

EARLY YEARS BULLETIN

SUMMER 2018

'WE WANT EVERY OXFORDSHIRE CHILD TO ATTEND A SCHOOL OR SETTING IN OXFORDSHIRE THAT IS AT LEAST GOOD (OXFORDSHIRE EDUCATION STRATEGY 2015-18)'



We also want to:

[Increase school attendance leading to improved attainment](#)

[Help early – most effective, least obtrusive, solutions to problems](#)

[Safely reduce the number of Looked After Children- to work effectively with families](#)

[Improve the confidence and capability of the workforce](#)

[\(taken from OCC CEF Directorate Vision\)](#)

Early Years Briefings, EYFS Profile and Reception Baseline

It was great to see so many of you at the Spring Briefings where, as well as catching up on local and national news and a chance to network with other EY Practitioners, the focus was on The Healthy Child and Physical Development. We are busy planning the Summer Briefings and do hope that you can join us. You can book a place through [Step into training](#).

Important documentation on the EYFSP and EYFS Profile Moderation Plan can be found [here](#).

The DfE has [published the outcome of the consultation on Primary Assessment](#) and announced that NFER has won the contract to run the Reception Baseline, which will include trialing and piloting the assessment and its delivery in the academic years 2020/21 and 2021/22.

Safeguarding Updates

Analysis of recent Ofsted Inspection Reports has highlighted the following safeguarding issues.

In order to be compliant ensure in your setting that all staff:

- ✓ are receiving effective supervision meetings with support and coaching to meet their roles and responsibilities in relation to safeguarding children.
- ✓ are confident in knowing the action that must be taken in the event of an allegation being made against a member of staff
- ✓ keep written record of all accidents and injuries to children
- ✓ understand the settings safeguarding policy and procedures, and have up-to date knowledge of safeguarding issues, including knowledge and understanding of how to identify, and respond to possible signs of abuse and neglect
- ✓ have an up to date knowledge and understanding of child protection policy, legislation, and government initiatives to keep children, and their families safe, including the 'Prevent' duty guidance
- ✓ ensure the required procedures are followed to enable Ofsted to check the suitability of all committee members (the process for this recently been updated).

Keep up to date by subscribing to [The OSCB newsletter](#) and The [NSPCC monthly newsletter](#) on safeguarding in education.

***NEW TRAINING* - Nurturing Wellbeing in the Early Years**

The wellbeing of children is of increasing concern as many families face difficult challenges in our ever-changing society

If you are concerned about the wellbeing of children that you work with and would like ideas about how best to support them then come along and join us on this course at The Slade Nursery School, Oxford on Tuesday 8 May 2018, 09:30-12:00.

We will consider the importance of supporting young children's wellbeing and how to identify levels of wellbeing, introducing useful published tools. We will discuss the role of the adult and consider how best to nurture children through supportive strategies, including how to plan an environment which maximises children's wellbeing. It will be interactive, and will provide participants with practical guidance. Booking via Oxfordshire CPD Online, course code EY496.

Child Protection Records Retention and Storage and GDPR

The NSPCC has published [guidelines on child protection records retention and storage](#). The guidelines cover the storage of child protection records; retention periods; recording concerns about adult behaviour; disclosure and barring checks; and the destruction of child protection records.

Data protection law is changing on 25 May 2018 and organisations need to be ready for the General Data Protection Regulation (GDPR). The ICO has produced [a package of tools](#) and resources to help you get ready.

An '[at-a-glance](#)' [guide and checklist](#) about GDPR and [the 'twelve steps to take now'](#) guidance be found here: <https://ico.org.uk>

Prevent

Home Office figures show that between April 2016 to March 2017, 6,093 individuals were referred to the government's Prevent programme and of those who received support from Channel, over a third were as a result of far-right concerns.

Security Minister, Ben Wallace, said: "The Prevent programme is fundamentally about protecting people who are vulnerable to all forms of radicalisation and has stopped hundreds of individuals being drawn towards terrorism and violence". You can read more [here](#).

- ✓ Ensure all staff in your setting have completed the [Home Office Online training](#) on Prevent.

Health and Wellbeing

Scarlet fever

It has been widely reported about an outbreak of Scarlet Fever in Oxfordshire.

Schools, nurseries and other child care settings should promptly notify their local Health Protection Team of suspected scarlet fever outbreaks. You can find out how to contact them at <https://www.gov.uk/health-protection-team>

For more information:

- [Guidelines on Scarlet Fever outbreaks](#) including guidelines for schools and nurseries on Infection control advice
- [Guidance on notifiable diseases](#)

- Information on Health visiting services and support available can be found on the Oxfordshire [0-5 Public Health Service pages](#). These include [Useful links](#) which parents can be signposted to.

Dental Health

With the government's [Soft Drinks Industry Levy](#) coming into effect, [Public Health England](#) has released some startling statistics that every 10 minutes a child in England has a rotten tooth removed.



In 2016/17 nearly 450 children aged between 0-9 years old in Oxfordshire were admitted to hospital to have teeth extracted. Tooth decay is a mostly preventable condition but can lead to issues such as low self-esteem and confidence, pain, speech problems and days missed from school or settings.



Charlotte Iddon, Oxfordshire's Oral Health Improvement Manager recently delivered training to NQTs/Teachers new

to the EYFS. It was a fun, interactive and informative. To find out more about the *Free* training and loaning resources (including the ones in the photo) contact [Community Dental Services](#)

National Smile Month 14th May to 14th June 2018 is a way to raise awareness and promote the 3 key messages for better oral health for all;

1. Brush teeth twice a day with fluoride toothpaste
2. Eat less sugary food and drink
3. Visit dentist every 6 months

More info and ideas can be found at www.nationalsmilemonth.org

Alternatively contact the Oxfordshire Oral Health Improvement team for advice, training, leaflets or to borrow resources. ohp.oxfordshire@cds-cic.nhs.uk

Free online training from the Anaphylaxis Campaign

AllergyWise for Schools is a FREE online anaphylaxis training course, designed to ensure that key staff in schools are fully aware of the signs and symptoms of anaphylaxis, how to provide emergency treatment and the implications for management of severely allergic children from Key Stages 1 to 5 in an education setting.

More information about the training course and [free posters](#) can be found at <https://allergywise.org.uk/>

Mentally healthy schools

[Mentally Healthy Schools](#) is a new website to help primary school staff support the mental health of your pupils. It brings together quality-assured information, advice and resources to help primary schools understand and promote children's mental health and wellbeing.

The [NSPCC](#) has information helping children living with parents with mental health problems.

Consultation: Children in Need and Educational Outcomes

Children in Need are defined as a group of children and young people who are supported by children's social care, who have safeguarding and welfare needs, including

- children on child in need plans
- children on child protection plans
- looked after children
- young carers
- disabled children

The government has launched a [consultation](#) to understand what it is that makes the difference to the educational outcomes of Children in Need, how some can achieve better educational outcomes than others, and what works in enabling Children in Need to achieve their potential. In order to understand the background to this consultation, the government have released [new data and analysis](#) on Children in Need using a range of DfE data sources and have linked up several datasets for the first time. These show that despite children in need being less likely to achieve than their peers overall, some children are able to succeed despite the challenges they face.

Young carers

There are around 10,000 young carers between the ages of 5-7 providing unpaid care, according to the most recent Census. Many go unnoticed and unrecognised and even when they are acknowledged, more needs to be done to support them and their families as a whole. You can hear [Lottie's story](#) who started caring for her disabled brother, when she was just three years old. Now, 22, she tells us what it was like to be a very young carer.

Oxfordshire's Young Carers team provides a county-wide service for young carers aged five to 25 years old. You can make an enquiry and/or get a referral form via email young.carers@oxfordshire.gov.uk or call the team on 07919 298263

Support for families of prisoners

[The Prison Advice and Care Trust \(Pact\)](#) is a national charity that provides support to prisoners, people with convictions, and their families. You can download for free a new book [Locked Out](#) to support children to cope with the imprisonment of a loved one. It contains useful guidance and activities for parents/carers, professionals working with children. <https://www.prisonadvice.org.uk>

Communication and Language

In response to concerns about the support for children with Speech, Language and communication Needs (SLCN) and major changes in the education and health systems, [I CAN](#), the children's communication charity, and the Royal College of Speech and Language Therapists have undertaken an independent review of provision for children with SLCN in England. The report, [Bercow: 10 years on](#) brings together the outputs of the review and includes strong recommendations to government and local leaders.

The Communication Trust has launched [Involving Children and Young People with SLCN – a Brief Guide](#). This free, accessible, resource for practitioners covers the strategies you can use to gain the views, wishes and feelings of children and young people, ideas and advice to enable them to participate as fully as possible in decision making, and information about how to help them achieve the best possible outcomes. As you work through this guide you'll find reference to a number of printable resources you can download and keep in your setting.

You can sign up to the Communication Trust Newsletters [here](#).

EAL Best Practice Case Studies

Read The Communication Trust's [case studies](#) on supporting children with English as an additional language (EAL) and SLCN. The studies come from a variety of settings and demonstrate tried-and-tested approaches to identifying, monitoring and supporting children.

The British Council has [information](#) on how young children learn language which have been translated into a number of different languages.

BBC Education Strategy and the National Literacy Trust

James Purnell, Director, BBC Radio and Education has announced his intention to focus the BBC's education mission around improving social mobility across the UK. Working with The National Literacy Trust, the BBC is aiming to raise the communication and literacy skills of a million under-fives to make sure they have the best start to their education. You can read more [here](#).

The National Literacy Trust also published the first [research report](#) to ever establish a link between literacy and life expectancy in England through health and socio economic factors.

Outdoor Classroom day – 17 May 2018

Outdoor Classroom Day is a global campaign to celebrate and inspire outdoor learning and play. We know this is a strength of many of our Early Years settings and Reception classes in Oxfordshire so please let us know what you do 'every day' in your outdoor classrooms. Recently we had great fun on the OCC NQT/Teachers New to EYFS course where we built shelters, large and small, in the woods at Hill End. A great chance to see the Characteristics of Effective Learning in practice too! <https://outdoorclassroomday.org.uk/>



SEND Updates

NEW Parent Resources

The National Portage Association (NPA) has produced some new 'mini guides' for parents including a 'Guide to Choosing an Early Years Setting,' 'Guide to the Local Offer,' 'Guide to EHC Plans' and a 'Guide to the SEND Code of Practice'. They can be found on the [Parent Support area of the NPA website](#) along with [Top Tips](#) materials to support parents by giving ideas and activity suggestions around teaching specific skills within different areas of development, using the Portage approach.

Having difficult conversations with parents

Dr Fiona Davidson shares her top tips on how to prepare for and conduct difficult conversations with parents effectively. Some conversations, by their very nature can be challenging, but by planning ahead and following a few best practice principles, they needn't be a cause for anxiety.

<https://www.youtube.com/watch?v=sECJb0Qj7mM>

Take a look at the updated OCC [Local Offer pages](#). You can also read about the recent SEND Local Area Inspection, the Written Statement of Action and the letter of response from Ofsted.

School Readiness

The principle of well-planned transitions and of working with parents to ensure that children's needs are met appropriately is embedded within the Early Years Foundation Stage (EYFS).

As another school year draws to a close the dedicated School Readiness section on our Early Years Toolkit has lots of useful information on supporting transitions.

Business Matters

30 hour eligibility

Now is the time to remind parents, of children that turn 3 this term, to check their eligibility for the extended entitlement. This will allow providers to plan places for September.

Is your pre-school a registered charity? Why would you want to become a registered charity?

- **Income generation** - some grant-makers only fund registered charities and likewise, individuals may be more willing to donate (either time or money) to registered charities
- **Tax breaks** - charities qualify for a number of tax exemptions and reliefs on income and gains, and can take advantage of Gift Aid (a means of reclaiming tax on donations)
- **Discounts** - many organisations offer free or discounted help to charities

You can find more information out from the [Charity Commission Website](#).

Pre-schools who are a registered charity Are you signed up to the [Charity Commission news](#)?

Childcare Business Grant Scheme

The DfE has confirmed that the Childcare Business Grant scheme for newly registered early years childminders, childcare providers on domestic premises and Childminder Agencies (CMAs) in England will continue subject to updated terms and conditions. You can read about the scheme and eligibility at <https://www.childcarebusinessgrants.com/>

NDNA has launched a free online toolkit developed by the sector for the sector to help early years businesses by providing a range of essential tools, advice and industry expertise.

<https://www.earlyyearsbusinesszone.org.uk/>

Survey of Childcare and Early Years Providers A major research study is being carried out on behalf of the Department for Education by the National Centre for Social Research (NatCen) and Frontier Economics. The evidence it gathers is crucial in providing an accurate picture of the childcare and early years sector and how this may have changed since the survey was previously carried out. All providers invited to participate will be contacted in writing. This initial communication will include an opportunity to opt out of further contact about the survey, FAQs and a contact at the Department (the letters will include the team email inbox as the contact point) so providers can check the legitimacy of the survey. Taking part involves a short telephone interview with a NatCen interviewer.

Why take part? With changes across the sector and larger government involvement including funding reforms and the introduction of 30 hours free childcare, it is vital to understand how these changes are affecting different types of early years providers.

More information, including details about how the data will be used, is available at www.natcen.ac.uk/childcaresurvey.

Workforce

The Education Policy Institute has published a comprehensive analysis of the early years workforce in England. The analysis studies the latest publicly available data to build a detailed picture of the present day workforce. It examines staff composition, qualifications, pay and other trends at a provider, national and regional level, and assesses the implications of these findings for the future of early years provision.

http://epi.team1support.co.uk/wp-content/uploads/2018/03/EPI_-_Early-Years-Workforce.pdf

Training

EY upskill is an online directory to help you find the right training course to develop your career in early years. <http://eyupskill.org.uk/>

Lists of qualifications that meet the DfE criteria for counting in the Early Years Foundation Stage Framework staff:child ratios. [Updated qualification Finder](#)

Ofsted



Ofsted Outstanding



The following settings have recently been inspected and have received an Outstanding Ofsted Outcome. We congratulate them for achieving an excellent Ofsted report and ensuring the best possible start in life for the children in their care.

**Hagbourne Pre-School
Cygnets of Henley**

**Little Troopers Day Nursery
The Ace Centre Nursery School**

Recently updated Ofsted documents

- ❖ [Early years inspections: myths](#) - myths 4, 8 and 9 around self-evaluation and risk assessment have been updated.
- ❖ Early Years Inspection Handbook

Best Wishes

The Early Years Team

How to find us



