional fees are within the terms of the statutory guidance for delivering early years entitlements. You are not able to make additional charges to parents/carers to deliver the EYFS eg staff, space, EYFS resources, top up fees, registration fees and deposits must be fully refundable. You may charge for meals, other consumables, additional hours or additional services as long as they are not a condition of taking up a funded place and parents are provided with optional alternatives. You must also be mindful of impact on low income or disadvantaged families around additional charges.

Tax-Free Childcare

- [Childcare expansion](#)
- [Combining schemes](#)
- [Universal Credit Childcare](#)
- [15- & 30-Hours support](#)
- [Tax-Free Childcare](#)
- [Guidance and resources](#)

Keeping Children Safe

Contact Children's Services

Emergency Duty Team (out of office hours only): 020 8854 8888

Referral team: 020 8921 3172

Email: mash-referrals@royalgreenwich.gov.uk

You don't need to be sure that a child or young person has been abused - it's OK to report a suspicion.

Early Years & Childcare



020 8921 3877



childcare-support@royalgreenwich.gov.uk



020 8921 4477



safeguardingchildren@royalgreenwich.gov.uk

LADO



020 8921 3930



childrens-LADO@royalgreenwich.gov.uk

Ofsted: 0300 123 4666 / enquiries@ofsted.gov.uk

DBS Regional Office: 0300 105 3081 / Kiranpreet.rehal@db.gov.uk

DBSRegionaloutreach@db.gov.uk



Prevent Team 020 8921 8340



prevent@royalgreenwich.gov.uk

This is the Greenwich Domestic Violence and Abuse Service.



Telephone: 020 8317 8273



Email: info_gdva@h4w.co.uk

All children in Royal Greenwich, regardless of their background and circumstances, should have a happy and fulfilled childhood where they enjoy school and family life, learn, belong, grow and achieve so that they enter adulthood ready, willing and able to achieve their highest potential.

Safeguarding Webinars



Free Safeguarding Bitesize Webinars



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

State name of training



<https://tinyurl.com/EYC-Evaluation>

If you missed the free webinars, email eyc.training@royalgreenwich.gov.uk for your link. You cannot share this link with anyone else except people who have registered.

You will have 21 days to watch the video and complete the evaluation for your certificate and any handouts.

The QR code will be in the video and in the YouTube notes

- Female Genital Mutilation
- LADO Managing Allegations
- Emergency Planning
- Child Exploitation
- Fabricated Illness
- Child Abuse Linked to Faith & Belief

GSCP & NSPCC Learning

In Royal Greenwich alone there have been 1,197 knife offences over the last three years

The Royal Borough of Greenwich launched the Let's Live #KnifeFree campaign across the borough to tackle serious violence. The council has worked closely with the community, young people and police on the new campaign aimed at encouraging people to live their life and drop the knife.

The Let's Live #KnifeFree campaign focuses on the fictional narrative of a Greenwich teenager who has their future ahead of them; and aims to inspire young people and adults to remember the value of the life not yet lived.

In an emergency always call 999.

www.royalgreenwich.gov.uk/homepage/495/knife_crime

What helps to support effective multi-agency working and information sharing?

Children are better supported and protected when everyone works together. It's important that all the different professionals working with a child effectively communicate and share information to create a full picture of the child's life. There needs to be an understanding of each other's roles and responsibilities so that joint decisions can be made that provide the best support for the child.



High caseloads, outdated technology and limited time, resources and funding all present barriers to effective information sharing and multi-agency working.

Alongside these challenges, case reviews, research and reports also highlight key elements of good practice. To help social workers focus on what actions can support effective multi-agency working and information sharing, we've pulled this learning together into eight practice points.

1) **Actively seek and share information**

Identify and seek information from the key professionals and people in the family's life. Always think about what information you need to share to make sure the child and family get the support they need. Always prioritise sharing information about safeguarding concerns. Data protection, confidentiality and consent can be important to consider but should not delay you in sharing information about safeguarding concerns.

Keep other professionals and agencies up to date about the support provided to the family, the outcomes you are expecting and what will happen next. When sharing information with others it is best to have as much detail to hand as possible.

Be actively curious and seek clarity from other agencies about any information they share which suggests a change in a family's circumstances that could pose new risks. Be persistent in getting the right information at the right time from other agencies to make sure that cases don't drift.

Questions to ask yourself:

- What do I already know about a child and their family, and what is missing?
- Have I included the appropriate amount of detail to make any child protection and safeguarding concerns clear?
 - Have I also considered strengths and protective factors?
- What information do I need to share and who do I need to share it with, so that any safeguarding and child protection concerns can be responded to, monitored or escalated?

2) Make sure you are clear when seeking or sharing information

Seek clarification if you don't understand what someone else has shared with you.

Where possible, seek out and share information about the wishes, feelings and opinions of the child involved and any important information about a child's characteristics. This might include information about their culture, socio-economic background and if they are d/Deaf or have a disability. This allows all professionals working with the child to have a clearer understanding of the child's lived experience. Terminology that may be familiar to you in your role may not be used or understood by everyone. Use language that is free of jargon and avoid acronyms so that the information you are sharing is accessible to different agencies.

Questions to ask yourself:

- Have I used language that is accessible to all, without jargon?
- How can I communicate in a way best suited to the situation and that minimises misunderstanding?
- Have I sought out enough detail to be able to share a full and clear picture of a child's life and experiences?
- Would the child I worked with understand my actions if they read their record?

3) Keep effective and good quality records

Records need to be clear, detailed and accurate, using analysis and evaluation to draw together the child's lived experience. Even adult-facing work records should include, where possible, the wishes, feelings and opinions of the child involved and their understanding of what is happening in their life. Record your intentions and actions in a chronology. Where possible, encourage other professionals working with a family to do the same. This allows you to keep up to date with agency involvement with a family.

If you share advice or concerns verbally, follow the conversation up in writing. This creates a written record and allows you to discuss or clarify information if needed.

Make sure any meeting minutes and records you create have clear action points and can be easily read and understood by others.

Questions to ask yourself:

- Have I kept a chronology or record of information that would be useful for my practice and the practice of others?
 - If not, how could I start doing this in a way that works for me and demonstrates accountability?
- Are my records succinct and evidence-based, and show clearly why decisions were made?
- Do my records make my actions and intentions clear and are they understandable to others?

4) Understanding processes and pathways

Processes and pathways can be useful tools to aid in information sharing and multi-agency working. Make sure you are familiar with local processes and pathways for information sharing and multi-agency working. This should include understanding your local resolution and escalation policy to make sure concerns are responded to effectively and that risk is managed. This can be used if agencies or professionals working together are struggling to co-operate or are experiencing disagreements. Managers and leaders should put in place clear channels for communication and an information sharing policy with a data sharing agreement. This should include processes for sharing information when cases transfer between local authorities. Seek guidance and training where needed on information sharing, confidentiality, data protection and consent, so that you can confidently support and challenge if people are reluctant to share information.

Questions to ask yourself:

- Is there a process already in place that I can use to share information or use to work more effectively with others?
- Am I confident in understanding and being able to explain that data protection laws allow the sharing of information about child protection and safeguarding concerns?

5) Make good use of meetings

Meetings are an important way of sharing, understanding and agreeing actions to address safeguarding and child protection concerns.

Aim to share concerns and priorities with the Lead Professional (England, Scotland), Designated Professional Lead (Northern Ireland) or Lead Practitioner (Wales) before meetings take place, so that they can facilitate discussions during meetings. Where appropriate, make the child and family aware of the information that will be shared.

Encourage the participation of all professionals who can provide an insight into a child's life in meetings, including those from health or education. Consider using virtual or hybrid meetings to help enable this as they may be easier to fit in around busy schedules.

You should also share the minutes of meetings and conferences in a timely manner with all safeguarding partners, whether they attended the meeting in person or not.

Questions to ask yourself:

- Who should be involved in a meeting and how can I reach out to them?
- Am I clear on what I need to share in the meeting, what I need to know and ideally what decisions need to be made?

- Is there a way I can make the meeting more accessible?

6) Build strong multi-agency relationships

Develop relationships with colleagues and other agencies that aid seamless and continuous communication, build trust and help collaboration. Having an 'open door' approach to communication can help encourage this, as can responding to requests for information or feedback in a timely manner. Take the time to be curious about and understand the roles, responsibilities, skills and expertise of professionals from other agencies. This can help inform how you work and share information with each other to provide the best support to a child.

Questions to ask yourself:

- Do I understand the roles and responsibilities of the wider safeguarding partnership and how this interacts with my own practice?
- How can I build positive relationships with colleagues across different agencies?
- How can I draw on and learn from the expertise and skills of the professionals around me?

7) Focus on your common goals

Multi-agency working can feel disjointed when there isn't a common purpose. Align your priorities by taking a child-centred approach.

Try to co-ordinate joint visits with other agencies, such as health, education or adult services. This allows you to work together to achieve desired outcomes, share perspectives and make decisions quickly in the interests of the child.

Leaders could invest in a 'champion', named link person or key individual. This 'champion' is separate from a Lead Professional (England, Scotland), Designated Professional Lead (Northern Ireland) or Lead Practitioner (Wales), and is someone whose role is to bring together the different agencies involved with a family and make everyone aware of who to contact for more information.

Questions to ask yourself:

- How can I encourage an approach, in myself and others, that seeks out and considers the feelings, wishes and opinions of the child I am working with?
- In what ways or situations can I carry out joint work with other professionals from other agencies?

8) Involve the right people at the right times

Multi-agency working is key in making decisions that are fully informed and best help the child. Use the knowledge of the wider safeguarding partnership to inform your decisions, especially at critical transfer points such as during assessments and before case closures.

Give just as much consideration to the concerns and knowledge of third sector organisations and information shared by extended family and members of the public as those of statutory organisations. Take advantage of any positive relationships that already exist between professionals, children, parents and carers when working with families to encourage change.

Be aware of what services are available to support children and their families and the referral processes for these services so that you can confidently signpost to them.

Questions to ask yourself:

- How can I use existing positive relationships a child or their family has with other professionals?
 - If the positive relationship already exists between you and the family, how could you use this to aid other professionals?
- Who else, be it statutory, third-sector or other professionals, has knowledge about the child and their circumstances that could help me to get a full picture of the child's life?
- What other perspectives or information could the wider safeguarding partnership have, and have I included these to inform decisions?

Faith based abuse: Kindoki Witch Boy film

On the 25th anniversary of Victoria Climbié's tragic death, Kindoki Witch Boy sheds light on faith-based abuse in the UK. This 50-minute film, directed by award-winning filmmaker Penny Woolcock, tells the real-life story of Mardoche Yembi, who was accused of witchcraft by his family at just 12 years old.

Born in the Democratic Republic of Congo, Mardoche was sent to North London after his mother's death, only to face horrific accusations of witchcraft fuelled by religious beliefs. Rescued by a foster mother, he rebuilt his life and now speaks out to protect other children. "When I was a boy I was accused of being a witch and it was a very painful experience. I want this film to transform something that was bad into something good, to help other children going through the same thing. I hope children who are being accused will see that there is help out there and they can survive it," said Mardoche. Co-written by Mardoche Yembi and Woolcock, the film features a mix of actors and local community members. It is followed by a discussion with Mardoche and others working to end faith-based abuse.

Watch the full film now and share the link to help spread awareness.

<https://www.youtube.com/watch?v=jLLf8WYWB34>



Mardoche Yembi, whose story is told in the film; Fatmata B Jalloh, his real-life foster mother who plays herself in the film; and actor Jeriah Kibusi, who plays Mardoche as a child in the film. Photograph: Sarah Ainslie

Case Reviews – February 2025

Child safeguarding practice review: Smith family.

[Stockport Safeguarding Children Partnership](#)

Disclosure of sexual abuse to a 13-year-old girl by a relative in November 2023. The large Smith family had been known to services for ten years and there were significant concerns around neglect and poor home conditions. The relative and both parents were arrested.

Learning considers: children living in conditions detrimental to their health and development; school attendance and support with transitions; sexual abuse in the family environment and the vulnerability of neglected children; reoccurrence of neglect; and the impact of poverty and poor housing conditions alongside neglect.

Recommendations to the partnership include: refresh its neglect strategy, to include agreed identification and assessment tools, and ensure the relationship between sexual abuse and neglect is clear; seek assurance about the delivery and progress of plans to improve system-wide understanding and response to educational neglect; publish and deliver a strategy that outlines an agreed approach to child sexual abuse (CSA), including training to support confident practice in identifying and responding to CSA; continue to promote the use of chronologies and genograms across agencies so that families' stories are known, including parents' own childhood histories and the involvement of wider family members; the relevant statutory partners should provide assurance that police powers of protection are being used appropriately and that NICE guidelines are being followed in medical settings when genital injuries are present; and child protection conference practice should be reviewed to ensure that time is available for each child to be considered appropriately when there is a large sibling group.

[Read practice review \(PDF\)](#)

'Child Marcus': child safeguarding practice review - a thematic approach.

[Barnet Safeguarding Children Partnership](#) (2024)

Thematic review concerning children from two families with similarities in their experiences of service provision. A 1-year-old infant presented to hospital in March 2023 with malnourishment and anaemia, and safeguarding concerns arose in relation to two children aged 4- and 5-years-old following allegations of domestic abuse.

Learning themes include: working with families where engagement is reluctant and sporadic; Covid-19; professional curiosity; intersectionality; ensuring families receive the right help at the right time following a change in service provider; and understanding thresholds in the context of children with complex/additional needs.

Recommendations include: health partners to provide assurance to the partnership that when a service is delivered virtually account is taken of identified vulnerabilities and an evaluation is undertaken to ensure there has been no impact on the quality of care; partners to provide assurance to the partnership that the services provided to families with children adopt culturally competent practice that fully considers the

implications of intersectionality and the impact this may have on engagement with services; and when a health provider changes, the outgoing and incoming provider should work together to ensure a smooth transition, and the partnership should be made aware of any risks identified by the new provider, having taken account of feedback from staff and workforce trends.

[Read practice review \(PDF\)](#)

Learning report from a combined safeguarding adult review and child safeguarding practice review.

[Ealing Safeguarding Adults Board](#)

[Ealing Safeguarding Children Partnership](#)

The prevalence of abuse and exposure to violence was seen as significant in the children's lives and learning was derived from this combined safeguarding adult review and child safeguarding practice review.

Learning includes: ability of professionals to work in a multi-agency capacity to consider all the information they hold (current and historical) about vulnerable children, in particular the information held by schools; provision of timely feedback to referrers on referral outcomes and the use of the local escalation process where professionals disagree on the right course of action; multi-agency oversight of children experiencing multiple reported incidents of abuse and the maintenance of that oversight where alleged victims decline support services; multi-agency assessment of and response to neglect to ensure that theoretical frameworks guide assessments and that children's lived experience and full life histories are considered; ability of professionals working with children to identify adult safeguarding concerns and follow adult safeguarding procedures; ability of adult services, children's services, and community safety services to work together to respond to safeguarding concerns; multi-agency approach to welfare checks; engagement of fathers and wider family members, as well as mothers, in the assessment of vulnerable children's lives and safety planning to reduce the risk of significant harm; and understanding across all professionals working with families, adults, or children of what constitutes a private fostering arrangement.

[Read practice review \(PDF\)](#)

Local safeguarding practice review: Jasper Red.

[Kent Safeguarding Children Multi-Agency Partnership](#) (2024)

Death of a 17-year-old boy by suicide in 2023. There were two known occasions where Jasper Red had taken overdoses prior to his death, and at other times he shared suicidal ideation with professionals. Jasper Red experienced neglect and abuse as a young child and spent time on a care order and in the care of West Sussex local authority from 3-years-old.

Learning explores: information sharing and communication when a child moves between areas; consideration of a parent's history, on-going issues, and ability to meet a child's emotional needs; assessment and support when a child is struggling with their mental health and has suicidal ideation; impact of a child's learning needs and sexuality on their vulnerability and mental health; and the need for those working with adults to consider the wider family context.

Recommendations include: the NHS Foundation Trust to provide an update to the Partnership on the work being undertaken to ensure improvements in safety planning for children who are known to be a suicide risk; the Partnership considers how they can ensure optimum learning across agencies about cumulative harm; and relevant health agencies consider how they can improve practice in respect of appropriate access to information and information sharing about mental health.

[Read practice review \(PDF\)](#)

Serious case review: overview report: Olivia.

[Lancashire Children's Safeguarding Assurance Partnership](#)

Olivia died in July 2019 when she was 5-months old. Her cause of death was unable to be established.

Learning includes: the failure to identify the full picture of the families' domestic circumstances must represent a missed opportunity for the agencies involved; there are several references in this case to professionals conducting routine enquiries, there is a risk that this procedure is carried out during appointments purely to satisfy the rules; failure to identify the complete domestic picture and share this information fully between appropriate agencies must be seen as a missed opportunity; and whilst staff consistency can never be mandated because of inevitable issues such as sickness or staff changing roles, managers must be aware of the risks.

Recommendations include: assure itself that health providers policies reflect the need for routine enquiries to be conducted in a detailed manner; incidents of domestic abuse are subject to appropriate supervision and scrutiny, this should ensure that in all cases, risk assessments are submitted following oversight from a supervisor, they should also assure themselves that training is available and mandatory for initial responders to such incidents; MASH policies and processes should be reviewed by all appropriate agencies to ensure that whenever possible a full picture of risk is identified and shared between relevant agencies in a timely manner; lack of consent should not be a barrier to information sharing if it would ensure safeguarding is fully considered; and all agencies are conscious of the risks associated with frequent changes of professionals.

[Read practice review \(PDF\)](#)

Learning review executive summary: Baby M.

[Renfrewshire Child Protection Committee](#)

Removal of a newborn baby from his mother in April 2023. A Child Protection Order (CPO) was granted due to increasing concerns about Ms A's mental health and her ability to safely care for her child. Ms A was diagnosed with paranoid schizophrenia in 2012 and had been detained under the Mental Health (Scotland) Act 2015 on several occasions prior to the birth of Baby M.

Learning/recommendations include: perinatal and adult mental health services should develop guidance that sets out joint working relationships and communication between services; the special needs in pregnancy team (SNIPS) and adult mental health services should develop interface guidance to enhance appropriate

communication and information gathering; adult mental health services should develop guidance for the co-ordination and care of all patients who present as pregnant; the CPC should seek reassurance from adult social work and health services, that practitioners have a clear understanding of their responsibilities in relation to child protection; NHS Greater Glasgow and Clyde (NHS GG&C) should clarify what systems midwives have access to at the point of booking and should clearly set out what systems midwives should access to ensure consistency of practice; NHS GG&C should review current mental health awareness training for midwifery staff and identify potential gaps; the CPC should review current guidance to ensure that professionals are clear about how they refer, the paperwork they use and the threshold for referral; NHS GG&C and the CPC should review the current pre-birth pathway for vulnerable women in pregnancy; NHS GG&C should ensure full implementation of the health visiting ante-natal pathway as set out in the universal pathway.

Read executive summary online: www.renfrewshire.gov.uk/article/14157/Renfrewshire-Child-Protection-Committee-Learning-Reviews

Local child safeguarding practice review (LCSPR): Isaac, Sibling 1 and Sibling 2. [Wigan Safeguarding Children's Partnership](#) (2024)

Explores the experiences of Isaac, a 10-year-old boy, who reported that his two siblings had behaved in a sexually inappropriate way towards him, later disclosing he had been sexually abused.

Recommendations are embedded in the learning. Learning includes: children need to be enabled and supported to talk about child sexual abuse; help seeking behaviour needs to be responded to positively; careful thought needs to be given to how 'no further action' is communicated to a child or family; when children share concerns and then retract them, this requires appropriate professional analysis to consider what this means in the context of the child's needs and circumstances; there needs to be certainty about the threshold for action regarding sibling sexual behaviour; thought needs to be given about how 'no further action' in criminal justice processes is communicated to children and their families; confusion about whether professionals can talk to children about sexual abuse whilst criminal investigations are ongoing needs to be addressed; there needs to be more readily available support for children who have been sexually abused; the work of schools to meet the needs of children who have been abused should be included in child protection and child in need plans; professionals need to help children who have experienced sexual abuse understand the link between what has happened and the difficulties they are experiencing to avoid internalising a sense of 'something being wrong with them'; children need trauma focussed services to heal from sexual abuse; family dynamics need to be understood to make family healing and recovery possible; and the role of child protection conference chairs' in ensuring that child protection plans are actioned and fit for purpose is critical.

[Read practice review \(PDF\)](#)

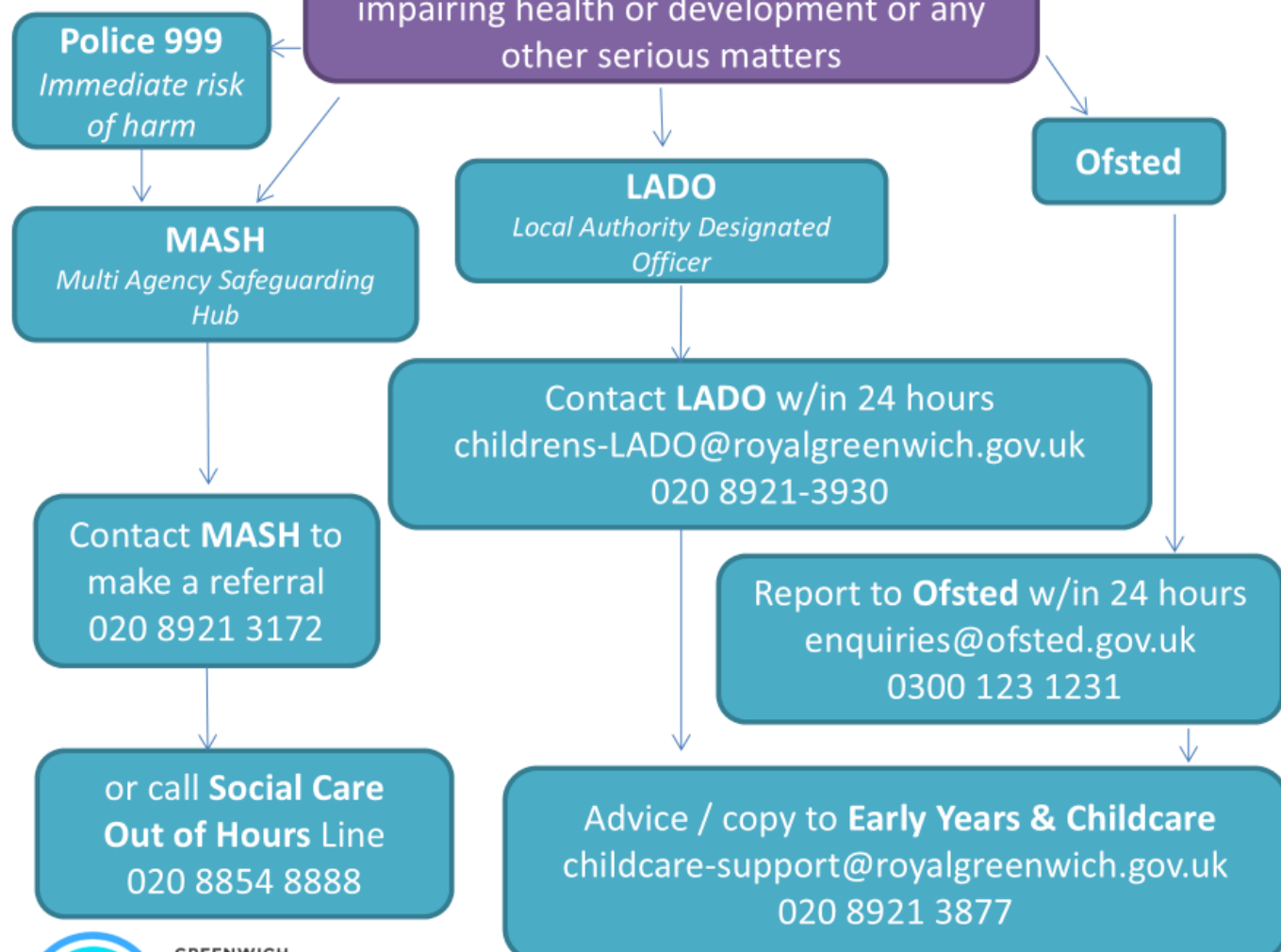
Allegations against Staff or Childminder

Safeguarding Concerns or Allegations about Staff Members or Associated Persons

Safeguarding concerns or allegations about
Manager or Childminder
Any staff member or Childminder Assistant
Childminders - Family members &
Any person living in same household

You **MUST** act immediately

These may include concerns about
significant harm or neglect to child that is
impairing health or development or any
other serious matters



Useful Safeguarding Contacts

Children's Services Front Door (Safeguarding, Social Care & FaASS previously Early Help)	
'Multi Agency Safeguarding Hub' (MASH) MASH-referrals@royalgreenwich.gov.uk Inter-Agency Referral Form	020 8921 3172
Safeguarding Consultation Line (MASH) Monday to Friday	020 8921 2267
Social Care and Safeguarding Emergency Duty Team Childrens-Out-Of-Hours@royalgreenwich.gov.uk	020 8854 8888
Local Authority Designated Officer - Winsome Collins Service Leader	
childrens-LADO@royalgreenwich.gov.uk	020 8921 3930
Sadie Bates & Laura Lhumbis –DO PVIs, CMs & Schools	020 8921 3930
Greenwich Safeguarding Children Partnership	
Greenwich Safeguarding Children Partnership website http://www.greenwichsafeguardingchildren.org.uk	020 8921 4477
Prevent	
prevent@royalgreenwich.gov.uk	
RBG Community Safety – Report suspected terrorism	020 8921 6826
Confidential Anti-Terrorist Hotline	0800 789 321
Police 999	
CAIT - Child Abuse Investigation Team	0207 230 3705
Ofsted	
Ofsted enquiries: https://contact.ofsted.gov.uk/contact-form	0300 123 1231
Report a serious indecent: https://www.gov.uk/guidance/report-a-serious-childcare-incident	
Make a complaint enquiries@ofsted.gov.uk	0300 123 4666
Information Commissioners' Office (ICO)	
https://ico.org.uk/ https://ico.org.uk/for-organisations/data-protection-fee/#	0303 123 1113
Royal Greenwich Early Years & Childcare	
Early Years & Childcare Childcare-support@royalgreenwich.gov.uk eyc.training@royalgreenwich.gov.uk EYC-Funding@royalgreenwich.gov.uk	020 8921 3877
Families Information Service fis@royalgreenwich.gov.uk	020 8921 6921
DBS Regional Office	
Kiranpreet Rehal DBSRegionaloutreach@dba.gov.uk	0300 105 3081
Support, Advice, & Signposting	
NSPCC www.nspcc.org.uk	0808 800 5000
Childline www.childline.org.uk	0800 1111
Samaritans	08457 909090
Family Lives www.familylives.org.uk Parentline	0808 800 2222
Young Minds www.youngminds.org.uk Parent Helpline	0808 802 5544
NHS Information & Referrals	
CAMHS Referral Form	0203 260 5211
Oxleas Integrated Children Therapies (OT, Physio & SaLT) oxl-tr.childrenstherapies@nhs.net	020 8836 8621 (Opt1, Opt 2)

Referral Form	
Greenwich 0-4 Health Visiting Service bromh.greenwich0to4@nhs.net	0300 330 5777
Children with Special Educational Needs & Disabilities	
Local Offer for Children & Young People with additional needs	
Disabled Children Social Work	020 8921 2599
Disabled Children's Occupational Therapy child-occupational-therapy@royalgreenwich.gov.uk	020 8921 2982
SEND Assessment & Review Service	020 8921 8029
ASD Outreach Support Services	020 8921 3311
Early Years Inclusion Team	020 8921 3821
Sensory Team – Deaf & Vision Impaired Children	020 8921 5215
STEPS (Support Team for Education in Primary & Secondary Schools)	020 8921 8554
Educational Psychology EPS@royalgreenwich.gov.uk	020 8921 4819
Greenwich Domestic Abuse Service	
Greenwich Domestic Violence & Abuse Info_gdva@h4w.co.uk	020 8317 8273
The HER Centre info@hercentre.org and https://hercentre.org/	020 3260 7772 / 020 3260 7715