



## Welcome to the December e-bulletin for early years and childcare professionals



### **Missed a copy of the e-bulletin?**

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

### **Contacts**

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

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

## **CHILDCARE APPLICATIONS FOR WORKING PARENTS**

### **By 31 December for Spring**

Children can only take up a place and be funded in the Spring term if the code is dated before 31 December 2024 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.

## Contents

Household Grant Payments.....	3
Working Parent Entitlements.....	6
Supporting Wraparound Provision .....	7
Recruiting and Retaining Staff for Wraparound Provision .....	11
DFE Updates.....	15
<a href="#">Breakfast Clubs</a> .....	15
Ofsted Updates.....	18
New changes for childminders and childcare on domestic premises providers.....	19
Equity, Diversity & Inclusion .....	22
<a href="#">Inclusive practice and equalities – Birth to 5 Matters</a> .....	22
Celebrating Pedagogies .....	26
High Quality Interactions ShREC Approach .....	35
Preparing for Literacy.....	39
Celebrating Festivals - Christmas .....	41
Health & Wellbeing.....	46
<a href="#">Toy Safety</a> .....	46
<a href="#">Supporting children’s mental health &amp; wellbeing</a> .....	48
EYC Training .....	49
Paediatric First Aid Training Dates.....	51
DFE training support .....	52
Childcare Choices .....	56
How to use Tax-Free Childcare .....	57
Keeping Children Safe .....	59
Free Safeguarding Training .....	60
GSCP Learning.....	60
NSPCC Learning.....	61
Safeguarding d/Deaf and disabled children and young people .....	61
Safeguarding d/Deaf children and children who have disabilities.....	61
Puberty and learning disabilities .....	71
Intrafamilial child sexual abuse.....	72
Voice of the child .....	74
Child exploitation and abuse .....	75
Child Safeguarding Practice Reviews.....	76
November Case Reviews .....	76
Useful Safeguarding Contacts .....	81

## Household Grant Payments

Through the Government's Household Support Grant, we are continuing targeted payments to support low-income families over the Christmas holiday. Thank you as ever for your work to support this scheme.

### Christmas Holiday Payment

The Christmas holiday payment will be **£30 for each eligible child**.

We are making payments for children aged 0-4 in an Early Years setting who:

- Are in receipt of an Early Years pupil premium, or
- Have an older sibling who is in receipt of free school meals, or
- Is in receipt of Healthy Start vouchers

Please use the Early Years template you received to confirm the following:

- Any Early Years children who since the previous list was submitted are no longer eligible (e.g., left the setting)
- Any new Early Years children eligible for a payment since the previous list was submitted
- Any change in mobile telephone number and/or email address (**N.B. this is important as it is the means of payment for families**)

Please complete the spreadsheet(s) and submit by **midday 16th of December at the absolute latest** to:

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

or

[nicholas.peer@royalgreenwich.gov.uk](mailto:nicholas.peer@royalgreenwich.gov.uk)

# GREENWICH EARLY YEARS HOUSEHOLD GRANT



Royal Greenwich are supporting some families with children under 5 with some extra money during the Christmas holidays.

If you are on low income and your child is eligible for healthy start vouchers, a Together for Twos place (even if you haven't taken up the offer) or Early Years Pupil Premium, you may be eligible to receive a cash payment of £30 through the post office. Please share your up to date email and mobile phone number with your early years' setting or Children's Centre.

Please contact your local Children's Centre or setting NOW (before **Fri 12 December**) to find out more or call Families Information Service on 020 8921 6921

# HEALTHY START



# GREENWICH EARLY YEARS HOUSEHOLD GRANT



Royal Greenwich are supporting some families with some extra money during the Christmas holidays. Parents/carers of eligible children under age 5 registered with a Children's Centre or attending an early years setting, will receive a cash payment of £30.

Eligible children under age 5 include those

- eligible for or in receipt of Healthy Start vouchers (birth to 4)
- eligible for or in a funded Together for Twos place
- in receipt of an Early Years pupil premium
- have an older sibling who is in receipt of free school meal

A code will be sent directly to mobile phones to be redeemed at the post office. So we need your help to collect up to date email and phone numbers or newly eligible children. Please use the form provided and return by

**Midday on Monday 16 December**

## Working Parent Entitlements



Childcare  
Choices

<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 January 2025 must be dated no later than 31 December 2024. 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](mailto: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\*

Child Date of Birth\*

Parent/Carer Forename

Parent/Carer Surname

Parent/Carer NI Number\*

Consent must be given for this ☐ Eligibility Check

Partner Forename

Partner Surname

Partner NI Number

\*denotes mandatory fields

Submit

Cancel

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.



## Supporting Wraparound Provision

### **Provision of Wraparound Childcare Places**

#### **Programme (Revenue) Funding**

**Total funds available:**

**Up to a maximum of £10,000**

**For SCHOOLS ONLY**

**HEADTEACHERS / BUSINESS OFFICERS / WRAPROUND LEADS**

An important briefing regarding the funding stream for the DfE Wraparound programme for primary school children from Reception to Year 6 will be held on

#### **ONLINE MEETING**

**1.00pm to 1.45pm**

**Thursday 16 January**

This will inform how funding for the introduction or expansion of wraparound childcare will support PVI providers including childminders (in partnership) and primary schools to deliver a wraparound service between 8am and 6pm

[Wraparound\\_childcare\\_guidance\\_for\\_schools\\_and\\_trusts\\_in\\_England.pdf](#)

[National\\_Wraparound\\_Childcare\\_Programme\\_Handbook.pdf](#)

# PRIMARY SCHOOLS & WRAPAROUND

**Wraparound funding for schools to  
introduce or expand before and  
after school provision**



**13.00 - 13:45**

**16**

**JANUARY**

**ONLINE MEETING FOR SCHOOLS TO  
FIND OUT MORE ABOUT  
WRAPAROUND PROGRAMME  
& FUNDING**

To book and receive meeting link, email  
[eyc.training@royalgreenwich.gov.uk](mailto:eyc.training@royalgreenwich.gov.uk)



## **Wraparound Childcare Programme Funding**

The rollout of Wraparound Childcare Programme funding for new and existing childcare providers and schools has begun. Royal Borough of Greenwich have been working collaboratively with schools, PVI's and Childminders with the delivery of wraparound service to ensure that the diverse needs of our community are met.

The government's ambition is for parents and carers of primary school aged children to access term-time childcare from 8am to 6pm by 2026, with available places anticipated to be created or expanded by September 2025 at the latest.

Wraparound funding is available for schools and providers looking to create and expand provision. It can be offered by schools, PVI providers (including childminders and early years settings) on a school site or at another setting that is local to the area. It must not require a parent or carer to pick their children up from school and drop off to another location. Provisions need to be available to all children whose parents require it, including children with SEND.

**Please note:** The funding will be for revenue expenditure only.

### **What you could do with revenue funding to create wraparound provision**

- contribute to start up/expansion and running costs
- training for wraparound staff, including playwork or specialist training for staff to ensure they feel equipped to support children with additional needs
- transport hire to wraparound provision while demand builds
- staffing costs

If your school or provision are considering running a wraparound service, it is important that you determine what your role is to be in wraparound childcare. There is no single way to delivering wraparound childcare for working families in the Royal Borough of Greenwich. Therefore, your delivery model will need to be sustainable to meet the different challenges and meet the local needs of our community.

### **To begin:**

- Gather information to understand the needs of parents and children
- Consider the different models for delivering wraparound i.e a private provider running wraparound on a school site.
- If using a private provider, consider your selection process by ensuring it is fair and transparent. Does the provider work on the same ethos and values that your school is delivering
- Ensuring Governing bodies or Diocese of the school are informed and agree to the decision to run a wraparound provision
- Understand existing provision running in your area
- Are you able to use school space for wraparound.
- Work with local authority wraparound lead and others in the sector, to identify how you can support parents to access wraparound
- Decide whether or not to deliver wraparound.
- Communicate your decision and how you will support parents to access wraparound to parents, carers, and the local authority



UK Government

Help for Households

# Does your school offer wraparound childcare?

Check if you're eligible today  
Go to [childcarechoices.gov.uk](https://www.childcarechoices.gov.uk)



Childcare  
Choices

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

### **What can Tax-Free Childcare be used for; does it include lunches, music lessons etc?**

Families can use Tax-Free Childcare to pay for any approved childcare including holiday clubs, breakfast and after school clubs, child minders and nurseries. It can also be used for nursery deposits, retainers (for holiday periods) and childcare payments in advance and extras, such as lunches or trips, if/when these are included as part of the overall childcare costs charged by the childcare provider.

Tax-Free Childcare **can't be used** for any part a child's compulsory education costs. This includes:

- School lunches
- private lessons during school time, such as private music lessons
- school uniform
- school lunches
- costs for school trips within the normal school day

## Recruiting and Retaining Staff for Wraparound Provision

The *Statutory Framework for the Early Years Foundation Stage* was revised in 2014 it removed the requirement for staff in out of school clubs to have specific childcare or playwork qualifications (unless you take children younger than reception age).

*"It is also for providers to determine what qualifications, if any, the manager and/or staff should have."*  
(Para 3.450, EYFS 2024 page 32)

Running a successful wraparound provision requires employing good quality staff and being able to manage them effectively. Firstly, you should be arranging on who will be managing the daily running of the provision and ensuring children are appropriately supervised to ensure their safety and welfare needs are continuously met. You will need to consider how many staff you are going to employ and what level of qualification or experience you would want them to have.

**Remember:** recruit staff before your wraparound provision is up and running, don't leave it to the last minute as without staff there is no club, therefore no customers and no business.

[outofschoolalliance.co.uk/sites/default/files/Qualifications\\_Factsheet.pdf](https://outofschoolalliance.co.uk/sites/default/files/Qualifications_Factsheet.pdf)

Although qualification requirements are no longer required, as the registered person for your provision Ofsted will want to see that you are following a strong and robust safer recruitment process for employing staff. Safer recruitment are the steps that your provision must take to ensure that staff recruited are suitable and appropriate for their role of working with children.

- **Criminal records checks:** An enhanced criminal records disclosure (DBS) check with a children's barred list check is required for most childcare roles.
- **References:** Applicants should provide the names, addresses, and phone numbers of two referees, including their current or most recent employer.
- **Right to work:** Verify that the candidate has the right to work in the UK.
- **Qualifications and professional status:** Verify any relevant qualifications and professional status.
- **Medical fitness:** Verify the candidate's medical fitness.
- **Other checks:** Consider other checks, such as checking temporary or agency staff and visitors.

## Retaining staff

Working in wraparound childcare does not suit all but can for those that are not looking for full time employment for example students, lunchtime assistants. The working hours can prove difficult to find people who wish to work before and after school, however, for some it could be of benefit to others due to their daily lifestyle.

Furthermore, if you are a PVI working within on school premises you could consider working in partnership to see if they have any recruitment gaps that you or your staff can support with, as working within wraparound requires part time hours before and after school. Think about approaching teaching assistants, lunchtime supervisors or nursery staff to see if they'd like to work more hours.

For a school running a wraparound provision see how you can combine this childcare with existing staff roles – for example teaching assistants.

It is important that Wraparound childcare settings are aware of constant changes, so you must make sure that your provision is as inclusive as possible. Demand for SEND spaces in wraparound childcare is

increasing, so it's valuable to have staff that can support children who might need extra support. As part of the recruitment process this should be considered as training, or workshops can be provided to develop their skills and knowledge.

<https://outofschoolalliance.co.uk/staffing>

## **Description of a Playworker's role**

- organising and setting out activities
- observing and supervising children at play
- arranging a play area, including moving furniture and equipment
- maintaining equipment
- engaging with children and involving them in planning activities
- baking and cooking
- leading games
- engaging in reflective practice

## **Consider Playworker Training for staff**

### **Playworker Apprenticeship Level 2**

The Playworker Apprenticeship Level 2 prepares individuals to support child-directed play in settings like before and after-school clubs, adventure playgrounds, and mobile play provisions. Playworkers create stimulating environments where children explore and play freely, following their own ideas and interests.

Throughout the apprenticeship, learners gain knowledge of playwork theories, communication skills, and practical experience in managing play spaces. They also learn to implement organisational policies, support children's development, and ensure their physical and emotional well-being.

Apprentices are trained to uphold safety standards, conduct environment checks, and adapt play activities for children with additional needs, ensuring that all children can reach their full play potential.

<https://www.bestpracticenetwork.co.uk/playworker-level-2-apprenticeship>



# WRAPAROUND PROVISION NETWORK

**Sector updates from your new LA  
Wraparound Lead**

- **funding**
- **training**
- **inclusive practice**

**In person - lunch provided!**

**12:30 - 14:00**

**28**

**JANUARY**

**OPEN TO GROUPCARE  
AFTER/BEFORE SCHOOL CHILDCARE  
PROVIDERS & PRIMARY SCHOOLS  
PLANNING TO OR CURRENTLY  
DELIVERING WRAPAROUND CARE**

To book, email

[eyc.training@royalgreenwich.gov.uk](mailto:eyc.training@royalgreenwich.gov.uk)



# GREENWICH CHILDMINDER NETWORK

A termly opportunity to

- funding workshop (bring your devices)
- discuss what's new, receive updates & network

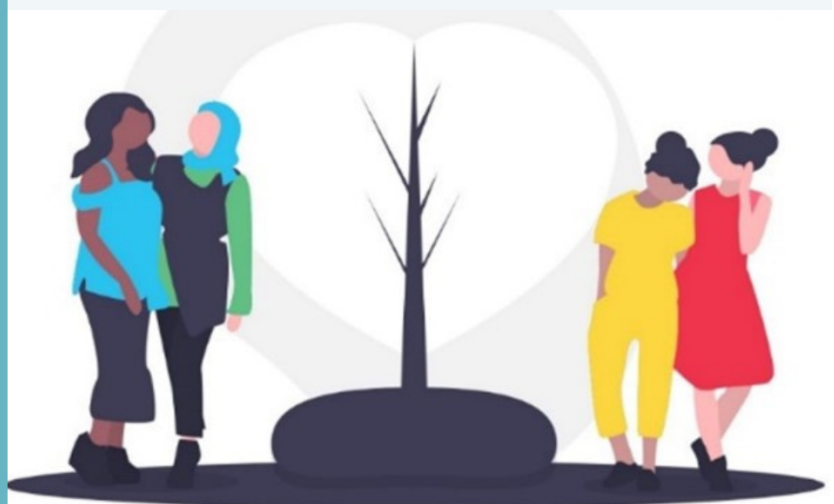
19:00 - 21:00

Thurs 9 Jan

The Woolwich Centre  
SE18 6HQ

Light refreshments provided

To book  
[eyc.training@royalgreenwich.gov.uk](mailto:eyc.training@royalgreenwich.gov.uk)  
or via QR code



free early learning  
Royal Greenwich



## Breakfast Clubs

# Schools urged to sign up for free breakfast club rollout

Applications open for 750 schools to join ‘early adopter’ rollout and support local children to start the school day ready to learn.

**The DfE form to join will close on 20 December 2024**

**Press Release :** Families will soon be able to access 30 minutes of quality childcare ahead of the start of the school day as the government pushes ahead with free breakfast clubs across the country.

Schools can apply to become one of 750 early adopters in the government’s free breakfast club roll out, with clubs to launch from April 2025.

Breakfast clubs in every primary school will make a huge difference to children, families, and schools - removing barriers to opportunity by helping children learn, making sure no child starts school hungry, and helping families with the cost of childcare around the school day, to help keep money in people’s pockets.

More than 2 in 5 non-working mothers say that they would prefer to work if they could arrange good quality, convenient, reliable and affordable childcare, and over half of parents say they have problems finding formal childcare for their child that is flexible enough to fit their needs.

The breakfast clubs form part of the government’s mission to break the unfair link between background and opportunity. Delivering change that can be felt by working people, early adopters will offer all children at their school access to a free breakfast and at least 30 minutes of free before school childcare, every day.

This action to kick-start the programme comes fast after the Budget, which tripled investment in breakfast clubs to over £33 million for 2025-26, supporting the early adopter scheme as well as the continuation of the National School Breakfast Club Programme next year, so no child faces a cliff edge on current provision.

Education Secretary Bridget Phillipson said:

“This is a landmark opportunity for schools to be in the vanguard of change, as we build back the foundations of an education system that breaks the link between children’s background, and the opportunities they have in life.

“From helping with flexible working for families, to improving behaviour and attendance, the supportive start to the day that breakfast clubs provide will help drive high and rising standards for every child. This government is delivering change that will make a real difference to families up and down the country.”

Sir David Holmes CBE, Chief Executive of Family Action said:

“Family Action is delighted to see this further investment by the government in breakfast clubs. We know from our long experience of delivering breakfast provision ourselves the difference that a nutritious breakfast offered in a supportive and enriching environment can make to children’s readiness to learn.

“We will do all we can to share our experience with Early Adopter schools in this crucial test and learn phase so that they can maximise the impact of this significant new offer to children and families at the start of the school day and inform its rollout to many more schools in the future.”

Abigail Oldfield, Headteacher, Willow Bank Primary School, says:

“Our breakfast club has made a massive difference to supporting children and families from the very start of the school day.

“We’ve seen a big impact on attendance and punctuality of children, as many of our most vulnerable families now have breakfast every day with us. By offering a healthy breakfast and childcare, it ensures children are in school on time and have energy to learn.”

Schools that become early adopters will have the unique opportunity to shape the future of the national breakfast club policy, contributing directly to its implementation.

Further details on the national roll out of the breakfast clubs programme will follow in due course.

The wider paid-for wraparound childcare offer – for all primary children to be able to access childcare between 8am-6pm – continues to roll out across the country.

The government is also developing an ambitious strategy to reduce child poverty and give children the best start in life, which will be published in spring. The Taskforce led by the Work and Pensions Secretary and Education Secretary are looking at all available levers across government to drive forward short-term and long-term actions to reduce child poverty.

## Guidance

# Breakfast clubs early adopters scheme

Information for schools on what the breakfast clubs early adopters scheme is and how to apply.

<https://www.gov.uk/guidance/breakfast-clubs-early-adopters-scheme>

### Overview

The government is committed to offering a free breakfast club in every primary school in England. Breakfast clubs support children's attendance and attainment, enabling them to thrive academically and socially.

Schools with primary-school-aged children can apply to become an early adopter of our universal free breakfast clubs scheme.

The DfE will fund up to 750 participating state-funded schools to provide children with access to a breakfast club that involves free food and childcare, starting from April 2025.

### **Purpose of the scheme**

If you become early adopters of our breakfast club scheme, you will have the unique opportunity to shape national breakfast club policy, contributing directly to its design and implementation. By participating, you will help the government to provide positive outcomes for children, families and communities across England.

The scheme will directly benefit the children and families of participating schools. It will also help us test and learn what works for a national rollout.

If you take part in the scheme, you will support the DfE to:

- understand how schools design and implement their offer at a local level
- identify any barriers to implementation and delivery challenges to understand the support that schools need, such as space and premises requirements
- better understand parental demand and pupil take-up over time

The DfE will select early adopter schools across different school types, sizes and geographical areas to ensure a wide representation. They want to test and learn with as many different types of schools as possible, including schools that work with or are considering working with private, voluntary and independent (PVI) providers to deliver their breakfast clubs.

1. [Overview](#)
2. [Purpose of the scheme](#)
3. [How to apply](#)
4. [Eligibility to apply](#)
5. [What we expect from you](#)
6. [Funding](#)
7. [Wraparound childcare and National School Breakfast Programme \(NSBP\)](#)

**The DfE form to join will close on 20 December 2024**

## Ofsted Updates



### **Early Years Foundation Stage (EYFS) Frameworks 1st November Update**

From 1<sup>st</sup> November, changes to the EYFS frameworks have become statutory.

Changes to the Childminder framework include:

- Clarification that the framework applies to childminders both with, and without, domestic premises.
- Confirmation that childminders who are registered without domestic premises need to inform parents and carers that they cannot provide any provision from domestic premises (unless they hold a separate domestic premises registration for the specific premises).

Changes to the Group and School-based providers framework include:

- Clarification on the qualification requirements for staff counting in the level 6 staff:child ratios in early years settings.
- Minor changes to both frameworks include clarifications to existing policy, spelling and grammar.

Please ensure that you familiarise yourself with the new requirements to ensure that you are complying with your statutory duty.

Ofsted have also [published a short video](#) which helps outline these changes and what they mean for existing childcare providers. Keep up to date with further information by [subscribing to email alerts](#) about new and updated guidance.

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>



## New changes for childminders and childcare on domestic premises providers

[Register as a childminder without domestic premises](#) - New application guidance for a new category of childcare provider - childminders who provide care solely from somewhere other than a home - as part of a series of changes the Department for Education (DfE) has introduced to give the early years sector more flexibility. Ofsted has begun accepting applications for this new type.

They have published a [blog post](#) by Jayne Coward, Deputy Director for Early Years Regulatory Policy and Practice, and a series of [videos](#) explaining the changes and answering some questions that may arise:

- [New changes for childminders and childcare on domestic premises providers](#)
- [What is a childminder without domestic premises?](#)
- [Further flexibility for childminders](#)
- [Working from non-domestic premises – removing the 50% limit](#)
- [Updates for currently registered childcare on domestic premises providers](#)



<https://www.youtube.com/watch?v=A-p0fFaTZ6M>

## Updated EYFS Profile handbook, including a change to the Speaking ELG

The Department for Education has published the updated [Early Years Foundation Stage \(EYFS\) Profile handbook](#) to support teachers and practitioners to complete EYFS Profile assessments in line with statutory requirements. The EYFS Profile is an important statutory assessment of children's development at the end of the EYFS.

The EYFS Profile must be completed for each child and submitted to the local authority no later than 30 June. Local authorities must submit EYFS Profile data to DfE by 31 July.

The update includes a change to allow a child's established or preferred mode of communication (including non-speaking communication, such as signing) to be used for all of the early learning goals (ELGs), including the Speaking ELG.

In order to be judged as expected, children must demonstrate the criteria of the ELG. The mode of communication is the way a child chooses to communicate, not the language a child communicates in. Therefore, when using any mode of communication, the ELGs for the communication and language and literacy areas of learning must still be assessed in relation to the child's competency in English, or competency in British Sign Language.



[Best Start in Life Curriculum Roadshows – what does our research mean for you and what's next?](#) - Blog post by Wendy Ratcliff HMI, Principal Officer, Early Education reflecting on Ofsted roadshows.

There will be a [live webinar](#) specifically designed for childminders on 16 December from 7 to 8 pm.

**OFSTED UPDATES** have been made to cover the changes introduced by the DfE's early years foundation stage (EYFS) framework. For specific details of each change, please see the latest update for each of the following:

- [Apply to join the Childcare Register \(CRI\)](#)
- [Apply to join a nursery or other daycare organisation \(EY2\)](#)
- [Apply to register your nursery or other daycare organisation \(EYO\)](#)
- [Applying to work some of the time on non-domestic premises \(EYA\)](#)
- [Framework for the regulation of providers on the Childcare Register](#)
- [Childminders on the compulsory Childcare Register: Ofsted requirements](#)
- [Childminders on the voluntary Childcare Register: Ofsted requirements](#)
- [Childminders: report new people in the setting](#)
- [Daycare providers on the voluntary Childcare Register: Ofsted requirements](#)
- [Daycare providers on the compulsory Childcare Register: Ofsted requirements](#)
- [People connected with Ofsted-registered childcare](#)
- [Childcare and children's social care health declaration forms](#)
- [Disclosure and Barring Service \(DBS\) checks: childcare providers](#)
- [DBS checks for childminders and childcare workers](#)
- [Childcare provider registration exemptions](#)
- [Childcare: application review](#)
- [Carrying out Childcare Register compliance inspections](#)
- [Ofsted privacy notices](#)
- [Childminder agencies: registration and suitability](#) - See '[Summary of changes](#)'
- [Childminder agencies: inspection guidance](#) - See '[Summary of changes](#)'
- [Early years and childcare: Ofsted's enforcement policy](#) - See '[Summary of changes](#)'

Equity, Diversity & Inclusion

**FAIRER SAFER ACCESSIBLE INCLUSIVE**

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 →



**Guidance  
by the sector,  
for the sector**

Inclusive practice and equalities – Birth to 5 Matters

<https://birthto5matters.org.uk/inclusive-practice-and-equalities/>

Equalities and inclusion apply to all children and families.

Equity requires more than treating everyone the same.

Talking about race is a first step in countering racism.

Building awareness through first-hand experiences has lasting impact.

Ensure children can see themselves and their families reflected in the environment.

Focus on the child at the centre.

Practitioners working with children with Special Educational Needs and Disabilities (SEND) acknowledge and value each child, emphasising what they can do through a strengths-based perspective on disability.

A commitment to valuing and respecting the diversity of individuals, families and communities must sit at the heart of early years practice. Inequalities persist in society, with far-reaching effects on children's education, health and life chances. Early years settings have a vital role to play in explicitly addressing all forms of discrimination and prejudice. In doing so, we will meet the Equality Act 2010 requirement that no child or family is discriminated against in terms of the protected characteristics: age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership.

**Inclusion and equalities apply to all children and families.**

These characteristics of identity apply to all people, not just those in minoritised groups, so equality means considering practices in relation to all individuals and groups. Each child and family bring their own identity, values and their unique funds of knowledge that are built over time by taking part in the practices of their community.

No matter how well-meaning, human beings are subject to bias. We are all influenced by ideas from the society we live in which affect our attitudes, beliefs and the way we see others and how they may live their lives. By becoming aware of and challenging any bias or misconceptions, practitioners can work with families in an equal partnership that requires actively listening to the realities, experiences and perspectives of each individual. Creating an ethos of equality involves being aware of how all the practices and environments in an early years setting appear through the lens of each unique child. Managers should ensure that time is given for individuals and staff teams to engage in reflective practice, thinking through issues of inclusion and equalities including their own views and prejudices, and to think through future concerns as they arise including possible conflicts with views that children may encounter at home.

Practitioners should share their willingness to challenge stereotypes and misunderstandings as they arise in play, conversation, books or other contexts – whether about communities, families, languages, gender, special educational needs, disabilities, race, ethnicity, faith or cultures. Settings can value the diversity they hold. Practitioners themselves carry a wealth of knowledge from their own diverse backgrounds that should be celebrated.

As well as legally protected characteristics, diversity in the setting may include children living in temporary accommodation, refugees and asylum seekers, or children and families that have very different lives or family structures. When families engage with services, it is important to bear in mind that in some families' protected characteristics or identity markers may overlap. Such combinations are known as intersectionality, and may make some children and families more prone to discrimination or privilege than others.

### **Equity and inclusion require more than treating everyone the same.**

There is an important difference between equity and equality. Equality aims to provide fairness through treating everyone the same regardless of need, while equity achieves this through treating people differently dependent on need. While it is vital for all children and their families to be included and for difference to be celebrated, it is also important that early years practitioners are aware of the significant physical, emotional and cognitive barriers many children encounter in accessing early education. Low socio-economic status, mistrust of the establishment, lack of access to play experiences, overcrowded living conditions, parental illiteracy, etc. all take a toll. Practitioners should acknowledge the unique situations that families find themselves in, and plan to lessen the effects of these barriers by offering additional opportunities, for example increased time on balance bikes for those children living with no access to outside space.

Practitioners should also be aware that within any organisation there are often “taken for granted” norms which are unspoken and implicit, for example: *we wear coats when we go outside, we go outside even if it's cold or raining, boys and girls play together, it's great to get messy, food play is good, we eat with our knives and forks.* Practitioners need to understand that these are not universal values, and their assumptions may need to change. Sometimes children and their families may require extra support, such as provision of wellies, and sensitive conversations to develop trust.

### **Talking about race is a first step in countering racism.**

It is a mistaken assumption that treating all people in the same way and ignoring differences in race is a sufficient response to racism. This approach simply allows the continuation of bias in society which disadvantages people from black and minoritised groups. Instead of a colour-blind approach to race, more proactive anti-racism is needed.

Practitioner training is an important step toward opening dialogue and developing understanding about white privilege, systemic racism, and how racism affects children and families in early years settings. It is also time to challenge the widespread notion that “children do not see race” and are colour blind to difference. When adults are silent about race, children's racial prejudice and misconceptions can be



maintained or reinforced. Encouraging dialogue and conversation about difference can evoke children's strong sense of fairness and break down false assumptions about everyone being able to succeed on their merits, so that children recognise racist behaviours and develop anti-racist views.

### **Attitudes toward gender and sexual orientation can limit children and create inequality.**

During the early years a child's attitudes and dispositions are continually being shaped. Children are influenced by their environments and the adults around them in ways which often affect children's own ideas about themselves. In terms of gender and sexual orientation, young children can develop stereotypical ideas about how they should be and who they should become which can limit their potential. It is important that practitioners do not shy away from these conversations and instead challenge the effects of prejudice and discrimination. Children's resources and books should avoid stereotypical depictions of people on the basis of gender and sexual orientation.

A child may also be part of a family which is LGBTQIA+ (lesbian, gay, bisexual, transgender, queer, intersex, asexual, plus other variations). Early years settings have an opportunity to prevent prejudices from occurring by ensuring that these children and their families feel welcome and valued. In practice, this means that settings should ensure that their environments are welcoming and supportive and actively celebrate the value of diversity. Ultimately, supporting children to embrace and celebrate differences between them, their families and others is a crucial part of doing equalities work and fostering inclusive practice.

### **Building awareness through first-hand experiences has lasting impact.**

In order to promote and value diversity, settings should consider ways of sharing and celebrating children's lived experiences, being sensitive to the children's differing circumstances and ensuring that practices are inclusive of all. Parents may be happy to be involved in sharing aspects of their everyday life and community. The UN Convention on the Rights of the Child (UNCRC) is clear that every child has a right to an identity and part of the goals of education is to foster respect for their own and other cultures. While it is important for children to see their own identity reflected in positive ways in the setting, it is equally important for children in settings where there is little diversity to become aware of and to appreciate difference. Visits to places where children can be involved with different cultures and see ways people live and worship can be memorable – children can taste food they are unfamiliar with, and explore artefacts, enjoy clothing, music, dance and languages from different cultures.

### **Ensure children can see themselves and their families in the environment.**

Sometimes the environment, both physical and emotional, speaks more loudly than the policies, so it is important to consider how the environment in the setting enables the children and their families to view diversity positively. Children need to see representation of someone who "looks like me", or "has a family structure like mine", or "lives somewhere like where I live", etc. Children absorb and develop ideas of what is possible for themselves from the images and materials around them, such as:

- photographs of the children themselves (where acceptable to the families)
- books, posters, small world play materials that depict and enable acting out a range of identities which actively challenge stereotypical representations and avoid tokenism
- representation of different races, disabilities, ages, types of families including single parents, same-sex parents, grandparents raising children
- role-play clothing that allows children to play in gender-flexible ways and reflects diverse cultures, and household items reflecting various cultures and communities
- areas where children can relax and "just be", perhaps with pictures and cultural mementos

- practitioners who have some of the same identity features as children and families – race, religion, gender, sexual orientation, language.

### **Focus on the child at the centre.**

All children are unique. There is a recognition that every child brings with them a rich heritage when they arrive in an early education setting. Their homes, families, life experiences and beliefs provide the bedrock to their identity. The differences between children offer wonderful opportunities to learn about and celebrate these differences.

Practitioners should also understand that children have their own feelings about their lives and their identity. Their voice should be central and their funds of knowledge respected. Actively encouraging home stories and valuing family ways of being supports children to develop a positive self-identity.

### **Practitioners working with children with Special Educational Needs and Disabilities (SEND) acknowledge and value each child, emphasising what they can do through a strengths-based perspective on disability.**

Offering all children opportunities to explore, discover and take risks in early years provision helps them to become competent, capable and resilient learners. This position also endorses the UNCRC article 28 that every child has a right to an education and article 29 which states that education should develop a child's personalities, fascinations and abilities to the full.

In order to dispel issues of "ableism" all children need to grow up to recognise that they are not all the same and different tools or strategies might be needed to make sure they thrive. It is vital that all children are encouraged to notice the many aspects of diversity and difference across society. A positive approach to inclusion in the early years will support all children's development and learning across their lifetime and will have an impact on society as a whole.

The statutory SEND Code of Practice explains the action early years providers should take to meet their duties in identifying and supporting all children with special educational needs (SEN) and disabilities, whether or not they have an Education, Health and Care (EHC) plan. Identifying and assessing special education needs for young children whose first language is not English requires particular care. Early years practitioners should look carefully at all aspects of a child's development and learning to establish whether any delay is related to learning English as an additional language or if it arises from SEN or disability. Difficulties related solely to learning English as an additional language are not SEN.

### **Developing a sense of belonging is an important part of inclusive practice.**

Feeling different or being marginalised can lead to feelings of social isolation. When children and their families are able to develop a sense of belonging to a wider community this can reduce these feelings and provide children with a more secure base from which they can learn, develop and flourish. Early years settings are well placed to promote feelings of belonging which are an important part of inclusive practice. Practitioners should actively plan to help children develop positive peer relationships, for example having focused small group times, celebrating difference and diversity in all its guises and creating a culture of "we" rather than "us and them".

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. Last month's focus was on the 'Curiosity approach'. and this month we will be sharing some ideas around the Reggio Emilia approach

## **Definition of Pedagogy**

Pedagogy relates to the “how”, or practice of educating. It refers to, “that set of instructional tools 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/442222/pedagogy-in-early-childhood-education-and-care-ecec-an-international-comparative-study-of-approaches-and-policies-research-brief-july-2015.pdf)



**Pedagogy in early childhood education and care (ECEC): an international comparative study of approaches and policies**

Research brief

July 2015

Stephanie Wall, consultant  
Ineke Litjens, OECD  
Miho Taguma, OECD

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”.*

[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/442222/pedagogy-in-early-childhood-education-and-care-ecec-an-international-comparative-study-of-approaches-and-policies-research-brief-july-2015.pdf)

# Reggio Emilia

The Reggio Emilia Approach is named after its place of origin, Reggio Emilia, a city in Northern Italy's Emilia Romagna region. This unique educational philosophy began after World War II when Loris Malaguzzi, a young teacher, collaborated with local parents to create childcare for young children. Initially driven by the need for women to return to work, the approach has evolved over 50 years into a widely respected educational method, inspiring educators around the globe.

The Reggio Emilia Style encourages us to see what is possible in education if we take risks and let go of traditional roles. It draws on the ideas of educational theorists like Dewey, Piaget, and Vygotsky, focusing on collaboration, co-construction of knowledge, and the interconnectedness of learning and culture.

## The Environment as the Third Teacher

In Reggio settings, the environment plays a vital role in learning. Classrooms are thoughtfully organized to inspire exploration and interaction. Each centre includes an atelier (art studio) and smaller art spaces, with a professional artist (atelierista) guiding children in creative expression.



## The Image of the Child

Reggio educators view children as full of potential, capable, and competent. Rather than seeing children as "empty vessels" needing knowledge, they believe children build their own understanding of the world. Loris Malaguzzi's "Rights of Children" reflects this powerful view of children.

## Teachers in Reggio Emilia settings are co-learners and facilitators. They:

- Explore alongside children.
- Organize the environment to encourage curiosity.
- Document and reflect on children's progress.
- Build connections between school, home, and community.
- Collaborate with other teachers and families.

## **Families as Partners**

Families play an active role in Reggio Emilia schools. They are invited to share their insights, stay informed through documentation, and engage in discussions about their children's learning.

## **Documentation as a Learning Tool**

Educators carefully document children's work through photos, recordings, and portfolios. This documentation helps teachers plan, allows children to reflect on their learning, and keeps parents involved in the process.

## **Educators as Co-Learners**

### **Questions for Reflection**

- How do we adapt ideas from Reggio to our own teaching?
- Does our environment support interaction and creativity?
- Do we see participation as shared responsibility in the learning process?

Reggio Emilia's preschools and infant-toddler centres invite us to rethink our approach to education. They are not a rigid model but a source of inspiration to create meaningful, community-centred learning experiences. As Loris Malaguzzi said, "Stand aside for a while and leave room for learning. Observe carefully what children do, and then, if you have understood well, perhaps teaching will be different from before."



### **The Hundred Languages of Children**

Children express themselves in many ways—through art, music, movement, storytelling, and more. Reggio educators support these "hundred languages," encouraging children to communicate their ideas and explore their creativity.

It is our role as caregivers and educators to facilitate in letting these "languages" come to the surface and thrive.

Children are capable of exploring different means of expression at a very young age.





## **The Hundred Languages** **NO WAY, THE HUNDRED IS THERE**

The child is made of one **hundred**.

The child has  
a **hundred** languages  
a **hundred** hands  
a **hundred** thoughts  
a **hundred** ways of thinking  
of playing, of speaking.

A **hundred**.

Always a **hundred**  
ways of listening  
of marveling, of loving  
a **hundred** joys  
for singing and understanding  
a **hundred** worlds  
to discover  
a **hundred** worlds  
to invent  
a **hundred** worlds  
to dream.

The child has  
a **hundred** languages  
(and a **hundred hundred hundred** more)  
but they steal ninety-nine.

The school and the culture  
separate the head from the body.

They tell the child:  
to think without hands  
to do without head  
to listen and not to speak  
to understand without joy  
to love and to marvel  
only at Easter and at Christmas.

They tell the child:  
to discover the world already there  
and of the **hundred**  
they steal ninety-nine.

They tell the child:  
that work and play  
reality and fantasy  
science and imagination  
sky and earth  
reason and dream  
are things

that do not belong together.

And thus they tell the child  
that the **hundred** is not there.

**The child says:**  
**No way. The **hundred** is there.**

-Loris Malaguzzi  
Founder of the Reggio Emilia Approach



# Thames Tiddlers

## A Conversation with a Nursery Manager: Inside a Reggio Emilia-Inspired Setting

We had a conversation with the Thames Tiddlers Nursery Manager, Rachel Robertson about how Thames Tiddlers is inspired by this unique educational approach, learning more about their vision and practice.



The Thames Tiddlers Reggio Emilia-inspired curriculum thrives on child-led inquiries. "Our projects stem from the children's interests," the manager explained. "For example, the children showed a load of interest when one of our educators were getting married, they were asking lots of questions and wanted to know more. This then became a line of 'enquiry' and the children explored the concept of a wedding dress and together designed a beautiful veil for the educator's wedding." What began as a simple curiosity evolved into a multifaceted project that touched on art, storytelling, and design.

Provocations, or sessions designed to spark curiosity, are central to the approach. The number of children involved in the projects/sessions will be dependant solely on the children who are keenly interested. As the project narrows, a smaller group continues. It's a fluid process. "You get little session groups - you might introduce something, that's called a provocation – a painting, an object , it might be something that I found or brought in, you would then have an adult led experience, this is where educators are active listening to where the children's interests are. You still have the same curriculum and continuous provision, so no one misses out and then the next thing you know, there is another line of enquiry that appears and that will create another group"





Children from the nursery are often noticed for their inquisitiveness. "Schools recognize our children from being at Thames Tiddlers as they come in as curious learners. That's the impact of our approach."



The children's work is celebrated and displayed prominently. "We want them to see that their contributions are valued," the manager emphasized. "Even with our toddlers, we dedicate project evenings to showcase the in-depth projects they've been involved in."

Art is a cornerstone of the nursery. "We have dedicated spaces—ateliers—for creative exploration. These spaces adapt to the projects we're working on, guided by our atelierista." The term "atelierista" was

"The way I look at it is: If your going to learn something and you're not interested – someone trying to teach me about cars for example... I'm not interested right? ....  
....If you direct it more towards my interest, which would be art work, looking at the body work and the materials of the car for example, you're more likely going to learn from that."

introduced by Loris Malaguzzi to describe a person with an artistic background who works in an education setting with children and teachers.

Atelieristas help children to recognize their many languages of expression, build knowledge, form theories, test hypotheses, develop relationships with media and materials and encourage thinking about big ideas and essential questions. Atelieristas also, observe the children's work, ask questions that encourage children to reflect on their own process, and provide opportunities for children to use materials in meaningful ways. They also learn too themselves alongside the children, reflecting children on their learning outcomes and reflecting on their own learning and teaching.



Seasonal themes, like exploring pumpkins, become opportunities for enquiry at Thames Tiddlers. "We asked the children what they found interesting about pumpkins?' From there, we delved deeper."

"The environment is the third teacher," the manager said, describing their intentional design for indoors and outdoors "From glass jars to natural light, every detail supports learning and provokes curiosity. Even mealtimes are learning opportunities— the tables are circular and dressed beautifully with flowers, and children set the table and serve themselves."

One of the hallmarks of this nursery is the strong relationship they foster between parents and educators, "Many of our educators have been with us for years, which creates a deep sense of community." "We host Leavers' Galleries, where we transform the nursery into an art gallery to showcase the children's work. It's



an evening for families and educators to come together to showcase their projects and inquiries they have been working on for the last year and celebrate the children's learning journey."



Rachel further described their innovative use of materials. "We use fine art supplies, but we're also resourceful. Recycled items like belts, buttons, and zippers become tools for creativity. It teaches children to see potential in everyday objects." She also highlighted the value of partnerships with recycling centres. "You can find fantastic resources there."

Educators at Thames Tiddlers are encouraged to visit other Reggio Emilia-inspired settings to exchange ideas.

Rachel reflected upon her experience of differing views when she first transformed the setting in 2012 "Not every educator is ready for this approach...some educators found it challenging and chose to move on, but for those who stayed, it has been transformative."

The manager's passion for the approach was deeply admirable. "I visited Reggio Emilia in Italy and saw their schools firsthand. It was emotional—I thought, 'This is how education should be.'"



For those considering a Reggio Emilia-inspired approach, Rachel gave us her practical advice:

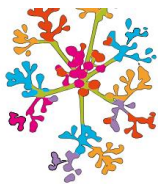
"Do your research. Read books, explore initiatives like *Sightlines*, and understand the philosophy."

"Start with the basics. Create an atelier that feels lived-in , where children and teachers can inhabit and explore the space together"

"Remember, you can't just copy and paste this approach. Adapt it to your setting and community."

Check out the sightlines here : <https://sightlines-initiative.com/>

The UK reference for Reggio Emilia's Approach



Sightlines Initiative

promoting creative and reflective practice in early childhood education

UK reference for Reggio Emilia's preschools



Our Work ▼

Educators ▼

Parents ▼

Blog ▼

Resources & Shop ▼

Reggio Reference ▼







## Improving early education through high-quality interactions

Two evidence-informed strategies to develop the quality of practice in early years settings.

### High Quality Interactions ShREC Approach

#### Educational disadvantage starts early

The [Education Policy Institute](#) (EPI) report that by the end of the Reception year, **children who are experiencing disadvantage are, on average, 4.6 months behind other children in their learning**. The EPI use eligibility for Free School Meals as an approximate measure of disadvantage, and further report that **this gap doubles, on average, by the end of primary school and doubles again by the end of secondary school**. However, high-quality early education and childcare settings provide one of the earliest opportunities to impact children's life chances positively.

#### Evidence can help to close gaps

Importantly, there are several well-evidenced programmes which can help to reduce some of those gaps. Examples include the [Nuffield Early Language Intervention](#) (a targeted programme to improve young children's language skills in Reception) and [Maths Champions](#) (a professional development programme to increase educators' knowledge, awareness and confidence in supporting early mathematics in nurseries). **Both support accelerated progress during children's early years**. Interventions work best when they work alongside and support the development of high-quality provision throughout the day.

#### Strategies to support everyday practice

Supporting the learning of a large group of children in early years settings and school nursery and reception classes is undoubtedly a challenge. So, it's promising to note that there are **two well-evidenced strategies which educators can use moment-by-moment to improve children's enjoyment and achievement** in their early years. Best of all, these two strategies are already part of most educators' practice. They are:

- **Back-and-forth conversation** with children to promote their communication and extend their thinking and learning
- Using **scaffolding** so that children can succeed in a task which is currently too difficult for them to do on their own

These two approaches are at the heart of high-quality interactions which promote children's learning. They are **underpinned by warm, caring relationships and interactions, and in turn they can promote children's wellbeing and mental health**.

Research evidence tells us that developing these high-quality interactions is crucial to every aspect of practice in the early years. High-quality interactions with children are also a guiding principle for all effective professional development in the early years. You can find out more about this in our [Guide to Effective Professional Development in the Early Years](#).

## The importance of shared attention

All children are powerful learners. Before starting in an early years setting, some children have already experienced many sustained and supportive interactions with adults that promote their learning and development. For example, plenty of early play and conversation, sharing books and singing songs.

However, children who have experienced fewer sustained and supportive interactions might have shorter attention spans. They might have fewer interests or be less confident communicators. Educators may need to take more time and care in developing warm and supportive relationships with them.

However, research evidence suggests that sometimes the opposite happens. The [Researching Effective Pedagogy in the Early Years](#) (REPEY) report found that ‘children who are “struggling” learners receive the most behaviour management interactions from adults, while very capable learners and those who are learning ‘as expected’ receive more social talk and caring interactions from the adults in their settings’.

One way to act on this research evidence is to prioritise support and attention to children who seem harder to engage. One way of doing this is through building episodes of ‘shared attention’.

Educators can create episodes of ‘shared attention’ by showing genuine interest in a child’s play. They might get down to the child’s level and let the child lead the way. Educators can also create exciting activities that naturally draw children over.

## The ShREC approach

The [ShREC approach](#) gives practical advice on how to promote shared attention and back-and-forth conversation in the early years.

[Improving early education through high-quality interactions](#) builds on the ShREC approach, and emphasises extending children’s thinking and learning, scaffolding, shared attention, and back-and-forth conversations. The guide sets out clear and practical steps for practitioners to follow.

So, what does ShREC describe:

### 1. Share attention

Showing genuine interest in what a young child is focused on is a powerful way to establish a connection. It lets them know that you value them and want to spend time with them. By getting down to their level and engaging in their choice of activity, you can tune in and crucially pay attention to what they look at, what they do, and what they say. Sensitively joining in with a child’s play motivates children to communicate with you.

### 2. Respond

How we respond to a child once we have established joint engagement is dependent on our knowledge of them as a unique individual. Sensitive, supportive and stimulating responses need to be adaptive and informed by our understanding of the child’s development.

What might an attuned response look like? Responding involves noticing how the child communicates and acknowledging these verbal or non-verbal communications warmly. It involves being aware of your body language.

Responses can involve making appropriate eye contact, looking expectantly, nodding, smiling. Equally, an attuned response could be narrating their activity, a relevant comment that describes

what the child can see, hear, feel or articulating the link between their activity and previous learning or experiences.

### 3. **Expand**

Once the 'back and forth' rally of engagement is getting underway: the adult and child are sharing attention, the adult is responsively following the child's lead.

This is where modelling and scaffolding begins with the adult pitching their language just above the level of the child. For example, if a child gives a one-word response such as 'dog' the adult should expand on what they say by repeating and building on this utterance by adding a few more words. This helps children to use more complex utterances: 'Yes, it's a dog. A big/small/friendly/brown dog!'. Your knowledge of the child will inform what key word/s may be helpful to model.

### 4. **Conversation**

Sustained back and forth conversations that involve many turns are the goal. The beauty and power of conversation is that it offers children an opportunity to practise talking and to receive feedback from an adult. To encourage rich back and forth conversations, comment more, question less.

It is important to note that questions can be useful in helping children to cue turn-taking in conversation. Consider how to use questions sparingly so they are most effective. 'WH' and open questions are the most useful as they invite children to elaborate. As children's conversational skills develop, adults can sensitively challenge children, shaping the conversation to incorporate more abstract topics that are removed from the here and now.

## HIGH QUALITY INTERACTIONS IN THE EARLY YEARS

### The 'ShREC' approach

The aim of the ShREC approach is to provide early years professionals with a simple, memorable set of specific evidence informed strategies that can be embedded into everyday practice.

*"When done well, high quality interactions often look effortless but they are not easy to do well."*

EEF Guidance Report,  
Preparing for Literacy



This resource supports the 'Preparing for Literacy' guidance report.

# Sh



### Share attention

Be at the child's level. Pay attention to what they are focused on.

# R



### Respond

Follow the child's lead. Respond to their non-verbal and verbal communications. You could make a brief comment on what they can see, hear or feel.

# E



### Expand

Repeat what the child says and build on it by adding more words to turn it into a sentence.

# C



### Conversation

Have extended back and forth interactions. Give children time to listen, process and reply.



## PREPARING FOR LITERACY

Improving communication, language  
and literacy in the early years

### Preparing for Literacy

<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years>

This guidance report offers early years professionals seven practical evidence-based recommendations to provide every child—but particularly those from disadvantaged homes—with a high quality and well-rounded grounding in early literacy, language and communication.

One recommendation focuses on the importance of high quality interactions between adults and children to develop their communication and language skills. Another suggests using a range of different activities—like singing, storytelling and nursery rhymes—to develop children’s early reading and ability to hear and manipulate sounds. To arrive at the recommendations we reviewed the best available international research and consulted experts to arrive at key principles for preparing for literacy.

This report is part of a series providing guidance on literacy teaching. It builds on the recommendations presented in our Improving Literacy in Key Stage One and Two reports, but is specific to the needs of three to five year old children.





## **Preparing for Literacy - Summary of Recommendations**

### **Prioritise the development of communication and language**

Language provides the foundation of thinking and learning and should be prioritised. High quality adult-child interactions are important and sometimes described as talking with children rather than just talking to children. Adults have a vital role to play in modelling effective language and communication. Use a wide range of approaches including shared reading, storytelling, and explicitly extending children's vocabulary.

### **Develop children's early reading using a balanced approach**

Early reading requires the development of a broad range of capabilities. Using a number of different approaches will be more effective than focusing on any single aspect of early reading. Promising approaches to develop early reading include storytelling, activities to develop letter and sound knowledge, and singing and rhyming activities to develop phonological awareness. Prior to the introduction of systematic phonics teaching, activities to develop children's phonological awareness and interest in sounds are likely to be beneficial

### **Develop children's capability and motivation to write**

Writing is physically and intellectually demanding. Expressive language underpins writing and should be prioritised. Provide a wide range of opportunities to communicate through writing and develop children's motivation to write. Support children to develop the foundations of a fast, accurate, and efficient handwriting style. Monitor the product and process of children's handwriting and provide additional support as necessary.

### **Embed opportunities to develop self-regulation**

'Self-regulation' refers to children's ability to manage their own behaviour and aspects of their learning. A number of approaches to developing self-regulation exist, including the 'Plan-Do-Review' cycle. Embed opportunities to develop self-regulation within day-to-day activities. Monitor the development of children's self-regulation and ensure activities remain suitably challenging.

### **Support parents to understand how to help their children learn**

Effective parental engagement is challenging but has the potential to improve children's communication, language, and literacy. Promising strategies include encouraging parents to read to children before they can read, then to begin reading with children as soon as they can; and running workshops showing parents how to read and talk about books with their children effectively. Less promising strategies include occasional home visits or homework tasks.

### **Use high quality assessment to ensure all children make good progress**

Ensure clarity of purpose about the different assessments used in your setting. Collect a small amount of high quality information to ensure that: children who are struggling receive the right type of support; and time is used efficiently by avoiding rehearsing skills or content that children already know well

- Use assessments to inform, not replace, professional judgement.
- Monitor children's sensory needs to ensure they do not impede learning.
- Avoid using assessments to label children and split them into fixed groups.

### **Use high quality targeted support to help struggling children**

High quality targeted support can ensure that children falling behind catch up as quickly as possible. Small-group support is more likely to be effective when children with the greatest needs are supported by the most capable adults; adults have been trained to deliver the activity being used; and the approach is evidence-based and has been evaluated elsewhere. Some specialist services are likely to be best delivered by other professionals, such as speech and language therapists.

## Celebrating Festivals - Christmas

# Christmas Activities



Cooking can be lots of fun especially at Christmas! Giving children a bit of freedom in the kitchen will nurture a child's self-esteem, confidence and sense of self worth.

Stirring, measuring, rolling, squeezing, spreading and decorating are just a few of the kitchen tasks that allow young children to develop their fine motor and hand-eye coordination skills

### How to make Pizza Stockings

A fun, festive meal for little one's aged 9-12 months and above!

Pizza stockings work with any vegetables, which provides the perfect opportunity for your child to try new tastes and textures.

This recipe makes 10 pizza stockings, which you can top with a variety of vegetables depending on what the children enjoy.

The yoghurt and cheese are excellent sources of calcium, which is great for growing their bones and teeth. The dough is lovely & soft and works just as well with dairy-free yoghurt if you would prefer to use that.

#### You will need:

250ml natural yogurt, 250g plain flour, 400g tinned chopped tomatoes, 2 tbsp tomato puree, 2 tsp mixed herbs/oregano, 50g cheddar cheese, handful sweetcorn/pepper/mushrooms

#### Method:

1. Heat the oven to 220°C / 200°C fan / Gas Mark 7.
2. Mix the yogurt and flour together to form a dough.
3. Put the tinned tomatoes, puree and herbs into a saucepan and cook on a medium heat to thicken.
4. While the tomatoes are cooking, roll out the dough and cut as shown.
5. Top the pizza stockings with the tomatoes, vegetables and grated cheese.
6. Cook for 20 minutes.

Engaging in Christmas themed activities provides children with wonderful benefits and an opportunity for experiential learning where little ones can express their creativity, learn about sharing and working well with others. Through these, children make connections, enhance memories and develop an awareness of the culture of the celebration. The festive season is full of arts and crafts and fun activities for children to participate in. However, it is good practice to inform your setting's parents of your plans and aim to recognise interfaith celebrations throughout the year.



### Christmas Tree Noodle Craft

Sensory fillers like pasta and rice can also be used to create the best crafts. It's a must Christmas craft for all settings!

#### How to do this activity

You will need: Bow tie pasta noodles, pom poms, paint, ziplock bag, tray, cardboard, glue, <https://amzn.to/30BNLC0> parchment paper, stars

#### Set-up

Put the pasta noodle in a ziplock bag, add some paint and shake it up!

Pour out the noodles on to a tray and let them dry.

Lastly, on a piece of cardboard, paint a Christmas tree!

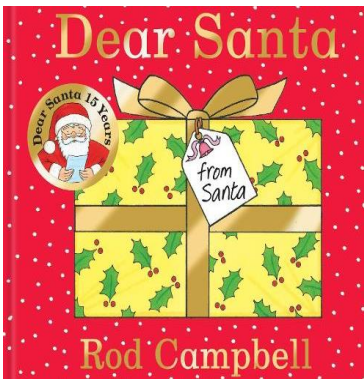
### Activity

Once the pasta noodles are dry, have the children glue them on top of the tree painted on the cardboard.

When all the noodles are in place, you can glue some pom poms to the tree to be the ornaments.

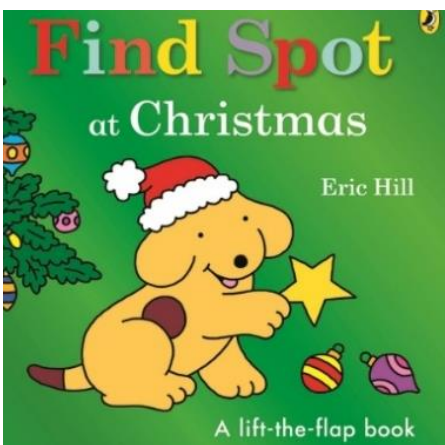
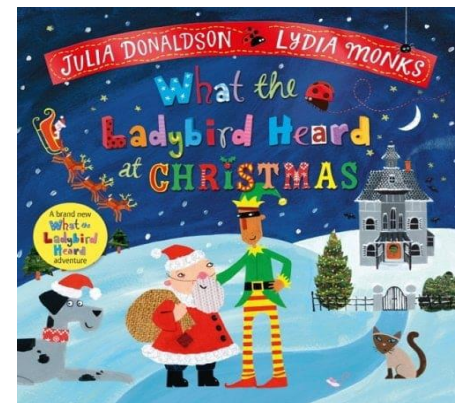


# Christmas Reading



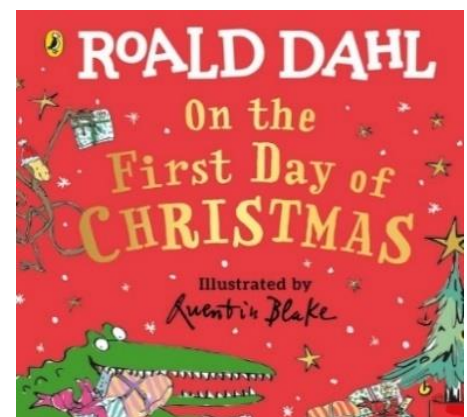
With bright, bold artwork and a touch-and-feel surprise, this festive book by Rod Campbell gives children an opportunity to lift the flaps to unwrap a Christmas present on every page, discovering what Father Christmas has sent. Lift-the-flap books are interactive reading tools, which keeps children engaged with the book and encourages them to keep reading.

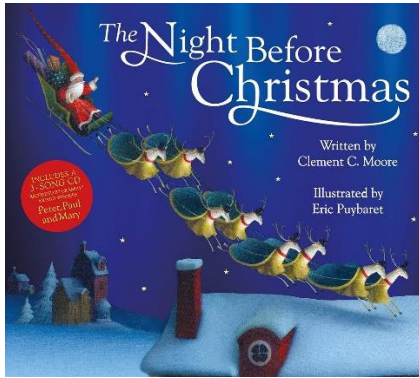
Join everyone's favourite crime-busting ladybird this Christmas as she saves the day, yet again, with another cunning plan! What the Ladybird Heard at Christmas is another fantastic rhyming adventure, which introduces children to a range of words and increases their knowledge of vocabulary to help them understand the world around them.



Young readers will love searching for Spot and exploring all the festive joy of Christmas along the way! This new story is full of the unexpected surprises and interactive flaps, helping to develop fine motor skills through a Christmas adventure that sparks curiosity and imagination. This engaging book is perfect for encouraging curiosity and promoting communication development, making it an ideal read for learning and play.

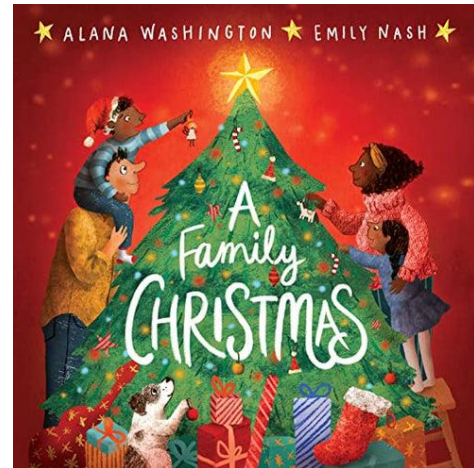
From golden tickets to fantastic foxes, this board book is perfect for introducing young readers to numbers and introducing the glorumptious fun of Christmas. Count down the twelve days of Christmas with this fun, engaging twist on the classic festive rhyme. You could talk about the pictures, encourage the children to spot details in them, and even make up your own story to go with the illustrations!





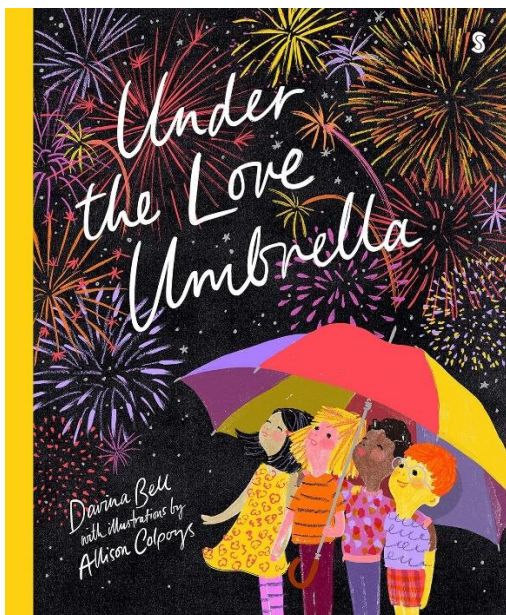
Capture the magic of Christmas with 'Twas the Night Before Christmas'. Celebrate the magical suspense of the night before Christmas in this classic poem. Rhyme it aloud and look for details in the beautiful pictures. See how Santa and his reindeer arrive one snowy Christmas Eve. Then Santa clambers down the chimney to fill stockings by the fire. Can you hear him? What's that clatter on the roof?

From the moment you wake up the excitement begins! Step into the pages of A Family Christmas, as the most magical day of the year unfolds. Full of fun, festivities, and all the wonderful traditions that go into making the perfect Christmas day. A story celebrating the very heart of what Christmas means to us all - family!

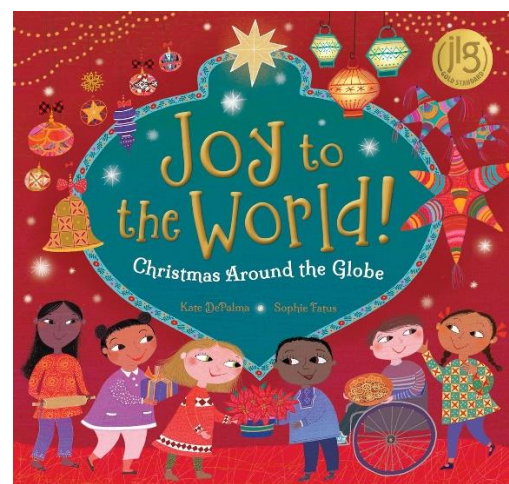


Whatever you fear, come close my dear  
You're tucked in safe for always here  
And I will never not be near  
Because of our love umbrella

From this award-winning creative duo comes a book about the wonder of ever-present love. A stunning celebration of the joy and comfort that is always with us, wherever we roam in the big, wild world.



Explore Christmas traditions from 13 different countries! Rhyming text and detailed illustrations make the book accessible to younger readers, while educational endnotes about the 13 celebrations add interest for older children. Engaging and informative for anyone who wants to learn about Christmas around the world.





*Santa's in a panic! Santa's in a tizz! He's lost his list of jobs to do.  
"I don't know where it is!"*



Luckily, he's sure he can remember all his tasks. Watch as he and the elves' oil the sleigh and wrap the presents, brush the reindeer and pack the snacks. And of course, his final job is to deliver gifts for everyone!

With a touch and feel element on every page, young children will enjoy exploring Santa's world. Stroke his fluffy beard, feel the reindeer's hay, touch his velvety hat – even Santa's lucky pants are padded!

The bouncy rhyming text pulls the reader through the story, and there are some funny details in the illustrations, such as Santa accidentally kicking over a pile of presents. Watch out for his dog and cat too!

It is refreshing to see a Black Santa. Many children are sure to be delighted to see someone magical who could look like a member of their extended family.

It's the night before Christmas, and Santa Claus is incredibly excited – he's wrapped every present, got his red suit ready, and eaten all the mince pies. But disaster strikes – the rockets on the sleigh have exploded!

Mrs Claus has a brilliant idea – ask the animals that live at the north pole to help save Christmas. The bears are strong, but very sleepy... and the narwhals are brilliant at swimming, but the Christmas wrapping gets all wet. What Santa really needs is a helper who is strong, fast, who can fly, and who can go unseen...

This lovely story features stylish, full-page illustrations throughout, depicting a diverse Claus family and lots of adorable arctic critters. There's also a clever twist – and a brilliant page of trivia about Santa's famous reindeer and the antler-magic they use to fly at the end. A perfect bedtime story for Christmas Eve





More2 are partnering with MumsAid to support them with their forever growing young mothers in Greenwich. They have launched a fundraising appeal to buy a £50 voucher to 30 young mothers over Christmas at the same time they are supporting 40 vulnerable families this year to visit Father Christmas at the Bridge. They are working with the residents association of the Caletock estate and Young MumsAid and funding them to visit the grotto at the Bridge on Sunday 8 December.

More2 have chosen The Bridge and MumsAid to support across the year and continue to support vulnerable families in the borough.

They are also working with Greenwich university to commemorate the Holocaust, and they are one of 3 nurseries in Greenwich that are part of their education programme to young children.

If you have good practice you would like to share, please send an email with photos and a quote to [childcare-support@royalgreenwich.gov.uk](mailto:childcare-support@royalgreenwich.gov.uk) or speak to your advisor.

## Health & Wellbeing



## Toy Safety

The Child Accident Prevention Trust has published advice on toy safety, highlighting the risk of buying toys online through unknown sellers. These toys may not be made to UK safety standards and would not be suitable for children.

For more information, please review CAPT's toy safety fact sheet [CAPT\\_ToySafety\\_factsheet.pdf](#)

# Toy safety

*“I would hate for any other child to go through what Becca suffered because of buying dangerous toys via online marketplaces.”*

Mum of two-year-old Becca who swallowed magnets from a toy

**Toys from reputable brands are made to be safe. But if they've come from an unknown seller on an online marketplace, a market or small discount store, they could be dangerous.**

## Buying safely

- ✎ Buy toys from brand names you know. If you've never heard of the seller or the brand and price is really tempting, it could be dangerous
- ✎ Watch out for cheap copies of popular toys. They may not be made to UK safety standards.
- ✎ Check if the toy has been removed from sale because it's unsafe. Visit [gov.uk](https://gov.uk) and search 'product recalls'
- ✎ If you buy something that looks unsafe, trust your instincts and send it back.



## Under 3s most at risk

Babies and toddlers are curious and naturally put everything in their mouths. So dangerous toys can pose the biggest risk to small children. Be especially careful when buying for under 3s.

Watch out for missing or contradictory age warnings. If a toy is pictured with a toddler but marketed as unsuitable for young children, pick something else.

## Which toys are most dangerous?

- ✎ Toys with:
  - accessible button batteries that can burn through your child's food pipe
  - super strong magnets that can rip through your child's belly
  - long cords that can strangle your child
  - small parts that can choke your small child
- ✎ Water beads that can block your child's bowel if swallowed
- ✎ Electrical toys with exposed wires or chargers that can catch fire.

## Checking toys

If you're unsure about the safety of a toy, here are some checks you can do:

- ✎ Check battery compartments for accessible button batteries or loose spares in the box
- ✎ Check for any loose small magnets
- ✎ Give the parts on the toy a quick tug and check for small parts that come off
- ✎ Look for long cords or access to stuffing
- ✎ Check if there are any age restrictions or safety warnings on the product.

## Report dangerous toys

If you spot or buy a toy you're concerned about:

- ✎ Citizens Advice consumer helpline: 0808 223 1133
- ✎ Citizens Advice consumer helpline (Welsh-speaking adviser): 0808 223 1144
- ✎ Advice Direct Scotland helpline: 0808 164 6000
- ✎ Northern Ireland Consumerline: 0300 123 6262

## Supporting children's mental health & wellbeing

### Supporting children's mental health and wellbeing in the early years

Download a systemic review of research evidence about children's mental health and wellbeing in the early years by Education Endowment Foundation

<https://educationendowmentfoundation.org.uk/early-years/mental-health-wellbeing>



*At carpet time, Duncan and the children talk through their daily routines. As they do, they display the corresponding picture cards in order on the board. Duncan asks, "After we have played outside, what comes next?" The children say, "Story time!". Duncan nods and adds an image of a book to the board, "Yes, we read a story together. Then what happens after our story?" Some of the children call out, "Home time!". Duncan places the home time image after the book, "That's right – when our story is finished, your grown-ups will come and pick you up".*

Educators working in the early years play a vital role in supporting children's wellbeing 'in the moment'. We create consistent daily routines and provide nurturing care in a welcoming and safe environment. We focus on engaging and interacting with children, so they can all play and learn together.

What some of us might not realise is the positive contribution many of these activities can make in laying the foundations for children's future mental health. For example, helping children to understand, express and regulate their emotions helps them to develop the skills to do this independently in the future.

It is important to acknowledge that most of us working in the early years are not trained mental health experts, and many factors can influence children's mental health and wellbeing. As educators, however, we do play an important role in noticing when a child and their family may benefit from additional support or referrals to external professionals.

#### **Evidence-informed suggestions for practice**

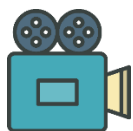
EEF have developed a new, downloadable PDF guide to '[Supporting children's mental health and wellbeing](#)'. This is based on a systematic review of the research evidence for promoting mental health and wellbeing outcomes for young children.

In practice, some of the activities we might use to support children's [Personal, Social and Emotional Development](#), or their [Self-Regulation and Executive Function](#), for example, can also promote positive mental health and wellbeing outcomes.

The EEF new resource explains that it is important to 'develop a secure and supportive climate'. In the example above, Duncan shows one possible way of doing this, by making the children's daily routine as predictable and consistent as possible. Evidence suggests that focusing on positive relationships and interactions can positively impact children's mental health and wellbeing outcomes, including social skills and attachments.

To learn more, download EEF guide to '[Supporting children's mental health and wellbeing](#)' now.





## 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](mailto: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
Support, Advice & Information	Childminding Network	Thursday	09 January 2025	19:00	21:00	Free
Support, Advice & Information	Wraparound Online Meeting - Schools Only	Friday	16 January 2025	13:00	13:45	Free
Safeguarding & Welfare	Designated Safeguarding Person	Saturday	18 January 2025	09:30	17:00	£60
Ofsted Readiness	Looking Ahead to Ofsted	Thursday	23 January 2025	19:00	21:00	Free
Support, Advice & Information	Wraparound Groupcare Network	Tuesday	28 January 2025	12:30	14:00	Free
Safeguarding & Welfare	Intermediate Safeguarding	Thursday	06 February 2025	10:00	15:00	£45
Learning & Development	Curriculum & Teaching	Thursday	13 February 2025	09:30	13:00	£45
Learning & Development	Safeguarding Forum	Thursday	06 March 2025	18:30	20:30	Free
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
Safeguarding & Welfare	Domestic Abuse Awareness	Thursday	27 March 2025	19:00	21:00	£30
Learning & Development	Equality Diversity & Inclusion	Expressions of interest		09:30	12:00	£30

**Cancellation Policy** Must be made in writing by e-mail at least 14 working days before the course  
[eyc.training@royalgreenwich.gov.uk](mailto: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 Training Dates



Day	Dates	Start	Finish	
Wednesday	15 January 2025	08:45	16:30	£55.00
Saturday	01 February 2025	08:45	16:30	£55.00
Wednesday	26 February 2025	08:45	16:30	£55.00
Saturday	08 March 2025	08:45	16:30	£55.00
Saturday	22 March 2025	08:45	16:30	£55.00



### 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><b>Help for early years providers</b></p> <p>Guidance for people who work in early years, from the Department for Education.</p>	<p>The <a href="#">Help for early years providers</a> has a wealth of information that can help. For example, there's useful advice on <a href="#">reducing paperwork</a> so you have more time to focus on areas such as <a href="#">sensory food education</a>.</p>
<p><b>Early years child development training</b></p> 	<p>This training:</p> <ul style="list-style-type: none"> <li>• is free for childminders and nurseries</li> <li>• combines theory with practical tips and ideas to use in your setting</li> <li>• includes opportunities to reflect on your practice</li> <li>• reinforces your understanding through learning check questions and tests</li> <li>• links to additional resources</li> <li>• offers the opportunity to download certificates of completion</li> <li>• has been developed by expert practitioners</li> <li>• 7 modules can be completed in any order and at any time (with another one coming soon!)</li> </ul> <ol style="list-style-type: none"> <li>1 Understanding child development and the EYFS</li> <li>2 Brain development &amp; how children learn</li> <li>3 Supporting children's personal, social &amp; emotional development</li> <li>4 Supporting language development in the early years</li> <li>5 Supporting physical development in the early years</li> <li>6 Mathematics</li> <li>7 Effective curriculum &amp; assessment</li> <li>8 Supporting individual needs &amp; differences</li> </ol> <p><a href="#">Early years child development training : Home page (education.gov.uk)</a></p>
 <p><b>COUNCIL FOR DISABLED CHILDREN</b></p>	<p><b><a href="#">Early Years SEND Partnership Training and Seminars</a></b></p> <p><b>About the EYSEND Partnership</b></p> <p><b>Introduction</b></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"> <li>• <a href="#">nasen</a> on a whole setting approach to SEN and Disability</li> <li>• <a href="#">Speech and Language UK</a> 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</li> <li>• <a href="#">Contact</a> on working with parent carers in the early years</li> <li>• The Council for Disabled Children on Ordinarily Available Provision and the Equality Act</li> <li>• <a href="#">Dingley's Promise</a> on strategic support for transitions</li> <li>• <a href="#">The Early Childhood Unit (ECU)</a> at NCB on the home learning environment.</li> </ul> <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"> <li>• Strategic support to family hub areas through regular meetings or 'action learning sets'</li> <li>• Targeted training for practitioners from family hub areas.</li> <li>• Open-access training for parents and carers.</li> </ul> <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 <a href="#">training calendar</a>.</p>
--



<p><b><u>Expanded support opportunities available for registered practitioners on the Early Years Professional Development Programme</u></b></p> <p>The Early Years Professional Development Programme (EYPDP) has recently launched additional catch-up webinars to support practitioners who registered for the programme but are not fully on track with their learning.</p> <p>Lauren, Support Team Manager for the EYPDP, highlighted that these new sessions are part of an ongoing effort to provide accessible, flexible learning opportunities for practitioners juggling demanding roles.</p>
---

	<p>"These catch-up webinars are designed to help practitioners stay on track, especially those who might have faced barriers to attendance. We're committed to offering support through every stage of the programme."</p> <p>If you have registered for the EYPDP and require assistance, please contact the support team at <a href="mailto:EYPDPsupport@edt.org">EYPDPsupport@edt.org</a>. For further information about the programme, please visit <a href="http://www.earlyyearsdpd.com">www.earlyyearsdpd.com</a>.</p>
 <p><b>SUPPORTING EARLY MINDS</b> Research Network</p>	<p><b><u>Supporting Early Minds Webinar</u></b></p> <p>The Supporting Early Minds Research Network are hosting a webinar on Thursday 1<sup>st</sup> 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> <p>This is a free event and more information can be found here:</p> <p><u><a href="#">Getting it right for babies in group-based care webinar</a></u></p>
<p><b>UNDERSTANDING YOUR CHILD</b></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"> <li>• <b>Parent carers</b> can also access courses via registration at <a href="http://www.inourplace.co.uk">www.inourplace.co.uk</a></li> </ul> <p>Using the code <b>RBGFAMILY</b> and entering a Greenwich postcode.</p> <p><b>Professionals/Family Hub Staff</b> working in Greenwich can access them by going to: <a href="https://solihullapproachparenting.com/online-courses-prf-greenwich/">https://solihullapproachparenting.com/online-courses-prf-greenwich/</a></p> <p>Entering the access code <b>RBGFAMILY_PRF</b> 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"> <li>• Understanding Brain Development</li> <li>• Understanding Attachment</li> <li>• Understanding Trauma</li> </ul>
<p><b>Maths Champions</b></p>	<p>FREE Early Years Maths Training for Greenwich Settings</p> <p><b>Improving outcomes for children by embedding maths into play and activities.</b></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</p>



	<p>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 regisitered setting, this training is FREE to you. It normally costs £1,148.</p> <p><a href="https://ndna.org.uk/champions-programmes/maths-champions-early-years-maths-training/">https://ndna.org.uk/champions-programmes/maths-champions-early-years-maths-training/</a></p> <p>Watch a video about it here <a href="https://youtu.be/TEPEBjgJA-w">https://youtu.be/TEPEBjgJA-w</a></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.</p> <p><a href="https://zohopublic.eu/Mercers-Champions-Expression-of-Interest">Mercers Champions Expression of Interest (zohopublic.eu)</a></p>
--	--



# 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>



Childcare  
Calculator



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

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



Apply  
now



<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/>



## How to use Tax-Free Childcare

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

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

Age  
**3-4**  
years

## ALL PARENTS

<b>15 HOURS</b>	<b>15 HOURS</b>	<b>15 HOURS</b>	<b>15 HOURS</b>
Now	APR 2024	SEP 2024	SEP 2025

## WORKING FAMILIES

<b>30 HOURS</b>	<b>30 HOURS</b>	<b>30 HOURS</b>	<b>30 HOURS</b>
Now	APR 2024	SEP 2024	SEP 2025

Age  
**2**  
years

## FAMILIES RECEIVING SOME ADDITIONAL FORMS OF GOVERNMENT SUPPORT

<b>15 HOURS</b>	<b>15 HOURS</b>	<b>15 HOURS</b>	<b>15 HOURS</b>
Now	APR 2024	SEP 2024	SEP 2025

## WORKING FAMILIES

<b>15 HOURS</b>	<b>15 HOURS</b>	<b>30 HOURS</b>
APR 2024	SEP 2024	SEP 2025

Age  
**9-23**  
months

## WORKING FAMILIES

<b>15 HOURS</b>	<b>30 HOURS</b>
SEP 2024	SEP 2025

Over 38 weeks a year

Providers may apply additional charges.

Sign up on Childcare Choices for updates [Upcoming changes to childcare support](#) | [Childcare choices](#)



Keeping Children Safe

## Contact Children's Services

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

Referral team: 020 8921 3172

Email: [mash-referrals@royalgreenwich.gov.uk](mailto:mash-referrals@royalgreenwich.gov.uk)

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

### Early Years & Childcare



020 8921 3877



[childcare-support@royalgreenwich.gov.uk](mailto:childcare-support@royalgreenwich.gov.uk)



GREENWICH  
**Safeguarding  
Children**  
PARTNERSHIP



020 8921 4477



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

### LADO



020 8921 3930



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

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

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

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



Prevent Team 020 8921 8340



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

This is the Greenwich Domestic Violence and Abuse Service.



Telephone: 020 8317 8273



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

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

## Free Safeguarding Training



# 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](mailto: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 Learning

The Greenwich Safeguarding Children Partnership is committed to supporting a mutual and reflective learning culture within and across partners.

Most of our learning comes from cases. Historically this learning and our resources have been focused on safeguarding incidents that required formal statutory reviews. While we will continue to learn from these incidents, we want to use our freedom as a partnership to ensure that we capture the learning in a way that is proportionate and meaningful.

We want to realign to focus more on capturing learning from 'no harm' incidents as well as good practice. Any practitioner can refer incidents that they believe are important for learning using the referral form in '[Learning From Practice](#)' (Appendix vi)



## **Children who have disabilities**

NSPCC Learning has published a Why language matters blog on using child-first language when talking about children who have disabilities. The blog explores how shifting language can help professionals to: see the child and not just the disability; understand how disability can be an important part of a child's identity; and recognise and respect how children prefer to talk about their additional needs.

Read: [Why language matters: putting the child first – why we say children who have disabilities rather than disabled children](#)

Listen: [Why language matters: why we say 'children who have disabilities' rather than 'disabled children'](#)

## **Safeguarding d/Deaf and disabled children and young people**

[Safeguarding d/Deaf children and children who have disabilities](#)

### **Protecting d/Deaf children and children who have disabilities from abuse**

Every child has a right to protection from harm. And every group or organisation that works, volunteers or comes into contact with children has a responsibility to keep them safe.

Children and young people who are d/Deaf or have a disability are at an increased risk of being abused compared with their peers.<sup>1,2</sup> They are also less likely to receive the protection and support they need when they have been abused.

Professionals sometimes have difficulty identifying safeguarding concerns when working with d/Deaf children and children who have disabilities.<sup>3</sup> It is vital that everyone who works with d/Deaf children and children who have disabilities understands how to protect them against people who would take advantage of their increased vulnerability.

A child having a disability, being d/Deaf or needing additional support should never stop someone acting on child protection concerns.

### **Who do we mean by 'd/Deaf children and children who have disabilities'?**

Some children may not identify as being d/Deaf or having a disability, and some may use different language to describe themselves and their needs. You should always ask what terms they would prefer and use these when talking to them.

This information is aimed at professionals and volunteers working with children and young people with a range of very different conditions and identities. This includes children who:

- are d/Deaf
- have a learning disability
- have visual impairment
- have a long-term illness
- have a physical disability such as cerebral palsy
- are neurodiverse, such as being on the autistic spectrum or having attention deficit hyperactivity disorder (ADHD).

### **Why are d/Deaf children and children who have disabilities at greater risk of abuse?**

d/Deaf children and children who have disabilities are not a homogenous group. As with all children, the environment and circumstances a child is raised in can impact their wellbeing and everyday lives. The child's specific disability, condition or identity may also affect the types of risks they are exposed to.<sup>4</sup>

However, there are several overarching factors that contribute to d/Deaf children and children who have disabilities being at greater risk of abuse.

### **Communication barriers**

D/deaf children and children who have disabilities are less likely to tell someone about experiencing abuse and more likely to delay telling someone than their peers.<sup>5</sup>

The reasons<sup>6,4</sup> for this might include:

- being threatened by their perpetrator
- not being able to understand and describe their experiences of abuse
- a lack of appropriate support to help disclosure, such as non-talking therapy support.

Children and young people with speech, language and communication needs (including those who are d/Deaf or have a learning disability or physical disability) face extra barriers when it comes to sharing their worries and concerns.

- Adults may have difficulty understanding a child's speech so they may not realise when a child is trying to tell them about abuse.
- Adults may not have the knowledge, skills, equipment or resources to communicate with a child, which can make it harder for children to share their thoughts and feelings.
- Relying on parents or carers to speak on behalf of their children may pose a risk if the child is being abused by their parent or carer.
- Some children haven't been taught the language they need to describe what's happened to them. Without this education children can struggle to name and disclose concerns.



## **Misunderstanding the signs of abuse**

It's not always easy to spot the signs of abuse. In some cases, adults may mistake the indicators of abuse for signs of a child's disability.

- A child experiencing abuse or attempting to disclose abuse may display behaviours which are misinterpreted as part of a child's disability or health condition rather than an indicator of abuse. This can prevent adults from taking action.
- Injuries such as bruising may not raise the same level of concern as they would if seen on their peers. Adults may assume that bruising was self-inflicted or caused by disability equipment or problems with mobility.

## **Lack of education on staying safe**

d/Deaf children and children who have disabilities need to be taught about abuse as they may think that the abuse they are experiencing is 'normal', especially if they are isolated. Without this knowledge children may not recognise that they are being abused.

Personal safety programmes and relationships and sex education (RSE) are not always made accessible and are not always taught in specialist schools. This can be for a number of reasons:

- adults may not always know an appropriate and accessible way to teach children with communication needs about what about is or how to stay safe
- lessons may not be taught in a way that makes sense to d/Deaf children or children who have disabilities.<sup>8</sup> For example, there may be no facilities to include British Sign Language (BSL) or captions
- parents and professionals may not think they need to, or may not think it is appropriate to, teach children who are d/Deaf or who have disabilities about sex, or relationships
- teachers may feel they need more training about how to deliver lessons to children who are d/Deaf or who have disabilities
- schools may not prioritise programmes being taught in a more accessible way.

As a result, a d/Deaf child or a child who has a disability may not know how to recognise abuse or who to tell.

## **Increased isolation**

Abuse and neglect are more likely to remain hidden when d/Deaf children and children who have disabilities do not have access to someone they trust.

d/Deaf children and children who have disabilities may have less contact with other people than their peers because they have:

- fewer out of school opportunities and accessible events than their peers
- fewer opportunities for spontaneous fun with friends

- less access to transport.<sup>9</sup>

d/Deaf children and children who have disabilities may also be isolated from the people they usually share their views and needs with if they live away from home in residential settings.<sup>10</sup>

Placements far from home can make it difficult for family to visit regularly.

This means they may have fewer people to turn to if they need help or support.

The Child Safeguarding Practice Review Panel (the Panel) has set out learning and recommendations for keeping d/Deaf children and children who have disabilities safe in residential settings.

### **Dependency on others**

d/Deaf children and children who have disabilities may have regular contact with carers and other adults for practical assistance in daily living including personal intimate care. This can increase the opportunity for an abusive adult to be alone with a child.

If a child is abused by a carer they rely on, they may be more reluctant to disclose abuse if they have been threatened by their perpetrator or are frightened that speaking out may lead to an end to the support they are receiving.

### **Lack of appropriate support for children and their families**

d/Deaf children, children who have disabilities and their families may have limited access to support systems due to lack of:

- support in their local area that is appropriate for the child's physical, emotional or cultural needs
- funding to access support.

Caring for a child with little or no support can put families under stress. This can make it difficult for parents and carers to provide the care their child needs and this may result in their children being at risk of harm.

### **Lack of professional confidence or knowledge**

A lack of skills, experience or understanding of a child's disability can take focus away from the child's experience and views. This can mean that safeguarding concerns are not recognised and appropriate action is not taken.

Issues which can impact the effectiveness of professional practice include:

- completing assessments that focus on needs relating to disability rather than looking at a child's wellbeing more holistically
- not understanding or acknowledging the cultural aspects and complexities of being d/Deaf or having a disability
- feeling overwhelmed or fearful of a child's disability

- relying on parents or carers to speak for their children, rather than communicating directly with children
- believing that d/Deaf children and children who have disabilities don't experience abuse
- assuming that a d/Deaf child or a child who has a disability will be an unreliable witness.

An effective professional response also needs systems in place to enable professionals to put their knowledge into practice. For example, a professional might know that they should use a British Sign Language (BSL) Interpreter, however if there is limited time, no budget and no approved BSL Interpreter used by the organisation, there is a barrier to following best practice.

### **Taking an intersectional approach**

d/Deaf children and children who have disabilities, like all children, have diverse identities. As well as experiencing prejudice or bias related to their disability, they might experience challenges relating to other parts of their identity, such as:

- ethnicity
- sexuality
- gender
- mental health
- having been in care
- where they live, how much money they have and how much access they have to education.

"I have ADHD and have been diagnosed with depression. I've been having a hard time at school, which has got worse since I came out as gay. The guys who bully me do it in the playground and online in the evenings when I'm trying to relax. When I get stressed, I make sudden movements and shout out things, which I can't control. Sometimes I also hurt myself when I act like this."

*Childline counselling session with a boy aged 14*

The way these challenges interact is known as intersectionality. It can be difficult for children to cope with this, and it can have a negative impact on their welfare.

For example:

- d/Deaf children and children with disabilities from minority ethnic groups, who are refugees, or who are seeking asylum may have additional challenges due to services not being sensitive to their culture and language
- d/Deaf children and children with disabilities are particularly vulnerable to forced marriage as they may be reliant on families for care and may have fewer opportunities to talk to anyone outside their family about their experience. They also may not have the capacity to consent to marriage and consummation of marriage.

## **Learning for practitioners: understanding the child**

When you're working with a child, consider all the factors that might influence their safety and wellbeing. Take the time to get to know them, understand their lived experience and how they might face risks due to how others perceive their identity.

You could consider creating safe spaces for children who have similar identities or come from the same community. This might help them talk about their experiences and get peer support.

Find out more about:

- [safeguarding children who come from Black, Asian and minoritised ethnic communities](#)
- [safeguarding LGBTQ+ children and young people](#)
- [safeguarding children with special educational needs and disabilities \(SEND\)](#)
- [looked after children](#)
- [child mental health](#).

## **Safeguarding policies and procedures**

The needs of all children who have disabilities should be incorporated into safeguarding policies and procedures.

Safeguarding policy statements should:

- include an equality statement with a commitment to anti-discriminatory practice
- recognise the increased vulnerability of d/Deaf children and children who have disabilities to abuse and neglect and the barriers they may face
- include additional safeguards to protect d/Deaf children and children who have disabilities
- consider the need of d/Deaf children and children who have disabilities in making it easier for them to report abuse to a trusted adult
- cover any safeguarding issues that are specific to a child's disability such as intimate care and safe touch.

## **Intimate care**

Children with certain disabilities or medical issues may need help and support with intimate personal care including going to the toilet and washing.

## **Medication**

Some children and young people who have disabilities may need medication. Schools and residential care settings should have a policy in place on administering medication.

A medication policy should cover:



- how medicines will be stored
- how children will access their medication
- how records will be kept of any medication administered or refused
- what training those administering medication need to have
- how your organisation will receive medicines

Where appropriate, children and young people should be encouraged to take responsibility for their own healthcare, including administering medication.

## **Training**

Everyone working with children should receive regular child protection training.

Training should highlight the reasons d/Deaf children and children who have disabilities are at increased risk of abuse and neglect and why additional safeguards are needed to protect them.

It should provide guidance on what to look out for and how to respond early to the needs of d/Deaf children and children who have disabilities.

## **Direct work**

It's important to understand the additional risks d/Deaf children and children who have disabilities experience and to put in place plans to respond to these.

## **Recognising abuse**

Adults who work or volunteer with children need to be able to recognise the signs that a child may be experiencing abuse.

There are additional signs of abuse or neglect specific to d/Deaf children and children with disabilities that professionals should be aware of so that any concerns can be escalated. This can include:

- a parent or carer misusing or misapplying a child's medication
- a parent or carer not providing or withholding treatment
- a parent or carer not taking a child to medical appointments or not consistently taking them
- a parent or carer not taking their child for regular check-ups in relation to their disability, for example to a district nurse, occupational therapist, physiotherapist
- unnecessary medical procedure/s carried out against a child's will
- teasing or bullying in relation to a child's disability
- a child not being provided with appropriate stimulation and not communicated with.

## Assessment and support

Learning from case reviews has suggested a number of ways practice can be improved. Within children with disabilities teams, social workers and social work assistants are managing very complex cases with few resources. Professionals need support and training to assess or understand the needs and support d/Deaf children and children with disabilities.

Professionals should:

- be aware of the range of services available to families and d/Deaf children and children with disabilities. Families and children should be referred to these services accordingly
- be aware of safeguarding issues for d/Deaf children and children who have disabilities
- assess all the needs of the child and their family, not just those related to the child's disability
- assess whether parents understand, and are able meet, the additional needs of their d/Deaf children or children who have disabilities and are signposted to additional support as appropriate.

## Listening to the child

"I've had enough of being the punchline for everyone's jokes. I don't get a break from it, when it's not name calling at school it's in group chats over the weekend. I'm disabled and use a wheelchair fulltime so it's bullying about that, it's ableism. Lately it has made me think of ending my life, just to make it stop. I've told teachers, but no one does anything about it.

"Thanks for helping me through this, talking about these thoughts makes me feel better."

*Childline counselling session with a child whose age and gender were not disclosed*

Listening to the thoughts and feelings of d/Deaf children and children who have disabilities and taking time to understand a their unique lived experience is an important part of promoting their welfare.

- Make sure the child's voice is heard. Where there are safeguarding concerns, speak to children alone and don't use parents or carers as sign-language interpreters or spoken language translators.
- If a child's disability means talking about their abuse is difficult or impossible, make every attempt to communicate by other means.
- Consider how a child may communicate through their actions. Consider whether distressed or disruptive behaviour is due to the child's disability or if the child is upset for another reason.
- Tailor tools and resources to the child's needs. Check that the child has understood what you've told them and is able to apply it – don't make assumptions about what they have understood.
- Work with children to empower them and help them feel able to speak out if they have any worries.

If a child or young person needs confidential help and advice you can direct them to Childline. Calls to 0800 1111 are free and children can also contact Childline online or read on the Childline website. d/Deaf children can also contact Childline via Sign Video. [Watch a BSL film about how to contact Childline using Sign Video \(YouTube\)](#)

On the Childline website:

- [living with a disability](#)
- [dyslexia and learning disabilities](#)
- [Deaf Zone](#)
- [British Sign Language \(BSL\) advice videos](#)

[Download Childline posters](#)

## **Responding to the needs of the family**

d/Deaf children and children who have disabilities may also have d/Deaf parents or carers, or parents or carers who have disabilities. Services must recognise the everyday barriers parents and carers who have disabilities experience and provide accessible support to help them navigate any difficulties.

NSPCC have produced leaflets specifically for d/Deaf adults on recognising and reporting concerns if a child is being bullied or abused:

- [Telling about abuse](#)
- [Telling about bullying](#)

It is important for practitioners to remember that d/Deaf children and children who have disabilities and their families also experience the same difficulties as other families. This may include substance misuse, poverty and domestic abuse.

## **Information sharing and interagency cooperation**

Professionals should have a shared understanding of:

- the nature of a child's disability
- the services their family are receiving
- the risk of harm.

This information should be used by all agencies to distinguish between disability and child protection issues. For d/Deaf children and children who have disabilities, improved information sharing and interagency cooperation could mean:

- designating every family a lead professional to coordinate work across services and provide a single point of contact
- practitioners seeking support from other professionals with specialist skills who are more familiar with the nature of a child's disability
- establishing contact needs with partners in health and social care in the area where the child who has a disability lives

- embedding specialist services for children who have disabilities within wider support services for children and families.

## **Communication**

Each d/Deaf child or child who has a disability and their family will have their own complexities and needs.

As part of assessing a family's needs it's essential to establish the child's preferred method of communication. They may use:

- British Sign Language (BSL)
- Makaton
- Widgit
- Picture Exchange Communication System (PECS)
- some signs with speech
- speech, lip reading and gestures
- flash cards, pictures and drawings.

Establish how the child communicates with their family and others. Find out from the child or young person if they have a trusted adult that they communicate directly with. You might find it useful to create a 'communication passport' that sets out the best ways to communicate with the child. This can help everyone working with the child understand the best approaches to use.

There is no 'ideal' way to facilitate communication between safeguarding professionals and d/Deaf children and children who have disabilities.

- Reflect on your own language limitations and don't assume you can communicate 'well enough'. Even when a child can use spoken language this may not be the method of communication they're most comfortable with.
- Consider who is best placed to check whether a child protection assessment or discussion requires the presence of a third party, such as a professional to help a child communicate. This depends on the age of the child, their disability and the complexity of the safeguarding concern. Where possible, ask the child what they would prefer.
- Always prioritise the child's strengths, requirements and needs, regardless of whether you're working with a BSL Interpreter or spoken language translator or not.

By putting children and young people at the centre and involving them in decisions about the best communication methods, we can provide more effective support.





d/Deaf children and children who have disabilities are particularly vulnerable to abuse and neglect compared with their peers.<sup>1,2</sup>

Case reviews show that professionals don't always recognise or understand the signs that d/Deaf children and children who have disabilities are experiencing abuse. This can result in safeguarding concerns being missed.

This briefing looks at a sample of case reviews published between 2016 and 2023 involving d/Deaf children and children who have disabilities. The learning from the case reviews emphasises the importance of building relationships with caregivers to understand when they might need further support. It also highlights the importance of drawing on the expertise of professionals who have in-depth knowledge and understanding of the child's additional needs.

[d/Deaf children and children who have disabilities: learning from case reviews | NSPCC Learning](#)

## Puberty and learning disabilities

**NSPCC**



# Navigating Puberty

NSPCC Learning has designed a booklet on navigating puberty to share with parents and carers of children and young people who have learning disabilities. The guide sets out: what puberty is; changes that happen to everyone during puberty; and top tips to support children through the physical and emotional challenges that puberty brings.

Download the booklet: [Navigating puberty](#)

## Intrafamilial child sexual abuse

### Intrafamilial child sexual abuse

The Child Safeguarding Practice Review Panel has published a national review into child sexual abuse within the family environment – “I wanted them all to notice”. The report draws on rapid reviews and serious case reviews featuring intrafamilial child sexual abuse; interviews with children who had been sexually abused; interviews with people who had sexually abused a child; and group discussion with practitioners, senior leaders and people with lived experience of child sexual abuse. The report highlights the importance of hearing children’s voices, understanding the needs of parents, recognising the signs of child sexual abuse and responding effectively. It sets out ten national recommendations and six recommendations for local safeguarding partners in England.

#### Review

[National review into child sexual abuse within the family environment](#)



**“I wanted  
them all  
to notice”**

---

Protecting children and responding  
to child sexual abuse within the  
family environment



#### CASPAR briefing

[Summary of the National review into child sexual abuse within the family environment – “I wanted them all to notice”](#)

This report was commissioned by the Child Safeguarding Practice Review Panel (the Panel) to explore the challenges in identifying, assessing and responding to child sexual abuse within the family environment.<sup>1</sup>

It draws on rapid reviews and serious case reviews received by the Panel between 2018 and 2023, one-to-one interviews with children who had been sexually abused by a family member, one-to-one interviews with people who had sexually abused a child, and group discussions with practitioners, senior leaders and people with lived experience of child sexual abuse.

Our briefing summarises the findings and recommendations from the report, including:

- the importance of speaking to and listening to children
- the need to understand parents’ vulnerabilities and challenges
- the need for robust risk assessments
- how to effectively respond to concerns of intrafamilial sexual abuse.

## Voice of the child

NSPCC Learning has published a suite of resources exploring the importance of hearing and facilitating the voice of the child. The resources include: an evidence snapshot summarising findings from research published between 2016 and 2023 about the voice of the child in social work practice; a series of practice points designed to help social workers identify and facilitate the child's voice; and four expert insight films featuring contributions from professionals and young people.

Listening to and capturing the voice of the child is central to effective safeguarding practice. It's how we understand children's lived experiences, hear their views about their lives and circumstances, and take effective action to support or safeguard them.

Under the United Nations Convention on the Rights of the Child (UNCRC) a child is defined as anyone under the age of 18, so when we use the term 'child,' this includes babies, children, and young people up to 18 years.<sup>1</sup> Article 12 of the UNCRC establishes a child's right to be listened to and taken seriously when decisions are made affecting them. This is reinforced by national legislation and guidance such as the Children Act 1989, which encourages professionals to consider a child's legal status, rights and entitlements.

The term "voice of the child" refers to the real involvement of children in expressing their views, opinions, and experiences. It includes both verbal and nonverbal communication and goes beyond simply seeking their views to actively including them in decision-making processes.

NSPCC have pulled together common themes from case reviews and research into nine practice points designed to help social workers and professionals hear and facilitate the voice of the child in their practice.

These are the key principles

1. Pay attention to all the different ways a child may be trying to communicate
2. Ask other professionals for their knowledge of the child
3. Identify and speak to those closest to the child
4. Challenge barriers to seeing the child alone and hearing their voice
5. Empower children to make sure their voice is heard
6. Understand the child's identity and background and check your own biases and preconceptions
7. Provide children with the tools they need to communicate effectively
8. Build trusted relationships with children
9. Include the child's voice and your observations in all assessments, arrangements and decisions

- Read the evidence snapshot: [Hearing the voice of the child: evidence snapshot](#)
- Read the practice points: [How can we hear and facilitate the voice of the child?](#)
- Watch the films: [The voice of the child: expert insights](#)
- Learn from case reviews [The voice of the child: learning from case reviews](#)

## Child exploitation and abuse

# HYDRANT PROGRAMME

## Appropriate Language Guide

**Every word shapes a life.**

**When talking about children and exploitation, language matters - it can be the difference between a child being properly safeguarded or put at further risk of exploitation.**

The Child Sexual Exploitation (CSE) Taskforce has created guidance on appropriate language for multi-agency professionals to use when talking about child exploitation and abuse. The guide sets out: the impact of victim blaming language; key considerations when speaking with people who have experienced exploitation and abuse; and terms that should be avoided. The guide is also available in Welsh.

Read the guide: [Appropriate language guide](#)





## Child Safeguarding Practice Reviews

### November Case Reviews

#### **Child safeguarding practice review: BSCP 2021-22/01.**

[Birmingham Safeguarding Children Partnership](#)  
[Nicki Walker-Hall](#)

Disclosure of physical abuse at home by a 14-year-old girl in June 2021. There had been concerns of physical abuse dating back to 2014 and the family has a history of involvement with agencies following previous disclosures from the child and her siblings about being beaten by their parents. Learning themes include: barriers and enablers to enhancing cultural competency and confidence; effective engagement and support for children in elective home education; responding to allegations of physical abuse; how understanding historic and contextual information enhances decision making and assessment of risk; and maximising protective factors by engaging communities in safeguarding children.

Recommendations include: ensure that all frontline safeguarding professionals have the necessary skills, experience and confidence to work with and support children and families of all cultures, faiths, backgrounds and communities; provide training, resources, support and supervision to enhance professionals' cultural knowledge and confidence; make it mandatory for tuition centres to register with Ofsted and strengthen the formal engagement and information sharing between local authorities and tuition centres; ensure that the child protection medical assessment pathway is always adhered to and monitor its effectiveness; ensure that all relevant agencies are consulted on whether sustainable change has been demonstrated before closing a child protection case; and promote a cohesive community and agency response to physical abuse by increasing engagement with minoritised communities through relationships with religious leaders, faith organisations and community groups.

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

#### **Final report of the safeguarding children practice review regarding Leo.**

[Cumbria Safeguarding Children Partnership](#)  
[Siobhan Burns](#)

Death of a 4-month-old boy in October 2021. Leo was found by paramedics in cardiac arrest. He was taken to hospital and died a few days later. Medical examinations showed serious injuries including rib fractures that occurred roughly two weeks earlier. Leo's father was subsequently convicted of murder. Learning themes include: involving and assessing fathers and identifying strengths or risks they bring to parenting; the importance of the effective provision of early help services; recognising parental misuse of prescription and non-prescription drugs; feeding difficulties as a trigger to harm; the importance of following 'was not brought' procedures; and the need to identify and meet the needs of care experienced parents.

Recommendations to the partnership include: ensure that where information is requested by health and midwifery services, this is completed in line with protocols, and information held on expectant mothers and fathers is disclosed; relevant integrated care boards (ICB) to provide assurance that children who are not brought to appointments are responded to in a timely manner; health visitors and GP training pathways to raise awareness of the impact of feeding difficulties on child safety, and provide assurances that

feeding difficulties and unsettled infants are recognised as potential triggers to harm; ensure all agencies are clear on their responsibilities in relation to assessment of early help needs and provision of services; create a pathways plan for care experienced parents with the local care experienced parent group; and ensure that training for professionals enables them to understand the prevalence of the misuse of prescription drugs.

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

### **Extended child practice review re: Child F.**

[Cwm Taf Morgannwg Safeguarding Board](#)

Suicide of a 13-year-old girl in September 2021. Child F was a child looked after (CLA) who had been in foster placement out of area since March 2021. Learning themes include: domestic abuse; substance misuse; mental health support and assessment; communication and information sharing; and how agencies maintain family relationships and support.

Recommendations include: information from specialists (such as forensic psychology) should be shared with foster carers, health and education colleagues to ensure a holistic approach for the child; pathways for CAMHS referrals should be clear and communicated to all relevant professionals with risk assessments and safety plans in place before discharge, particularly with a CLA or if previous history; interventions around care-experienced children's needs should be prioritised for further consideration and escalation; where staff changes occur there should be a detailed handover including chronologies and there should be a robust supervision process to support complex cases; all foster carers should 'check in' with children prior to sleep each night to provide an opportunity for emotional support. Recommendations specific to CLA placed out of area include: the health care needs notification form should be completed and include a risk assessment undertaken by the CLA nurse; appropriate education provision should be identified and school placement arranged as soon as possible; police should be notified of any identified risks or concerns; there should be robust arrangements for maintaining contact with family and friends and advocacy for the CLA must be offered by the allocated social worker; and the child death review group should explore work around child suicide in this group.

Read practice review online:

[www.cwmtafmorgannwgsafeguardingboard.co.uk/En/Professionals/PracticeReview/CPRCTMSB082021.pdf](http://www.cwmtafmorgannwgsafeguardingboard.co.uk/En/Professionals/PracticeReview/CPRCTMSB082021.pdf)

### **Learning review executive summary report: child 3 - 2024.**

[Renfrewshire Child Protection Committee](#)

[Caren McLean](#)

Death of a 4-year-old boy and his father in May 2023. Due to the father's history of mental ill health, Child 3 and his father were both in receipt of a multi-agency package of support from child protection and adult support services. Learning themes include: parenting assessments; the voice and rights of the child; parental mental ill health; the role of the extended family; liaison between child and adult services; and the identification of risk patterns.

Recommendations include: consider how histories of domestic abuse and parental mental ill health may impact parenting over time; include adult mental health services in parenting assessments; outline contingency plans for potential risks identified in parenting assessments; ensure the voice of the child is highly visible in records after agency contact; ensure chronological data is kept up-to-date and is thoroughly analysed to identify and act upon emerging patterns of risk; develop workforce understanding

about mental health diagnoses and how symptoms may present in a parent at risk of repeated illness or a relapse in wellbeing; promote knowledge of the formal process of information sharing, assessment, analysis and decision-making when a child may be at increased risk of harm; take a whole family wellbeing approach to child protection, considering family in its widest context and, where possible, including extended family in supporting the parent and child; and ensure ongoing collaboration and information sharing between child protection and adult mental health services.

Read learning review online: [www.renfrewshire.gov.uk/media/16759/Learning-Review-Executive-Summary-Report/pdf/Learning\\_Review\\_Executive\\_Summary\\_Report\\_2024.pdf?m=1724938567840](http://www.renfrewshire.gov.uk/media/16759/Learning-Review-Executive-Summary-Report/pdf/Learning_Review_Executive_Summary_Report_2024.pdf?m=1724938567840)

### **LCSPR strategic response to tackling neglect.**

[SCSP Business Unit](#)

[Director of Practice, Quality and Partnerships - Sandwell Children's Trust](#)

Details the partnership's strategic commitment to tackling neglect as a response to the death of a newborn baby in summer 2023. The cause of death was unascertained. Describes the implementation of a 2023-25 neglect strategy and action plan and the responsibilities of the tackling neglect subgroup, including: appointing a named strategic lead from all partner agencies; implementing a neglect strategy which includes supplementary toolkit and action plan, and outlines expectations; updating and continuing to maintain the neglect toolkit with up-to-date research, interventions, tools, and good practice case studies; ensuring strategic leads brief all staff within their agencies about updated processes and expectations; delivering multi-agency training to support professionals in identifying neglect and understanding threshold criteria and intervention options; ensuring clear communication pathways between agencies; implementing robust and varied monitoring and scrutiny of the quality of practice and performance regarding child neglect; and ensuring assessments and work with families is timely, effective, family-focused, strengths-based, relational, and trauma-informed.

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

### **Local Child Safeguarding Practice Review: 'Isaac'.**

[Southend Safeguarding Partnership](#)

[Sarah Williams](#)

Isaac was arrested on suspicion of murder of an elderly man in February 2023. Isaac was 17-years-old at the time with complex physical, medical and mental health needs.

Recommendations include: improve understanding and early identification of autism in schools and to promote an inclusive culture; promote understanding of the integrated care system's responsibility to develop a package of care that meets the needs of young people whose primary need relates to challenging behaviour or emotional and psychological needs; learning from this review should be used to inform the development of the all age autism outreach service, to support people with autism at risk of hospitalisation; in circumstances where young people with complex needs may pose a risk to practitioners, clear risk management plans need to be devised and shared, giving specific advice in relation to the young persons' needs and triggers; assurance about the robustness of the competency and accountability framework for mental capacity in use across children's services; partner agencies should collaborate to formulate a shared analysis of how the individual's cognition function is impacted in different circumstances; improve access to secure beds and therapeutic accommodation that meet the needs of autistic young people; ensure that when a child in their care, who is placed at a distance and attending court, clear arrangements are in place for an appropriate adult to be in attendance to support them; and ensure that communication and

consultation with parents of children in care is timely and proactive in respect of their care plan or developments with respect to their welfare.

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

### **Local child safeguarding practice review: siblings known as children C and D.**

[Stoke-on-Trent Safeguarding Children Partnership](#)

[Suzy Kitching](#)

Murder of an 11-year-old boy and his 7-year-old sister by their mother in June 2023. Learning themes include: the importance of the role of fathers/male caregivers for children and how they can be engaged; consideration of possible cultural bias as a barrier to accessing services; understanding risk and behaviours in domestic abuse including female perpetrators; understanding of the impact of parental mental health issues on children and family functioning; and the significance of children not being brought for health and education appointments.

Recommendations to the Partnership include: ensure that professional development allows staff to strengthen their skills in 'professional curiosity', including an exploration of any possible cultural, gender and/or neurodiversity barriers to accessing services; ensure there are regular opportunities to reflect on the role of fathers; provide training to strengthen knowledge in understanding risk characteristics and behaviours in domestic abuse, including coercive control, gender bias and consideration of male victims; ensure practitioners are alert to the need for early help for children and families who have additional needs and there are clear systems that identify emerging problems and unmet needs; ensure that when families access support services there are systems in place that identify and meet individual communication needs; establish clear guidance, and principles about working with the whole family and identifying support for adults with child-caring responsibilities; GPs should review in-person adult mental health medication at least annually; and the police should ensure that in situations of domestic abuse all children in the household are considered as victims and a clear risk management process means protective processes are in place while multi-agency risk assessment is undertaken.

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

### **Local Child Safeguarding Practice Review – Child 20.**

[Trafford Strategic Safeguarding Partnership](#)

[Karen Perry](#)

Serious accident involving an unsupervised 4-year-old outside of the home who sustained a head injury in June 2022. Thematic analysis includes: think family; response to mother's health, care and support needs, and to half sibling; the effectiveness of referral, care planning and escalation processes from early help to child in need or child protection; the response to neglect, including for adolescents; and the impact of Covid and any other organisational issue.

Recommendations: consider how best to ensure that practitioners have access to information about parental health conditions during assessments and care planning especially for those conditions which are unusual or which may impact on their parenting; arrange multi-agency audits regarding safety plans, that they are developed and shared with other agencies, put into writing, effectively monitored and any lack of compliance is promptly addressed; arrange multi-agency audits regarding the response to contact with First Response about children who are open to the integrated family support service or a social worker; all agencies working with children to review recording and communication systems to ensure that requests for escalation by other agencies, or internally within the council by IFS, are included in the child's record in a way that facilitates management oversight of cumulative and/or chronic concerns; raise awareness that senior managers from other agencies other than social care can request that an initial child protection

conference be convened; ensure social workers seek consent to share child and family assessments with other practitioners involved with the family; child and family assessments are repeated when the circumstances of individual children or their family changes significantly; and review the implementation of the introduction of impact chronologies.

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



## Royal Greenwich Children's Services Useful Safeguarding Contacts

Children's Services Front Door (Safeguarding, Social Care & FaASS previously Early Help)	
'Multi Agency Safeguarding Hub' (MASH) <a href="mailto:MASH-referrals@royalgreenwich.gov.uk">MASH-referrals@royalgreenwich.gov.uk</a>	020 8921 3172
Safeguarding Consultation Line	020 8921 2267
Social Care and Safeguarding Emergency Duty Team <a href="mailto:Childrens-Out-Of-Hours@royalgreenwich.gov.uk">Childrens-Out-Of-Hours@royalgreenwich.gov.uk</a>	020 8854 8888
Local Authority Designated Officer - Winsome Collins Service Leader	
<a href="mailto:childrens-LADO@royalgreenwich.gov.uk">childrens-LADO@royalgreenwich.gov.uk</a>	020 8921 3930
Sadie Bates – DO PVI's/ CMs Laura Lhumbis –DO Schools	020 8921 3930
Greenwich Safeguarding Children Partnership	
Greenwich Safeguarding Children Partnership website <a href="http://www.greenwichsafeguardingchildren.org.uk">http://www.greenwichsafeguardingchildren.org.uk</a>	020 8921 4477
Prevent	
Adam Browne – Prevent Co-ordinator	020 8921 8321/ 8340
Confidential Anti-Terrorist Hotline	0800 789 321
Police 999	
CAIT - Child Abuse Investigation Team	0207 230 3705
Ofsted	
Ofsted enquiries, complaints, investigation, and enforcement	0300 123 1231
Royal Greenwich Early Years	
Early Years & Childcare	020 8921 3877
Families Information Service	020 8921 6921
Support, Advice & Signposting	
NSPCC	0808 800 5000/ 0800 136 663
Childline	0800 1111
Samaritans	08457 909090
Family Lives - Parentline	0808 800 2222
Young Minds – Parent Helpline	0808 802 5544
CAMHS	0203 260 5211
Greenwich 0 to 4 Health Visiting Service <a href="mailto:bromh.greenwich0to4@nhs.net">bromh.greenwich0to4@nhs.net</a>	0300 330 5777
Greenwich Local Labour & Business (GLLaB) <a href="mailto:apprenticeships@royalgreenwich.gov.uk">apprenticeships@royalgreenwich.gov.uk</a> <a href="mailto:gllab-jobs@royalgreenwich.gov.uk">gllab-jobs@royalgreenwich.gov.uk</a>	0208 921 2440
Children with Disabilities	
Disabled Children's Social Work & Occupational Therapy	020 8921 2599
Disabled Children's Keyworker Team	020 8921 4939
SEND Assessment & Review Service	020 8921 8029
SEND Outreach Support Services	020 8921 3311