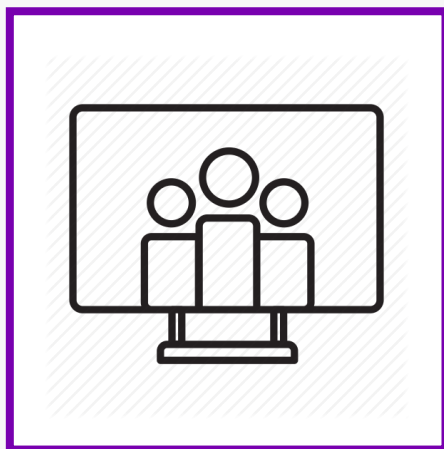
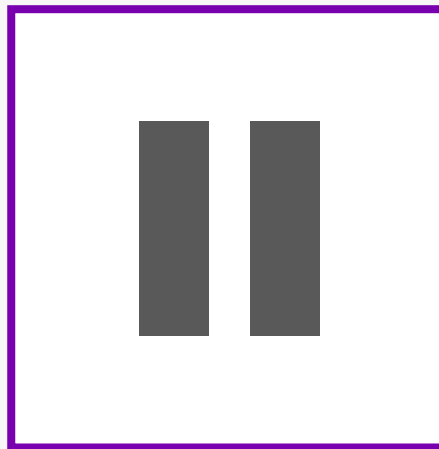


Early Years & Childcare Service

Briefing and Networking Sessions

February 2023

Ground Rules



Agenda

- Welcome, Zoom Housekeeping and Introductions
- Library Services for Early Years and Childcare
- Early Years Safeguarding Risks
- Experts and Mentoring Programme
- Stronger Practice Hub Update
- *Break*
- Group Discussion – Stronger Practice Hub
- Early Years and Childcare Provider Association Update
- Evaluation Poll and Close

Library Services for Early Years and Childcare

Lindsay Prestage
Service Development Officer
KCC Libraries, Registration and Archives

Library services for early years and childcare



Why?

“Taking a child to the library is the single most important thing parents can do to give their child a good start in life”

“..... a child taken to the library on a monthly basis from ages 3 to 5 is two and a half months ahead of an equivalent child at age 5 who did not visit the library so frequently”

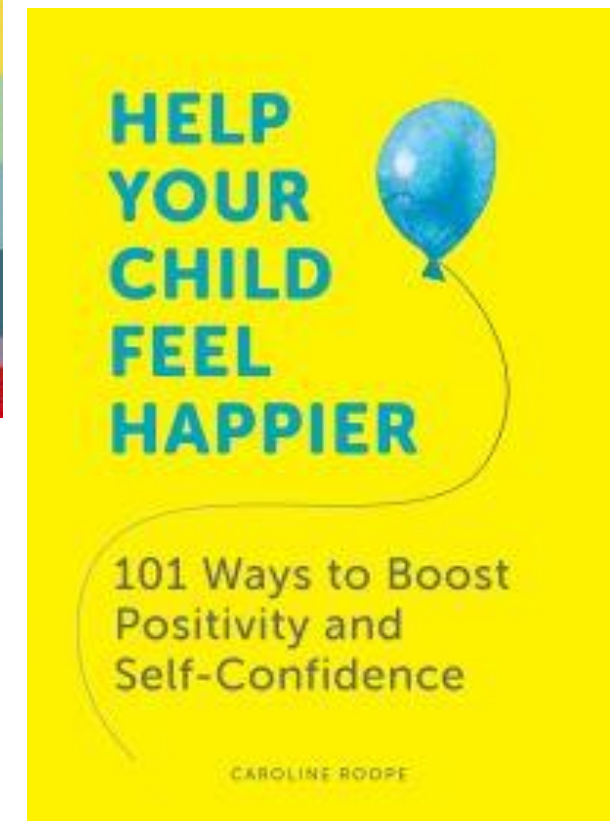
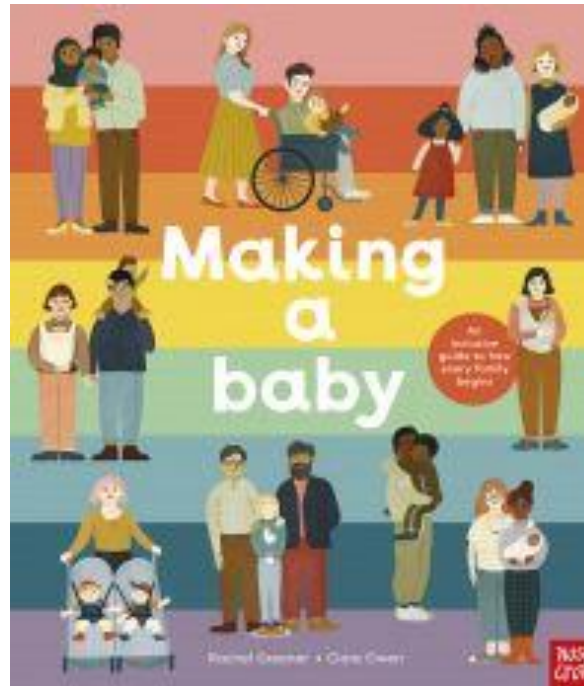
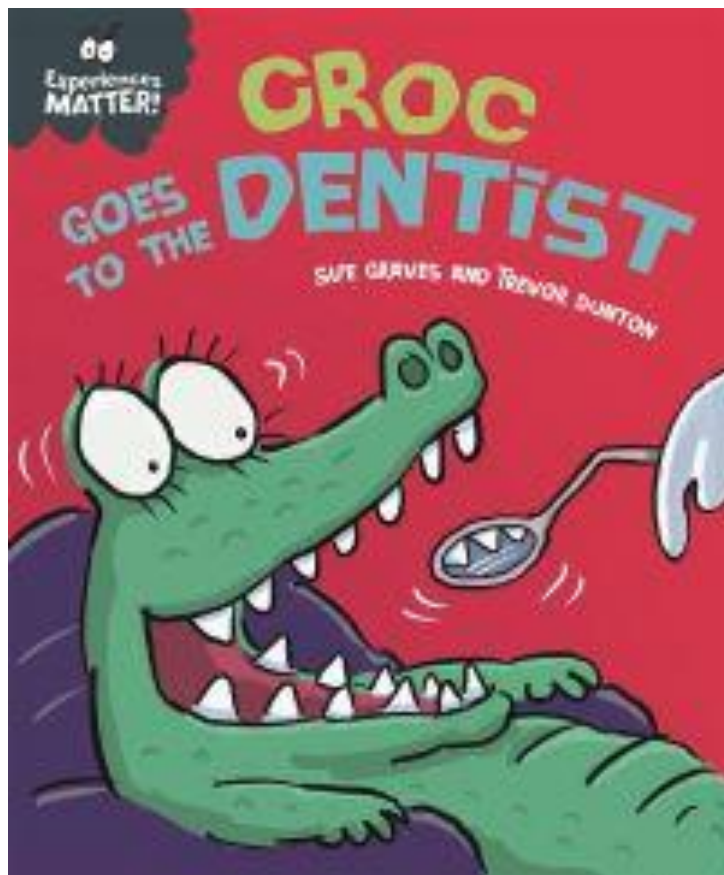
Why?

- Pre-literacy skills including speech, language and communication development
- Reducing social isolation and creating networks and friendships for children and parents and carers
- Mental health support for children and adults

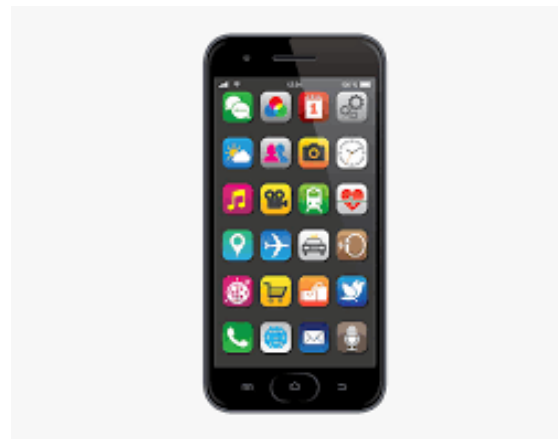
Books



Books for parents and carers



Different ways of using libraries



Library Cards



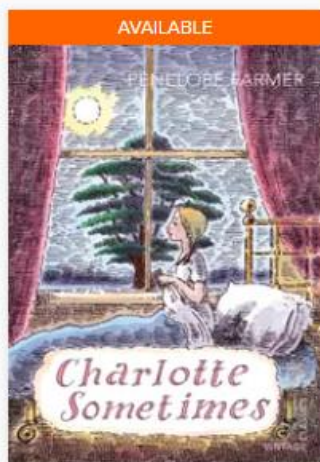
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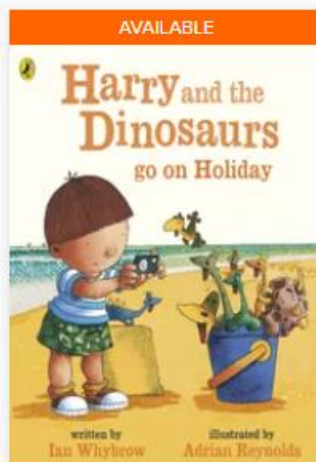
Charlotte Sometimes
by Penelope Farmer
EBOOK

BORROW



Pea's Book of Big Dre...
by Susie Day
AUDIOBOOK

BORROW



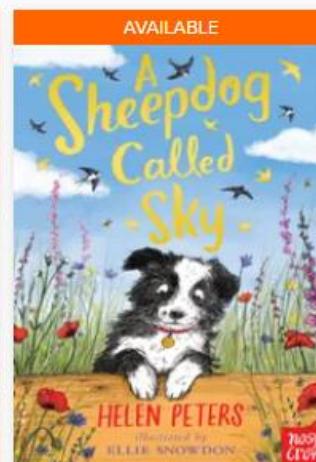
Harry and the Bucketf...
by Ian Whybrow
EBOOK

BORROW



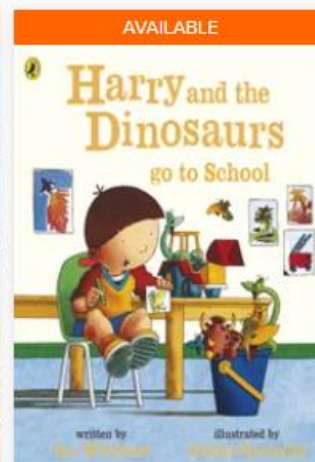
Arlo Finch in the Valle...
by John August
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BORROW



A Sheepdog Called Sky
by Helen Peters
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Harry and the Dinosaur...
by Ian Whybrow
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THE MASKED SINGER

SHOCKS AND SURPRISES!

16

NEWS SPORTS ENTERTAINMENT INTERVIEWS PUZZLES COMPETITIONS

UK'S FIRST EVER SPACE LAUNCH FAILS



COVER STORY

THE MASKED SINGER

SHOCKS AND SURPRISES!

THE MASKED SINGER

SHOCKS AND SURPRISES!

16

By editor in chief Nicky Bates (left)

A selection of History's best pieces this week with the air's first ever space launch, but the edition ended in failure.

All eyes were on Spaceport Cornwall in Newquay as Virgin on Monday as Richard Branson's Virgin Galactic test flight was expected to fly. Everything seemed to be going well and people were celebrating the first ever rocket launch from the UK. It was only the first few minutes that the rocket had been launched from Europe.

But, although the rocket made it into space, it failed to reach the right altitude, and its main engine poured jets of particles up to break up in the atmosphere.

After being cut off, it follows the southernmost coast under the star-deflected radar beam into the dry bay on the Atlantic Coast, taking the satellites into space, to its assigned... But people mistaking the fire stream on virgin CRT's found the channel was sure to be disrupted. After the first stage engine lost punctures from the rocket and its nine satellites into space, the second-stage engine suffered an unknown "anomaly" (lost event) and failed to guide the rocket to its place in orbit.

Any delay from the first mission was expected to come closer over the coast, though it was unclear exactly when.

about — it's hard!"

Informant Major Mendenhall, right, says space is hard and not in fact more. (How those boys mean, it's still hope could be turned in. Thanks for small the 10 already in 47,000 people, who outside America's)

Police posted on Twitter late on Tuesday night: "I had a great time at the #GlobeGala and getting into those boxes will be learned. We will have been fortunate about what went on the small episode from the Grammy Awards. I have a lot of new social media friends."

વિશેષ/વિશાળ પાંચતર આઠેવી રેલવે આઠવાળ
પહેલવઢા ઢાલુ ગુજરાતી ડેકલેરેટરી રાજ્યકક

17

પ.પુ. પ્રમુખમણી ઢાલે રેકક
વાલકલ મુલ્યકન ઢાલે: મેત્રી પાલકલ

21

કેન અમુદાલેવી રલવે: અલેલ રલવે
પ્રમુખકન અલેલ મેત્રી મેત્રી, રેલવેકન ક રેલે

25

જયાં જયાં રલે અલે ગુજરાતી ત્યાં ત્યાં તકલકલ ગુજરાત

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ઇન્ટરવ્યુ આપીને ઢેરીએ
પોતાના શાહી પરિવારને
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Can you find love without a dating app?  Britain's richest man joins race to buy Man Utd  Sport

The Guardian

Wednesday 18 January 2023
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Clamour for inquiry into officers who allowed rapist to stay in Met

Calls for investigation into failure to sack Dev Carrick after warnings

he shielded them from the sack despite a triple warning of his abuse and stolen (regulant) women during a 10 (two decades in the force).

in atrocious crimes and enabled Carrick's career to flourish should be investigated and named by Sir Mark Trowley, chief metropolitan police

'Another appalling example of systemic failure to the police'

offenses or domestic violence involve in § 117) officers and other staff are being reviewed from the last 10 years to make sure that appropriate

Vikramjit D. Joshi
Rajiv S. Doshi
Evan Chouhan

The Police Commission, which has a duty to lead a public inquiry into the circumstances surrounding the death, has said it had no plans to investigate how Carrick went undetected.

day to 25 charges against 12 women spanning from 2001 to 2008, making him one of the worst sexual abusers in recent times. Those included 18

Elizabeth Johnson
Hermanus District community

ing he suspended Carrick in July 2007 when he faced a rape allegation and was arrested. The woman withdrew her cooperation from the investigation.

The Metropolitan police and government are working under pressure to punish officers who allow the serial killer David Carrick

Harriet Harman led calls in the Commons, supported by some Tory MPs, for officers who took no action against Carrick to be sacked. Harman said officers who had "colluded"

Carrick was formally indicted by the Mag yesterday after a special

Healthcare

was also convicted while he

Thunberg detained at coal protest in Germany

Climate activist Greta Thunberg was among several people held during a protest against the demolition of a German village to make way for a coalmine.

Prisoners regarded include no enough care workers, making residents unable to get to the toilet stuck in bed, lacking activities, food is "mashed" and "at risk of harm".



Computers



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Activities



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Keeping in touch



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Bookstart



Information sheets

- Childminders
- Early years settings
- Families
- Children with additional needs
- Home educators



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03000 412271

Early Years Safeguarding Risks

Laura Wright

System Performance Analyst

KSCMP

Who are KSCMP?

- We are a multi-agency partnership of the three safeguarding partners – Local Authority, Police and Health, replacing the previous Safeguarding Board in September 2019.
- The work of the partnership is overseen by the Executive Board. The Board brings together the three safeguarding partners to lead children's safeguarding and the promotion of child welfare in Kent.
- The partnership is supported by a small business team.

What does KSCMP do?

- Oversees multi-agency working, including liaising with all safeguarding partners.
- Training and training resources, including multi-agency, e-learning, bespoke and factsheets.
- Practice development / thematic reviews looking at improving practice and sharing good practice.
- Rapid reviews / local practice reviews.
- Guidance on a range of matters including procedures, policies and signposting (various links on the website).
- Keep up to date with national guidance and complete work around new initiatives and studies.



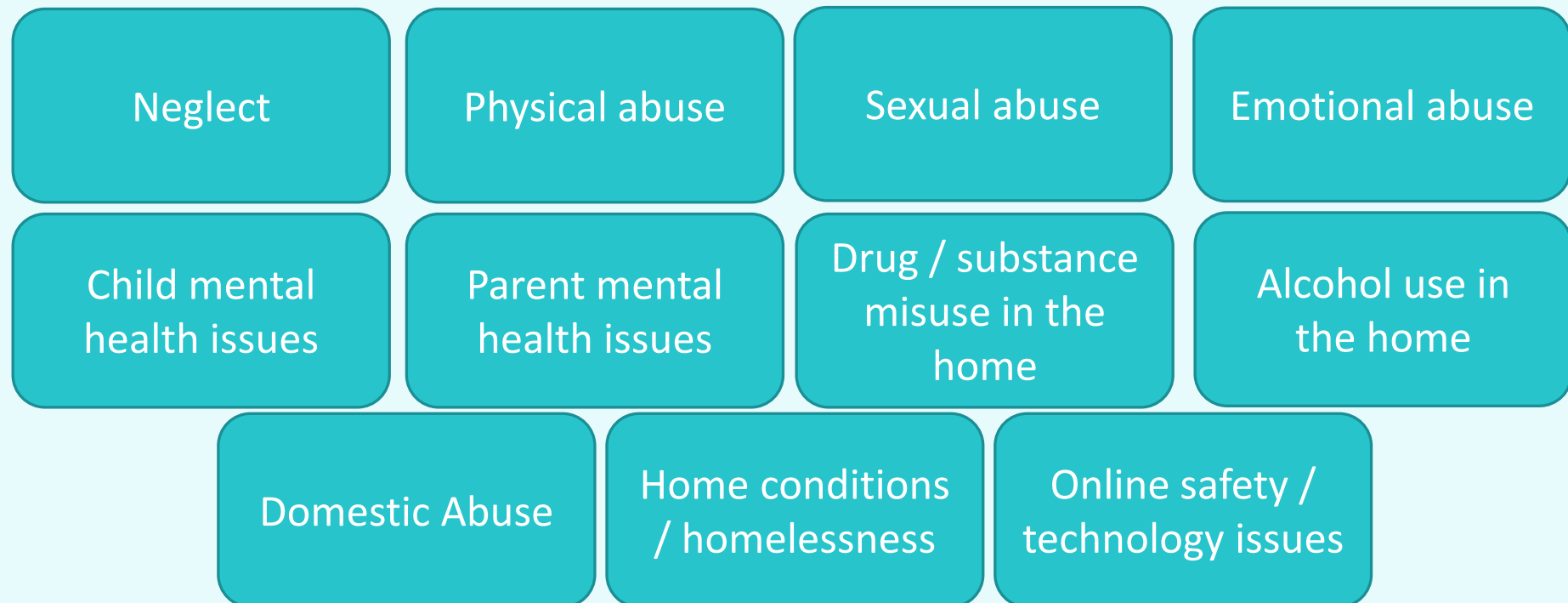
Safeguarding Risks in Education settings including Early Years

- KSCMP has an Education group which was formed in April 2022. Quarterly meetings are held and a representative from The Education People represents Early Years Settings.
- KSCMP are trying to build up a picture of safeguarding risks from a range of partners and some of this work is being completed through the Education group.
- The purpose of today is to try and capture some of the Early Years safeguarding risks and KSCMP are interested in the risks to wellbeing that children are facing.
- KSCMP then wishes to share the information collected anonymously with the Education group when they next meet in April 2023 and add some themes to the risk register.

Safeguarding Risks in Education Settings including Early Years - Parameters

- What are the risks to wellbeing that children are facing?

KSCMP need to know about safeguarding risks that are affecting children from a multi-agency point of view, as our aim is to be aware of risks that may feed in to our current work or help to be aware / keep track of possible emerging / escalating risks.



Survey link - <https://forms.office.com/e/Sh133t1GZj>

**KSCMP EY Network Meeting
Survey - Safeguarding Risks**



Safeguarding Files in education

Practice Review work

An ongoing Kent Local Child Safeguarding Practice Review has identified the quality of safeguarding files held in education settings and the transfer of those files when children have moved between settings, is an area that could be improved.

Ofsted -

- staff who make timely and detailed recording of concerns and recognise and respond to patterns of concerning behaviour
- well-organised record keeping and reporting

You can sign up for regular Partnership communications, including the KSCMP newsletter, training updates and publication notifications for LCSPRs by completing this form –

https://forms.office.com/Pages/ResponsePage.aspx?id=DaJTMjXH_kuotz5qs39fkK8ZcJ8EZbNKInxdX_9RVFdUQ1pCNzRGUjBRT0pDNFFCN0w3QldFVVBSUC4u

If you do wish to get in contact with KSCMP please contact us at kscmp@kent.gov.uk or visit our website kscmp.org.uk

Experts and Mentoring Programme

Russell Garnham
Bids and Grants Manager

What is the Early Years Expert and Mentoring Programme?

In October 2021, the Department for Education (DfE) announced that £153 million will be invested to strengthen teaching in the early years and address the impact of the pandemic on the youngest children.

The Experts and Mentors Early Years COVID-19 Recovery Programme from the Department for Education is focused on supporting early years practitioners and leaders to address the impact of the pandemic on the youngest children.

The DfE's national lead for the Expert and Mentoring Programme is Penn Green.

The Programme

This programme offers early years support, delivered either face to face or virtually, by trained experts and mentors to:

- early years practitioners
- leaders
- whole settings.

The offer to early years settings includes:

- leadership support
- coaching for leaders
- mentoring for practitioners
- whole-setting support depending on a setting's priorities and needs.

Who Will Deliver the Support to Settings?

There are three different roles within the programme who will provide support to settings: Mentor, Expert and Area Lead.

Mentors, to provide online or remote support to early years practitioners as they complete a new online child development training package.

Experts, to provide face-to-face support to leaders of settings.

Area leads, to act as a first point of contact in their region for Experts and Mentors, and to provide face-to-face support to setting leaders.

All roles will focus on helping children recover from the COVID-19 pandemic, including narrowing the gap between disadvantaged children and others.

Which Settings are Eligible for This Programme?

The Experts and Mentors programme will support Private Voluntary or Independent (PVI) nursery settings, maintained nursery schools and school-based nurseries.

To be eligible for the programme, settings must fit at least one of the following criteria:

- been judged as requires improvement (RI) or inadequate by Ofsted in the last three years
- high numbers of children in receipt of EY Pupil Premium
- high numbers of children with SEND needs
- high numbers of children taking up the disadvantaged two-year-old offer.

Please note, this programme will not support reception year. For example, a school with reception year only is not eligible to receive support through this programme.

How Much Time is Required for This Programme?

Settings selected for the Experts and Mentor programme will receive the support of an Expert and Mentor for *one term*, between April 2023 and July 2024.

Over the term, setting leaders will be provided with up to three days of support from their Expert. In addition, practitioners will receive up to six hours of support from their Mentor.

This time can be broken down into hours, as necessary, to suit the Expert, Mentor and staff at the setting receiving support.

More information and how to apply for support from the programme for the summer term onwards:

<https://www.pengreen.org/2022/05/19/applying-for-support-from-the-early-years-covid-recovery-programme/>

The expert was very lovely. It was more strategies that we had thought of but she gave us a different approach and way of looking at things.

Very informative, some stuff we knew, but good to have a fresher, very good, worthwhile, gave us an oomph! Felt like we were in a rut, staff needed confidence boosting, worked well for us.

We have tried many different strategies and actions, nothing seemed to work. With your support we have now got a yearly curriculum in place.

What is the Early Years Childminder Mentor Programme?

In October 2021, the Department for Education (DfE) announced that £153 million will be invested to strengthen teaching in the early years and address the impact of the pandemic on the youngest children.

The Department for Education (DfE) is offering a programme of support for childminders across England, from **May 2023 until July 2024**. The Childminder Mentor Programme is focused on supporting childminders to address the impact of the COVID-19 pandemic on the youngest and most disadvantaged children.

The DfE's national lead is Hemsall's.

The Programme

This programme provides support and advice, for example, reviewing practice, identifying children most impacted by the COVID-19 pandemic and advising how they can be best supported.

Childminders will get up to four days of support *over one term*. The four days will be split into hours, to suit the mentor and the childminders they are supporting.

Support is free and will be mainly virtual. If suitable, there will be an option to meet face to face.

Who Will Deliver the Support to Childminders?

There are two different roles within the programme who will provide support to childminders: **Mentor** and **Area Lead**.

The key difference between the role of Area Lead and Mentor is that Area Leads will also be responsible for supporting the Mentors in their area.

Area Leads and Mentors all have at least three years' experience in the childminder sector. They are childminders themselves, or former childminders. They may also be staff who currently work in childminder roles.

Where Mentors are current childminders, they must have an Ofsted rating of 'good' or 'outstanding' (or CMA equivalent). Former childminders must also provide their most recent rating and fit these criteria.

Who Is Eligible to Receive Support from This Programme?

To be eligible to receive support from the DfE Childminder Mentor programme, childminders must currently be providing childcare to children aged between 0-5 (to at least one child).

You can apply for support as an individual, or with other childminders as part of a small group (of up to four people).

If you apply as an individual, you will be placed in a group with others.

Stronger Practice Hub Update

Julie Miles
SPH Practice Lead

Kent Early Years Stronger Practice Hub (KEYSPH)



Kent Early Years Stronger Practice Hub (KEYSPH)

- The Stronger Practice Hub (SPH) Programme is part of the Department for Education (DfE) Early Years COVID-19 Recovery package.
- The two year programme is led by the DfE's delivery partner the National Children's Bureau (NCB), in partnership with the Education Endowment Foundation (EEF).



Kent Early Years Stronger Practice Hub (KEYSPH)

As a Stronger Practice Hub we will:

- provide targeted support in areas of the highest deprivation and where children have the lowest Good Levels of Development (GLD) and offer four evidence-based programmes in these identified areas
- universally focus on acting as a point of contact for bespoke advice and signposting to other funded support
- establish networks of settings to share knowledge and effective practice whilst at the same time upskilling the early years sector and building a network of providers that is resilient and stronger together.

Kent Early Years Stronger Practice Hub (KEYSPH)

- One of 18 hubs across the country (currently 13 with more to be recruited next year).
- Lead setting – Discovery Day Nursery.
- Our partners include:
 - Northfleet Nursery School (Neersha Singh Headteacher)
 - Gem Maclachlan (childminder) based in Herne Bay
 - Oaks Day Nursery and Smarties Day Nursery (The Education People nurseries).

Break Out Room Discussion

Data shows us that the pandemic has had a greater impact on our youngest children, particularly those who are disadvantaged or live in deprived areas.

- From your own observations, what specific issues (if any) around PSED, Maths and Communication and Language have you identified in your setting? For example, children are finding it difficult to settle in or children find it more difficult to listen and show attention. If you have not identified any such issues, why do you think this is and what other issues have you identified?
- Have you noticed that children with SEND are particularly impacted following the Pandemic?
- What specifically would help you to address the issues identified above (outside of the current challenges of staffing and funding rates)?

Please nominate someone to feed back your top issues and what would help. If you have identified other important issues and potential solutions please put these into the chat or email KEYSPH@theeducationpeople.org

Group Discussion – Stronger Practice Hub

Early Years and Childcare Provider Association Update

District Provider Association Reps

Evaluation by Zoom Poll

Feedback

If you rated this session as good, what would make it outstanding?

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