

Early Years Workforce Newsletter

Summer June 2020

Welcome to the Early Education Development Team newsletter. This issue contains:

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Transition support

Unfortunately transitions for children starting school this autumn cannot take place in the way that they would usually at this time of year. Schools and settings will be giving extra thought to how they can support children in settling back into provision, but especially how they will support children moving into school for the first time. We have put together a range of resources that can help early years practitioners and teachers with thinking about transitions, supporting children and families, sharing information, planning and preparing. These resources can be accessed <https://families.leicester.gov.uk/supporting-transition>

We will soon be sending out a short questionnaire to seek your feedback and identify where further support might be targeted, as well as to share good practice across the sector.

If you are setting up a virtual meeting in your area, let us know and we can ensure people in your area know about the opportunity and we can ensure representation from a teacher in the early years support team. Alternatively, you may want to arrange individual virtual meetings to share relevant children's information between school and setting.

Ofsted Update for childminders:

Ofsted have recently published guidance for childminders outlining notification requirements when anyone aged 16 or over stops living or working in the home where children are looked after.

This information can be accessed from the following link:

[Childminders: tell Ofsted about adults leaving the home](#)

Supporting from a distance – Children at home

“Settings should consider how to continue to support the learning of children who do not attend settings, including how these children can maintain contact with their key person and peers through the early years setting, and how parents and carers can be supported to provide a positive learning environment at home.”

(Planning Guide for Early years and Childcare settings)

Section 10 of the document above includes several useful links for supporting those children that have not yet returned to your setting, which can be used to inform your practice moving forward. Consider what obstacles you may face in engaging families in home learning opportunities and how key persons can work to overcome these challenges. Maybe include things like regular phone calls, asking parents to share their child’s achievements, providing useful links for parents to gain ideas, or perhaps a list of fun activities parents and children could engage in to support their learning and development.

Lyn Challender, Early Years Professional Development Advisor for the Education Development Trust published an [article](#) on how early years practitioners can support parents to navigate home learning. There are many organisations providing supporting guidance like this online including; [UNICEF, Early Education, Hungry Little Minds, Education Development Trust & ELKLAN](#) etc.

It would be easy to become overwhelmed with the task at hand, and for contact with children not attending to slowly lessen. The following blogs include helpful content to support practitioners in their reflective thinking;

Early Education blogs:

<https://www.early-education.org.uk/blogs>

- [Early years teachers and practitioners working in a time of lockdown: accounts from the frontline,](#)
- [How to cope with change that you didn't ask for](#)
- [A once in a lifetime opportunity: why now is the time for outdoor learning](#)
- [How can our interactions with the children help or hinder their creativity and critical thinking?](#)

It is important to monitor the contact you have with children – especially those you have identified as vulnerable – to enable to you to establish where contact has been limited/unachievable. Where concerns are identified, you must follow the appropriate procedures to escalate.

Be sure to use existing supporting LA tools and resources including the **QIP framework** and the transitions tool kit - <https://families.leicester.gov.uk/supporting-transition>, to further support you in your endeavors to support children and families from a distance.

Re-opening of Settings (Nurseries)

You may be thinking of re-opening your setting (or even opened already). There is general advice available on what to consider so that everyone in the setting is safe when you re-open.

Please use this link to see current government advice for all businesses:

<https://www.hse.gov.uk/coronavirus/index.htm>

Also, with many buildings not being for a long time, during the lockdown, there is an increased risk of the water systems being contaminated with legionella. Legionella is a bacteria found in stagnant water and contracted by inhaling droplets suspended in the air. Settings must evaluate risks and implement precautions to reduce the risk of legionella.

Precautions could include:

- Run taps, including rooms which are not in use
- Descale taps and shower heads
- Monitor water temperatures
- Risk assess water system

More detailed legionella advice can be found at:

<https://www.hse.gov.uk/news/legionella-risks-during-coronavirus-outbreak.htm>

First aid certificates

Latest government guidance had stipulated the following;

“If your paediatric first aid certificate is due to expire, [the Health and Safety Executive has announced](#) a **final deadline of 30 September 2020** for re-qualification of first aid requirements, which applies to certificates expiring on or after 16 March 2020.

The DfE has updated its [guidance around early years foundation stage \(EYFS\) disapplication's](#) to state that providers, if asked to do so, should be able to explain why the first-aider has not been able to requalify and demonstrate what steps have taken to access the training. Employers or certificate holders must do their best to arrange requalification training at the earliest opportunity.”

Face to face training is not yet possible, however, to allow the Local Authority to plan accordingly and meet demand, we are requesting that those who find themselves in the situation above, complete the following e Form; [Paediatric First Aid survey](#)

This information will enable us to effectively coordinate with local training partners, to assess and schedule the volume of spaces required (where possible.)

Education Inspection Framework

As most people are aware the Education Inspection Framework came into force in September 2019. The aim of the E.I.F is to shift the focus off a reliance of assessment data, reducing paperwork and place more emphasis on how and what children learn.

Since Autumn 2019, in the city approximately 19 group settings and 10 childminders have been inspected under the new framework. In normal times, we would have expected many more providers to have been inspected during the current inspection cycle, but due to the implications of Covid 19 Ofsted have suspended all routine inspections.

It is important during these difficult times, to try and keep on track with the quality of your provision and make opportunities to be reflective of your practice. With this in mind, please see below the link for the Quality Improvement Programme where you can research and answer questions on all aspects of your practice.

<https://families.leicester.gov.uk/childcare-professionals/early-education-development/sector-support/quality-improvement-framework/>

Also, as a refresher and to test your knowledge on the Education Inspection Framework access the N.D.N.A's quiz below;

N.D.N.A. Education Inspection Framework quiz

1. Which of the following is a new judgement area in the Early Years Inspection Handbook?

- a) Overall Effectiveness
- b) Outcomes for Children
- c) Quality of Education
- d) Quality of Teaching, Learning and Assessment

2. Which of the following is no longer a judgement area?

- a) Behaviours and Attitudes
- b) Personal Development
- c) Leadership and Management
- d) Personal Development, Behaviour and Welfare

3. Inspectors should take account of all the judgements made across the evaluation schedule. What new criteria do they now need to consider?

- a) The extent to which leaders and providers plan, design and implement the EYFS curriculum
- b) The extent to which the learning and care that the setting provides meets the needs of the range of children who attend
- c) The progress all children make in their learning and development relative to their starting points

4. Which new terms are included in the grade descriptor for Quality of Education?

- a) Implication, innovation and independence
- b) Intent, Implementation and impact
- c) Inventiveness, instruction and importance

5. What does 'Intent' mean in the context of Quality of Education?

- a) How you know that children are learning
- b) What you do to help children learn
- c) What you want children to learn

6. Which of the following corresponds to 'implementation'?

- a) Curriculum design; coverage; and appropriateness
- b) Curriculum delivery; teaching; and assessment
- c) Attainment and progress; knowledge and skills; and readiness for next stage of education

7. What is Cultural Capital?

- a) A large city with a thriving arts and music scene.
- b) The essential knowledge that children need to prepare them for their future success.
- c) The accumulation of knowledge, behaviours and skills that one can tap into to demonstrate one's cultural competence, and thus one's social status or standing in society.

8. Which of the following statements correspond to the Behaviours and Attitudes judgement area?

- a) The provision helps children to manage their own feelings and behaviour and how to relate to others.
- b) The provider has high expectations for children's behaviour and conduct.
- c) Children demonstrate their positive attitudes to learning through high levels of curiosity, concentration and enjoyment.
- d) All of the above.

9. Which of the following statements correspond to the Personal Development area?

- a) Practitioners teach children the language of feelings, helping them to appropriately develop their emotional literacy.
- b) Practitioners routinely challenge stereotypical behaviours and respect differences.
- c) Practitioners teach children to take appropriate risks and challenges as they play and learn both inside and outdoors, particularly supporting them to develop physical and emotional health.
- d) All of the above.

10. Which of the following statements is not in the new Early Years Inspection Handbook?

- a) Practitioners ensure that their own speaking, listening and reading of English enables children to hear and develop their own language and vocabulary well.
- b) Practitioners teach the basics well and support children to learn the communication and language skills they need for the next steps in their learning.
- c) Leaders have a clear and ambitious vision for providing high-quality, inclusive care and education to all.

Answers on page 11.



Healthy Teeth, Happy Smiles – Update on Supervised Toothbrushing Programmes

Supervised Toothbrushing Sessions -We are aware that some early years settings and schools have reopened from the 1st June. We would like to make clear that following guidance from Public Health England you should not resume supervised toothbrushing in your setting for the summer term. This will be reviewed in the future, with a view to re-start toothbrushing programmes in September.

Resources - Toothbrushes that are unopened can be stored safely in a box or cupboard, and toothpaste can be kept for up to a year once opened. Unopened toothpaste will not go out of date so please do not dispose of these.

Oral Health Education - It is still possible to discuss oral health with your children and service users, and we have free resources to help you with this. We have oral health education resource packs available to download for free from our website (www.leicester.gov.uk/healthyteethhappysmiles). These packs include lesson plans, activities, games and stories to help children learn key oral health messages. We also have an activity pack available for National Smile Month that contains information and activities about oral health. If you have not received a copy of this pack please email healthyteethhappysmiles@leicester.gov.uk.

Signs of early decay in children at your setting - If you notice that a child may have developed signs of dental decay while they have been away from your setting it is important that you flag this with parents as soon as possible so they can visit a dentist.

From June 8th dental practices will be opening for face-to-face appointments for those in need. Parents can contact their practice to get their child booked in if they are showing signs of dental decay. If the child does not have a dentist, the parent can identify one close to where they live by visiting: <https://www.nhs.uk/service-search/find-a-dentist>

If the child is in pain the parent should call NHS 111 to access emergency dental services.

Signs you might notice indicating dental pain/decay:

- White or brown marks on the teeth – especially near the gums or between teeth at the front or on the top surfaces of teeth at the back
- The child is avoiding eating on one side of their mouth
- The child avoids foods that are too hot, cold or sweet
- Gums look red and swollen
- Bad breath



Healthy mouth
and gums.



Early signs
of decay.



Brown spots that
don't rub off.



Advanced decay
and infection.

During lockdown many normal many routines have been disrupted, so it is important children get back on track to look after their mouths. They and their parents can do this by making sure they:

- Brush twice a day – once before bed and another time
- Use a fluoride toothpaste
- Keep sugary snacks and drinks to mealtimes and avoid grazing on high sugar snacks
- Spit toothpaste and don't rinse with water afterwards
- If using a mouthwash, do it at a different time to brushing

You can take the chore out of toothbrushing by using an app such as Brush DJ or Disney Magic Timer by Oral B and positive reinforcement.

You can also use one of our reward charts or as an activity get the children to design and make their own to encourage regular brushing – remember rewards don't have to be money or food based. The child could have extra time on a device that day or a slightly later bedtime as not to cost the parent anything.

Safeguarding:

If you have noticed that a child has poor oral hygiene and/or is in pain, you should inform the parent and give advice. If the parent is consistently ignoring guidance and that child remains un-seen by a dental professional this is a safeguarding risk which needs to be raised with your safeguarding lead.

If you have any questions regarding the information in this letter, or regarding supervised toothbrushing please contact the team either via email at healthyteethhappysmiles@leicester.gov.uk

A big thank you to providers for responding to requests for information by the LA

We continue to keep you regularly updated about national and local guidance by email, please ensure you're monitoring your email account. All updates can also be found here <https://families.leicester.gov.uk/childcare-professionals/coronavirus-updated-advice/>

LA reminders

EY Attendance Reporting form

Action: All open Early Years providers should complete **on a daily basis**. To ensure that we hold the correct information about all children attending your setting (includes vulnerable / key worker children) to provide the DfE with accurate attendance data, the attendance form should be completed on a daily basis by settings and childminders that are open, **even if there are no children in attendance on a given day we ask that you submit a nil return**. User notes are available to assist you with completing the form. If you need support with the form, contact 0116 454 1120.

- [Attendance report form](#)
- [User notes: EY attendance reporting form](#)

Closure Reporting form

Some **providers remain closed** after taking steps to consult parents about their childcare needs, auditing staff availability and reviewing processes and procedures in line with their risk assessment. Those of you that remain closed, have already submitted closure forms via the link below.

However, we wanted **to clarify the process for those that have been welcoming children back as part of the 'wider re-opening'**, who may be affected by a positive COVID-19 test of either a staff member/s or child/ren in their setting. Those setting will be following government guidance and possibly advised directly by Public Health to either close partially or fully, these providers will need to submit the closure form via link below.

We also require you to keep the LA informed about the circumstances for closure by contacting the EED team 0116 454 4190. We urge the provider to continue to keep the LA updated on any further cases, that affect either children or staff, as this information will be accessed by public health to determine areas in the city that are hotspots for occurrences.

[COVID-19 \(Coronavirus\) – School Reporting / School Closures \(online form\)](#)

Please complete the closures form: school / setting name

To clarify - when adding the name of setting select **"other"** and then add your setting name.

If you feel you need to close for any other reason, contact the Early Education Development (EED) team on 0116 454 4190 to discuss any impact that this may have on vulnerable / keyworker children. EED team will also be able to provide support to parents to find alternative childcare.

- Signpost parents and carers to the open settings list: families.leicester.gov.uk/coronavirus-find-childcare
- Parents and carers who require support with brokerage can email family@leicester.gov.uk

Government Guidance – Coronavirus (COVID-19)

Action for early years and childcare provision during the coronavirus outbreak (updated 23 June 2020) is guidance for providers registered with Ofsted and childminder agencies for children of all ages, including nurseries, preschool and wraparound childcare and clubs.

[**Actions for early years and childcare providers during the coronavirus \(COVID-19\) outbreak**](#)

DFE Coronavirus helpline

Telephone: **0800 046 8687**

Financial support for education, early years and children’s social care (updated 27 May 2020)

This guidance outlines the government’s support for all providers;
<https://www.gov.uk/government/publications/coronavirus-covid-19-financial-support-for-education-early-years-and-childrens-social-care/coronavirus-covid-19-financial-support-for-education-early-years-and-childrens-social-care>

Business support for providers

2, 3 and 4 year Funded Early Education Entitlement (FEEE funding)

Summer 2020 FEEE adjustment payments will be made 6 July 2020.

Business rates relief due to coronavirus

Childcare business will qualify for 100% business rates relief for 2020/21, to check if your nursery is eligible follow the link. <https://www.gov.uk/guidance/check-if-your-nursery-is-eligible-for-business-rates-relief-due-to-coronavirus-covid-19>

Changes to the Coronavirus Job Retention Scheme (‘Furlough’ scheme)

Refer to the Policy paper (updated 23 Jun 2020) via the following link:
<https://www.gov.uk/government/publications/changes-to-the-coronavirus-job-retention-scheme/changes-to-the-coronavirus-job-retention-scheme>

Refer to the CJRS Guidance (updated 12 Jun 2020) via the following link:
<https://www.gov.uk/guidance/claim-for-wage-costs-through-the-coronavirus-job-retention-scheme>

In brief the changes being implemented are as follows:

- From 01 Jul 2020 - employers can bring furloughed employees back to work for any amount of time and any shift pattern, while still being able to claim CJRS grant for the hours not worked. However, from this date only employees that you have

successfully claimed a previous grant for will be eligible for more grants under the scheme.

- From 1 August 2020 - employers will pay employer's NICs and pension contributions for the hours the employee is on furlough.
- Thereafter the level of grant will be **reduced** in September 2020 and again in October 2020.
- The CJRS will **close** on 31 October 2020.

Please note that the [sector-specific guidance](#) for CJRS applies to childcare providers who continue to receive FEEE funding. Therefore, providers should not claim for staff wages which are covered by FEEE funding. You must read the guidance in full, including the effect of the changes being implemented, and obtain professional advice from your accountants/business advisors if necessary.

Business Support that providers can benefit from **subject to** meeting certain conditions/eligibility criteria:

Discretionary small business grants

Leicester City Council have received £3.5m from the government for an additional discretionary grant fund to widen support for small and micro businesses and charities. These grants are non-repayable. The first application round closes on 29 June 2020, 6pm. We expect to announce a second round of applications in due course, covering a new group of priority businesses and charities. Those eligible to apply in the first round will not be able to apply in the second round. For more details of the criteria please click on link below.

<https://www.leicester.gov.uk/your-council/coronavirus/coronavirus-business-support-grant-funding/>

Answers to N.D.N.A. Education Inspection Framework quiz

- 1) c
- 2) d
- 3) a
- 4) b
- 5) c
- 6) b
- 7) b
- 8) d
- 9) d
- 10) b