

# EARLY YEARS BULLETIN

## SPRING 2019



Happy New Year!

We wish you all the best for 2019 and look forward to working with you again this year.

We hope you might find a few moments to read this bulletin to keep you up to date with what is happening locally and nationally.

This bulletin is for early years providers, schools, childminders and anyone else interested in the early years and is designed to be read online.

### Family Information Service (FIS)

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Please ensure that the contact details for your setting/school are correctly recorded on the Family Information Directory. The Family Information Service (FIS) maintains a database of all childcare in the county of Oxfordshire, which is free for parents to search and is a useful (and free) way to advertise your business or school. It is possible for you to edit your records yourself [here](#). You can add descriptions of who you are, what you offer, information about vacancies, 2YO or 3&4YO funding, opening dates and times, costs, SEN provision, and facilities you have access to. This allows parents to get a better idea of what you provide, if it best suits their needs, and gives you another platform on which to advertise. It is also possible to advertise job vacancies on the FIS database.

If you have questions or have difficulty accessing your record, contact FIS at [fis.enquiries@oxfordshire.gov.uk](mailto:fis.enquiries@oxfordshire.gov.uk) or 01865 323332.

### Community Around the Setting

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We know that when we can identify problems early rather than reacting later it is more effective in promoting the welfare of children. This is more easily done when we work together with a multi-agency approach. The brand new [Community Around the Setting](#) document has been published. This helpful guide provides important contact details about the different teams which can support you.



### Early Years Spring Briefing - BOOKING NOW

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This Spring we will be hosting 1 large Early Years Briefing session on 6 March at Kassam, 1.30-4pm. This will include an update directly from Ofsted on the new Inspection Framework which will come into effect in September 2019. You can book through [Step into Training](#).



## Training

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Since September 2018 **632** Early Years practitioners have attended training or briefings organised through OCC Step into Training. **Don't miss out on these CPD Training Courses...**

<a href="#">EY611</a> <a href="#">EY634</a>	<b>Early Help Assessment</b> - essential training for those with designated lead responsibility for safeguarding, including childminders
<a href="#">EY591</a>	<b>Achieving Excellence in the Early Years in Schools</b> - To support EYFS teachers to provide outstanding teaching and learning/achieve an outstanding judgement at their next inspection.
<a href="#">EY537</a>	<b>Sounds like more fun - phonics phase 2-6</b> - for teachers and teaching assistants working in schools from Reception upwards
<a href="#">EY626</a>	<b>Childminders - Are you ready for your next Ofsted Inspection?</b> - to support childminders to be confident that they are ready to achieve at least a 'good' judgement in their next inspection
<a href="#">EY628</a>	<b>Write - here we go! Writing in Reception</b> - recognise the range of skills and experiences that children need to become confident writers. It includes a bank of practical ideas to develop practice and provision.
<a href="#">EY603</a>	<b>Learning to Learn - developing a Growth Mindset in your classroom (Reception/KS1)</b> – consider the critical role of Growth Mindset in developing children's learning abilities
<a href="#">EY576</a>	<b>The Nuts and Bolts of claiming Special Educational Needs and Disability Funding - for early years children in Oxfordshire</b> – this session will provide knowledge and some practical experience of completing clear and comprehensive applications for Inclusion funding and Additional Funding
<a href="#">EY566</a>	<b>Understanding the concept of School Readiness</b> - for delegates to recognise the importance of their role in ensuring that children are school and life ready
<a href="#">EY527</a>	<b>Observation, Assessment and Planning for Childminders</b> - to explore OAP within the context of the characteristics of effective learning and the prime and specific areas of learning and development.
<a href="#">EY604 to EY609</a>	<b>Maths Moderation Workshops</b> - to explore the Early Years Foundation Stage Profile with a focus upon Mathematics
<a href="#">EY583/ EY584</a>	<b>An Introduction to Self-Regulation</b> - this course is for all Early Years practitioners wishing to gain a greater understanding of self-regulation.
<a href="#">EY621</a>	<b>Effective Observation, Assessment and Planning in the Early Years</b> - to support practitioners in developing their understanding of the observation, assessment and planning cycle and to implement this effectively in their day to day practice.
<a href="#">EY579</a>	<b>Identifying and Supporting young children with Speech and Language difficulties</b> - to provide information and skills to enable practitioners to effectively support children with speech, language and communication needs
<a href="#">EY535</a>	<b>BEYOND Gold: Achieving excellence in the Early Years</b> - to support, inspire and equip setting leaders to provide outstanding early years provision and attain an outstanding Ofsted judgement at their next inspection.
<a href="#">EY636</a>	<b>Nurturing Wellbeing in the Early Years</b> - to develop understanding and skills to successfully nurture children's wellbeing. If you are concerned about the wellbeing of children that you work with and would like ideas about how best to support them then join this course.
<a href="#">EY558</a>	<b>Equality and Diversity</b> - to promote equal opportunities and improve outcomes for children, families and staff who are disadvantaged by inequality
<a href="#">EY575</a>	<b>Making Sense of Autism</b> raise awareness of autism. Basic introduction

## OCC Early Years Toolkits

The Early Years Free [Toolkit](#) has been updated. It covers a range of subjects and links to Key National and Local Documents. In many cases the links will take you directly to Gov.uk or Ofsted documents so you can always ensure you have the most up to date version. There is also a new section on 'Narrowing the gap-diminishing difference'.

You can also access our Buy-in toolkit with a range of audits and resources to support you in continuing to develop your provision by purchasing one of our early years [packages](#).



The Early Years SEND team also have an [Early Years toolkit](#) with useful resources for all children as well as those who may need additional support.

Please take time to explore these pages.



## EYFSP Moderation Handbook and ARA – NOW PUBLISHED

The [EYFSP handbook](#) for 2019 along with the [Assessment and Reporting Arrangements](#) are now available. Please ensure you have downloaded and read these if you have Reception age children.

We will be running moderation workshops with a focus on Maths during the Spring term for Teachers in Reception Classes and practitioners in early years settings who may have a child completing their Reception year with you. Please book through Step into Training.



## Early Years School Readiness Conference

In November the Early Years School Readiness multi-agency conference brought together 195 early years practitioners and partners for an inspirational day to think about the different elements of school readiness.



Feedback from the day:

*'With such varied speakers and high-quality agenda, you have most certainly stimulated the thinking around the school readiness agenda as well as wider educational debates. Great to have our own Heads speaking alongside HMI, world renowned authors as well as Claire Lomax. Who could not be motivated by her 'whatever it takes' approach. Thank you again, I am looking forwards to next year's conference already!*

\*\*\*SAVE THE DATE for next year's conference on **7<sup>th</sup> November 2019** at the Kassam\*\*\*  
**We look forward to seeing you there!**

Take a look at the School Readiness section on our [Free Toolkit](#) and keep an eye out for the new School Readiness webpages coming soon.

## Partnership with Parents and Carers

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[What to Expect When, a parent's guide to the EYFS](#) has recently been rebranded.



NSPCC [Positive parenting booklet](#) is free to download.

The government are also investing money into [projects](#) to support children's early communication skills.

[Improving the Home Learning Environment](#) is a policy document updated as new evidence emerges and as practice develops. This publication sets out the evidence base underpinning the Government's behaviour change model to improve the home learning environment. The hope is that having this information in one place will encourage more organisations to get involved and work together to ensure that all children have the early language and literacy skills they need to succeed throughout their lives.



The [Easy Peasy](#) Parent App is currently being piloted with schools in Oxfordshire by the Early Years team in partnership with Public Health - Exciting times.

[www.familylives.org.uk](http://www.familylives.org.uk) provides help and support in all aspects of family life, including bullying, special educational needs, and support for specific communities.

[www.childrenheardandseen.co.uk](http://www.childrenheardandseen.co.uk) is a local charity that works to mitigate the effects of parental imprisonment on children, young people and their families.

Congratulations to nine foster carers on receiving their **Peep NOCN accreditation certificates** for Supporting babies' and young children's understanding of mathematical concepts as part of everyday life. The ten-session course was jointly funded by the [Virtual School](#) and the Treatment Foster Care team and delivered by [People](#) practitioners and learning from the tutored sessions was put into action by the foster carers in the home.

## Partnership Working

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Action for Children have developed a [new resource](#) entitled 'What Works Well for Partnerships' to both celebrate and share all the good work that is currently being carried out around partnership working.

At the school readiness conference in November the Early Years team launched a School Readiness Partnership Agreement guidance document for partnership working between schools/pre-schools and childminders. You can find this document in school readiness section on the [Early Years toolkit](#).

## SEND

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This [short animation](#) explains about the timescale for the EHCP annual review.

## The Child's Voice

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A local [good news](#) story on the importance of the school council in special schools.

## Oral Health Training

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NHS figures show that there were **44,047 hospital operations** to remove children's teeth in 2017-18. This is the equivalent of **170 hospital tooth extractions a day** carried out on under-18s in hospital, under general anaesthetic, rather than at a dental practice and cost the NHS around £50 million a year.



Do you know that Oxfordshire's **Oral Health Improvement Team** offer A FREE 90-minute, Oral Health training session **for all Professionals working within Early Years** (Nurseries, pre-schools, primary schools, childminders)?

They also offer FREE training on supervised toothbrushing within your setting, you can borrow resources for FREE and Leaflets can be downloaded [here](#).



To book training or to borrow resources please contact them. Email: [ohimp.oxfordshire@cds-cic.co.uk](mailto:ohimp.oxfordshire@cds-cic.co.uk) or call **01869 23833**

## Food Standards Agency

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Unsure if you must register with the Food Standards Agency? Contact the FSA directly or look at their [webpage on registration](#).

The 'Think Allergy' [poster](#) for businesses from the Food Standards Agency is now available in Chinese, Punjabi, Bengali and Urdu. Food allergy [online training](#) is also available.

## Ofsted

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

Ms Jacqueline Lawson	Nursery School	
Mrs Susan Hazell	Bubbles Pre-School	
Ladybird Pre-School (Chinnor)	Bainton Road Nursery Henley Village Montessori Nursery School	
St Hugh Of Lincoln		
		William Morris School The Nursery, Lathbury Road

Ofsted's Chief Inspector's [Annual Report](#) on state of education and children's care in England finds the overall quality of education and care in England is improving, but more action is needed to support the children being left behind.

Ofsted has appointed a range of experts and professionals from universities, schools and pre-schools, to join its new [Early Years Pedagogy and Practice Forum](#).

Ofsted have been delivering workshops on their new inspection framework which will come into effect from September 2019. You can view the slides [here](#) (From list on right hand side select 2<sup>nd</sup> PowerPoint for Early Years and 3<sup>rd</sup> PowerPoint for schools) and [videos](#) of their curriculum research..

## Recently Published National Reports

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[Structural Elements of Quality Early Years Provision](#) looks at the so-called 'iron triangle', namely: workforce training and professional development, child to staff ratios and group/classroom size.

[Teaching Pedagogy and Practice in the Early Years](#) explores the impact of early years childcare and education on children's outcomes, particularly those children at risk of falling behind their peers in terms of key developmental milestones from an early age.

The EIF [report](#) **Key competencies in early cognitive development: Things, people, numbers and words** sets out the evidence on how best to support children's foundational cognitive development in the early years, covering their theory of mind, objects, numbers and words. Understanding these crucial areas of development is key to ensuring children are ready for school and supporting efforts to reduce income-related gaps in school attainment.

[Rapid Review to Update Evidence for the Healthy Child Programme 0–5](#) summarises key evidence from systematic literature reviews conducted between 2008 and 2014 involving activities aimed at supporting young children's health and development in the early years.

[Tales toolkit](#) was developed in response to the experience of working in Early Years with children with high levels of Special Educational Needs and Disabilities, English as an Additional Language and pupil premium funding. Goldsmith University are running a study to measure the impact of Tales Toolkit. It is also being piloted in Oxfordshire.

DfE [Survey of Childcare and Early Years Providers](#) provides important information on childcare and early years provision in England including attendance; spare capacity; use of funded places; staff qualifications and pay; and the reported costs of providing childcare.

## Funding

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You will have recently been contacted by the Early Education Funding team about changes relating to how you will claim Early Years Pupil Premium. They said:

‘As we have successfully launched the SEN and DAF applications through the Provider Portal, we have decided it is time to also include the EYPP applications within the Provider Portal. This means you will only have to log into one place to complete all your Early Education Funding claims. All you will do is complete the parents’ details on your headcount when we issue it in the Spring Term. We will use these details to do a bulk check on eligibility and let you know the results. As the Early Years and School Census is due to be completed in January, it is important to ensure you note any new children claiming the Early Years Pupil Premium (EYPP) on your headcount return (not to be confused with the school age PP). Children are eligible from the term after their third birthday and will be those eligible for free school meals later, are in care, have ever been in care, or have been adopted from care. More information and guidance will be issued and we will also update the funding [web page](#).



## Application Process for 30 Hours Childcare for Foster Children

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This applies only to those carers who are earning within the financial criteria in paid work *outside their role of being a carer*. Before making an application, foster carers must speak to the child’s social worker and if there are two carers, both carers would have to be working. The application form must be counter-signed by the child’s social worker, who will first make some checks on eligibility. If the application is successful, an eligibility code will be sent to the foster carers by email from the Council’s early education funding team [earlyeducation@oxfordshire.gov.uk](mailto:earlyeducation@oxfordshire.gov.uk). For further information and guidance on free childcare for foster children please go to [www.oxfordshire.gov.uk/familyinformation](http://www.oxfordshire.gov.uk/familyinformation)

## Grant Funding Website

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This [funding information website](#) provides a number of different grants available and a list of key search engines to keep up to date with all the latest grants available.

## Language and Literacy Resources

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We have long known, in the early years, the importance of language development supported by responsive adults who carefully tune into children’s thoughts, feelings, interests and passions.

Amanda Spielman (Ofsted’s Chief Inspector) in her [speech](#) at the Pre-school Learning alliance conference, back in June 2018 said ‘It’s well understood that reading to young children builds their vocabulary and their knowledge of the structures of language and this helps them to understand, think and communicate. This is why children who read a lot often have wider vocabularies and better

problem-solving skills. They also have the words they need to express the complexity of their own emotions and those of others’.

She went on to say ‘I’m not talking about long lists on walls or formal lessons. I’m talking about playing with children. Listening and talking to them. Introducing new words all the time and getting the child to use them. Encouraging curiosity about names and words and rewarding adventurousness with language. In short, everything that helps a young child develop and be ready for school’.

Here are some resources to help you develop your provision for language, books and stories

[BookTrust's Great Books Guide 2018](#)

[Stonewall booklist](#) can be used to talk about different families and challenge gender stereotypes

[Words for life booklist](#) to support wellbeing

[Storybook Dads](#) work to maintain the vital emotional bond between imprisoned parent and child.

[Literacy Guidance reports](#) from EEF.

Alex Quigley, author of ‘Closing the Vocabulary Gap’ (published by David Fulton) encourages us to think about how we teach vocabulary in this [blog post](#).

We would love to know how you are promoting the development of vocabulary in your setting. Please send your photos or ideas to [early.years@oxfordshire.gov.uk](mailto:early.years@oxfordshire.gov.uk)

## Oxfordshire’s Children and Young People’s Plan

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We want Oxfordshire to be a great place to grow up and for children and young people to have the opportunity to become everything they want to be. You can read more about this in [Oxfordshire’s Children and Young People’s plan 2018- 2021](#).

## Safeguarding

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You can find up to date safeguarding information in the [OSCB newsletters/bulletins](#)

On average, deaf children leave school with a lower reading age and miss out on the key messages about abuse given through mainstream media and by word-of-mouth. The NSPCC has created a [video](#) in **BSL** with subtitles to teach deaf children about the Underwear Rule. The Deaf Health Charity, [Sign Health](#), report that they are increasingly working with deaf young people who have experienced extreme forms of abuse. [Deaf Hope](#), is the UK’s only sign-language based service to help deaf women, men and children who experience domestic abuse.

We know that babies are disproportionately represented in Serious Case Reviews, and instances of death and serious injuries to babies and young children rightly shock the country. This [report](#) **A Crying Shame** highlights the risks even very young children are being exposed to.



This [report](#) on 'Protecting children from criminal exploitation, human trafficking and modern slavery' calls for agencies to learn the lessons of the past in responding to criminal exploitation of children and county lines.

The Government have produced up to date guidance on [controlling access to school premises](#)

## Metacognition, Self-Regulation and Resilience

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EEF has published a [guidance report](#) on metacognition and self-regulated learning.

**An Introduction to Self-Regulation training course** (Step into Training [EY583/EY584](#)) is for all Early Years practitioners wishing to gain a greater understanding of self-regulation.

The Charity [Boing Boing](#) have produced a free suite of resources to help schools develop [academic resilience](#).

## Enabling Environments

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We know in that in Oxfordshire we have amazingly talented and creative practitioners who are committed to providing inviting and beautiful spaces for children. We thought we would share some of the things we have seen on our travels and welcome you to send your photos to be included either on our Facebook page or in future Bulletins. [early.years@Oxfordshire.gov.uk](mailto:early.years@Oxfordshire.gov.uk)



## Musical Development Matters

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Early Education have published [Musical Development Matters](#) to support practitioners, teachers, musicians and parents to see the musical attributes of young children and to offer ideas as to how they can support and nurture children's musical development by offering broad musical experiences.

**Oxfordshire's own Music Service** are putting on an Early Years Music CPD Day for all Early Years Practitioners on the 1<sup>st</sup> April – for further information please contact [Jessica.gray@oxfordshire.gov.uk](mailto:Jessica.gray@oxfordshire.gov.uk) OR [Jonathan.Cox2@Oxfordshire.gov.uk](mailto:Jonathan.Cox2@Oxfordshire.gov.uk) for more details. They also offer [Stringbabies](#).