



# Early Years and Childcare Bulletin

June 2015  
Issue 8

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## Welcome

*From Alex Gamby, Head of Early Years and Childcare*

### Integrated Reviews at Two (IR2)

The Department of Health and the Department for Education have committed to Integrated Reviews for two year olds and various pilots have taken place in a number of local authorities over the last three years. Integrating the reviews has meant looking at reducing duplication and increasing information sharing between Health Visiting teams conducting the review for two and a half year olds (Healthy Child Programme) and early years providers supporting two year olds (Early Years Foundation Stage Reviews).

It is expected that the new Integrated Review will ensure a more holistic understanding of children's needs and enable earlier identification of developmental delay or other concerns. It is hoped that parents will receive clearer and more consistent information and that the new process will contribute to improved outcomes for children.

In Kent several early years providers have been identified and signed up to a working group of colleagues from Education, Health and Early Help and they, together with local Health Visiting teams will pilot Kent's approach to Integrated Reviews in May/June 2015. The pilot providers come from different areas around the county and have been selected to provide opportunities for various types of settings to give feedback on the proposed changes. The providers signed up include pack away pre-schools, standalone nurseries, a school-based children's centre, childminders and a setting with a high incidence of Special Educational Needs and Disability (SEND).

The Integrated Review piloted in Kent will take the form of a single meeting for families. A representative from the Health Visiting team (for example, a Health Visitor or Community Nursery Nurse) will be present along with the child's key person at the early years setting. A questionnaire will be sent direct to parents for them to complete with their child. This is known as the Ages and Stages Questionnaire (ASQ) and they will be asked to bring this to the meeting. If they have not finished any or all parts, the questionnaire will be worked through at the meeting itself. Early years settings will complete the EYFS review in advance using their usual documentation and this will be discussed. In the meeting both practitioners will talk through the child's development and any concerns that the parent may have, agreeing next steps and if needed, referrals for additional support.

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As this is a pilot for Kent, evaluations will take place in addition to the new process, involving parents and the practitioners who took part. Following a review of this data and any feedback provided, the working group will recommend next steps to the Kent Children and Young People's Health and Wellbeing Board at the end of July. It is anticipated that this may involve a cohort by cohort approach for our approximately 17,000 two year olds, looking to support our most vulnerable children as a priority. The longer term plan is also likely to look at enhancing the Healthy Child Programme review for children who do not attend early years settings. Further information will be shared in due course later in the summer.

If you have any questions about this, please contact Alex Gamby or Sarah Mills as joint leads for the working group.

[Alex.Gamby@kent.gov.uk](mailto:Alex.Gamby@kent.gov.uk)

[Sarah.Mills4@kent.gov.uk](mailto:Sarah.Mills4@kent.gov.uk)

## 1 Safeguarding

### New Safeguarding Documents

The Education Safeguarding Team publishes a newsletter for Schools, Early Years Settings and Local Authority staff three times each academic year. The most recent newsletter published in April is available on [KELSI](#).

On 26th March 2015, the Department for Education published a set of new and revised safeguarding documents.

The two key documents for safeguarding and child protection are '*Working Together to Safeguard Children*' and '*Keeping Children Safe in Education*'. Both these documents have been revised largely to include legislation that has been enacted since their original publication.



*Working Together to Safeguard Children 2015* clarifies that the guidance applies in its entirety to all schools, including independent schools, academies and free schools, who all have duties in relation to safeguarding and promoting the welfare of pupils, consistent with *Keeping Children Safe in Education*.

Other additions include duties under the Counter Terrorism and Security Act 2015; disqualification regulations; and an increased emphasis on child sexual exploitation.

The management of allegations against staff has altered slightly. Local Authority Designated Officers (LADOs) have been re-defined as 'designated officers'. These officers might be teams of people. Although it might sound the same, the designated officers must be part of a coordinated approach to child protection and not isolated from those teams. The designated officer(s) must be qualified social workers (except those already in post, or moving to a new authority from an existing LADO role). Kent Safeguarding Children Board (KSCB) procedures and Operational Guidelines for allegations management will be updated accordingly.

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Two new documents are particularly useful. ['Information Sharing'](#) aims to ensure that schools and other organisations understand both their duty to share information and when they are prevented from doing so. The document has a useful flowchart and “myth-busting” guidance.

['What to do if you're worried a child is being abused'](#) is an update to the 2006 edition. The new document may be helpful to share with new staff during induction in addition to Part 1 of *Keeping Children Safe in Education* which, as you are aware, all staff must be given.

We will begin the process of updating our exemplar policies and complete this as soon as possible. Please be mindful however that if you are reviewing these, your documents should reference the new guidance.

**Kent Safeguarding Children Board Networking Workshops**

SCB are running networking workshops throughout the county to enable frontline staff to explore key safeguarding issues and to understand the Safeguarding Board's current priorities. These events provide an opportunity for practitioners to share concerns and views which can be used to influence strategic planning and policy development.

Learning from serious case reviews, management reviews and issues throughout the county will be shared, with an opportunity for practitioners to highlight key issues from local areas. Findings from the workshops will be fed back to the Safeguarding Board and used to improve practice and multi-agency working.

Further dates for workshops have been set. If you have not already done so we encourage you, where possible, to book onto a workshop within the district that you work so that you are able to make the most of the networking opportunity. Places at the workshops should be booked via CPD online.

Details can be accessed using the links below:

[MA 15/219 Safeguarding Partnership Networking Event 20/07/2015 09:30-11:30 Stone Pavilion, Dartford](#)

[MA 15/220 Safeguarding Partnership Networking Event 21/08/2015 09:30-11:30 Thanington Neighbourhood Resource Centre, Canterbury](#)

[MA 15/221 Safeguarding Partnership Networking Event 22/10/2015 09:30-11:30 Kent Invicta Chamber of Commerce, Ashford](#)

[MA 15/223 Safeguarding Partnership Networking Event 11/11/2015 09:30-11:30 Shorne Wood Country Park, Gravesend](#)

[MA 15/224 Safeguarding Partnership Networking Event 03/12/2015 09:30-11:30 Marsh Academy Community Hub – Marsh Academy, New Romney](#)

## 2 Early Years and Childcare Service Improvement and Standards Team



Details of all our support and training are available through our [Threads of Success catalogue](#) which can be accessed on the new KELSI website <http://www.kelsi.org.uk/early-years>

Our aim is to deliver high quality support, advice and training through a professional, knowledgeable and flexible service. The value of the continuity of a named adviser who knows your provision well and understands the bespoke issues that you face on a day to day basis has been proven to support settings in achieving good outcomes.

The importance of ongoing training and development has been highlighted by Ofsted in recent reports for providers who have accessed our training and development services and who have recently achieved a successful outcome from Ofsted.

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*'There is a strong focus on training and staff development. This is reflected in the staff's knowledge of how children learn through play and the experiences and activities they provide.'* (Buttons Pre-School, Ramsgate, 2015 )

*'Staff receive ongoing training so that outcomes for children are consistently good.'* (Stepping Stones, Lansdowne, Sittingbourne 2015)

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*'Ofsted commented that leadership and management was very good and so was our planning cycle and environment. So a big thank you to you for your support it really made a difference'*  
(Shepherdswell Pre-School 2015)

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**A Strategic Improvement Visit** can support you to identify your setting's strengths and areas for improvement to support your readiness for Ofsted. This visit can focus on a number of key areas including tracking children's progress, joint observations with the opportunity to have discussions with managers and staff about their monitoring, and self-evaluation. At the end of the visit the information allows the manager to make a decision about where they feel their judgement would be within the Ofsted Evaluation Schedule. Follow up visits can also be arranged to help support identified areas of development from this initial visit.

Strategic Improvement Visits in addition offer a wide range of tools to support your improvement agenda. These include our new evaluation audits, children's well-being and the effectiveness of leadership and management.

Please contact our team to discuss your training and support requirements:  
[EYCImprovementservices@kent.gov.uk](mailto:EYCImprovementservices@kent.gov.uk)

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**LOOK OUT** for these fantastic training and development opportunities...

### Supporting and Meeting the Needs of Two Year Olds

- Key Person in Action
- Leading and Championing the Needs of Two Year Olds
- Leading the Learning of Two Year Olds
- Outdoor Play for Two Year Olds

Providers have identified particular strengths of the two year old training. These include the experienced and knowledgeable delivery by facilitators promoting excellent interaction alongside content which offers new and inspiring ideas for practitioners to try out.

We offer a wide range of practical workshops for two year olds. Please see our brochure for further details.

Our **outdoor training** is proving hugely popular and takes place whatever the weather. We can tailor this training to ensure it meets your individual needs.

Recent feedback includes:-

***'Ideas on how to make the outdoor area interesting and challenging for the children, with the opportunity to have practical hands on experience being identified as particular strengths of the training'.***

*(Linden Lea Nursery, Weaving, 2015)*

***'Actually being outside and doing activities ourselves instead of just being told about them. Practical activities and resources for us to trial. Plenty of different inventive ideas' (Stepping Stones Nursery, Wittersham, 2015)***



**Remember** - we continue to offer a free one hour consultation visit which gives us an opportunity to discuss your individual requirements and share our comprehensive offer, ranging from the Strategic Improvement Visits to practical workshops.



## Ofsted Update

### What are the common recommendations following recent Ofsted inspections?

Analysis of the most recent early years provider reports has identified that:

- Observations, planning, assessment, tracking of children and cohort tracking to identify gaps is not robust
- Induction and monitoring of staff to improve skills, including teaching and learning, responding to children's needs, extending children's learning based on their interests, needs to be improved
- The delivery of activities and learning experiences, informed by planning and appropriate to the development stage of the children is not in place and therefore children are not making progress
- Self-evaluation and monitoring systems including identifying strengths and areas for development are not effective.

How is your early years provision meeting these key requirements? The Improvement Service has a range of support packages that can assist you in addressing these, including:

- **The Characteristics of Effective Teaching and Learning** – Provides practitioners with the opportunity to explore how the Characteristics of Effective Teaching and Learning underpin children's learning and development both inside and outdoors
- **Sustained Shared Thinking** – Practitioners will develop an understanding and knowledge of sustained shared thinking to effectively develop children's thinking skills
- **Peer Observations** – Supporting settings to drive continuous improvement in teaching
- **Leadership and Management** – This three day programme supports early years leaders and managers to understanding themselves as leaders and managers, the personal and emotional competencies needed to be a good leader, the core business of leading high quality learning and the skills required for leading and managing change
- **Observation, Assessment and Planning** – Provides early years practitioners with the opportunity to explore the cycle of observation, assessment and planning, to make accurate and effective observations and assessment, to inform planning that meets the needs of individual children and addresses gaps in learning
- **Are you ready for your inspection?** – This course supports early years managers in understanding the current Ofsted inspection framework. Using the Ofsted documentation it explores the main elements of the inspection process and provides practitioners with the opportunity to reflect on their current practice and provision in preparation for inspection

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- **Strategic Improvement visits** – Advisers will act as a critical friend through regular structured visits to support you in identifying key areas for improvement.

Please contact the Improvement and Standards Team to discuss your training and support requirements: [EYCImprovementServices@kent.gov.uk](mailto:EYCImprovementServices@kent.gov.uk)

**Are you looking for a new challenge?  
Apply now for bursary support to undertake early years qualifications**

For those of you considering embarking on a new challenge, developing your knowledge or undertaking a higher qualification, we are looking for expressions of interests from practitioners who are interested in applying for a bursary towards undertaking the Early Years Foundation Degree or Early Years Educator (level 3) through one of our approved providers. We have been fortunate in the past to be able to support a number of students through their studies and firmly believe that this has contributed to the high quality of practice in our early years settings.

Bursaries will be allocated in line with our criteria and in respect of the Foundation Degree there will be a focus on those settings who do not yet have a graduate leading practice.

For more information or to express an interest in applying for a bursary for either the Foundation Degree or Early Years Educator please email [earlyyearsworkforce.ask@kent.gov.uk](mailto:earlyyearsworkforce.ask@kent.gov.uk)

The deadline for expressions of interest is Friday 26<sup>th</sup> June 2015



## Treasure Chest Resource Centre

### Revised Opening Times

Having reviewed our open days, we can still accommodate those who have previously booked on the original dates. However the revised dates below are now available:

Monday 22nd June

Mondays 13th and 27th July

The display room is currently being refreshed ready for the start of the autumn term. If you would like to arrange to visit the centre, please either contact your Improvement Adviser or email us at [treasurechest@kent.gov.uk](mailto:treasurechest@kent.gov.uk)



To view our full range of resources and equipment please visit our dedicated page on [KELSI](#)

### Ordering Resources

Have you received our electronic survey? We are currently seeking your views on our current and future online ordering facilities and would be very grateful for your support in completing the survey in order to inform the functions of the new system. If you have not received an email containing a link to the survey and would like to take part, please contact us.

Should you have any difficulty using the current online ordering system or would like to borrow resources which are on loan, we may be able to source them for you if we have plenty of notice.

There are a number of new and exciting developments currently being taken forward for Treasure Chest which will continue to support you to provide high quality learning experiences for our children in Kent.



## 3 Out of School



### Ofsted Update

#### **What are the common recommendations following recent out of school Ofsted inspections?**

Analysis of the most recent out of school provider reports has identified that:

- There is a need to develop the environment to include displays of children's work, information in children's home languages, the development of healthy lifestyles and increasing the opportunities to explore the outdoor environment
- The range of resources needs improving and their storage should make them accessible for children
- Snack time is not supporting children to become independent and it is not used as an opportunity to teach children about healthy lifestyles
- Self-evaluation is not robust and does not make use of the views of parents and children to inform settings' improvement plans.

How is your out of school provision meeting these key requirements? The Improvement Service has a range of support packages that can assist you in addressing these, including:

- Strategic Improvement visits – Out of School Advisers will act as a critical friend through regular structured visits to support you in identifying key areas for improvement. These can include audits of the environment, peer observations and a review of your self-evaluation procedures and improvement planning framework
- Creating an Effective Outdoor Learning Environment – tailored to your setting's needs, this support includes an audit of your current environment and the sharing of hands on practical activities that can be enjoyed with your children.

Please contact our team to discuss your training and support requirements:

[EYCIImprovementServices@kent.gov.uk](mailto:EYCIImprovementServices@kent.gov.uk)

We recommend that you consider using Treasure Chest as a resource to increase the range of resources and to help you provide resources that offer risk and challenge. If you would like further information please visit their [website](#).

## Full day care settings with out of school provision – EYFS requirements

Do you run a full day care (FDC) setting with provision for children aged 2-11 years to attend before school, after school or during school holidays? If so, the following changes to the out of school requirements in the EYFS are important:

- If any children who attend are within the Early Years Foundation Stage (nursery and reception class) then all the early years requirements still apply, including the ratios, qualifications and the learning and development requirements
- You must be able to demonstrate how you ensure the safety and welfare of the children (paragraph 3.40 page 24)
- You must still have regard to paragraph 1.6 and consider the individual needs, interests, and stage of development of each child in your care.

Points to consider:

- Do you use the same staff in the out of school (OOS) provision as in your early years? If so, have they had appropriate training to equip them to support the older children?
- If you employ separate staff for your OOS provision are you confident that they have a good understanding of the legal framework within which they work?
- Is the OOS provision included in all your self-evaluation processes?
- Do you use the same space for your OOS provision as you use for your early years children? If so how do you change it to make it appropriate for the older children?

The Improvement and Standards Team can support you in meeting these requirements through:

- **Strategic support visits** - Advisers will act as a critical friend through regular structured visits to support you in identifying key areas for improvement
- **Playwork training** - The [Award in Playwork](#) aims to provide practitioners with the initial skills and knowledge they need to work within an out of school provision. It may be that you want some training specifically for your setting – you can submit a request for training tailored to the needs of your setting
- Access to high quality resources through Treasure Chest - [treasurechest@kent.gov.uk](mailto:treasurechest@kent.gov.uk)



Please contact the Improvement and Standards Team to discuss your training and support requirements:  
[EYCImprovementservices@kent.gov.uk](mailto:EYCImprovementservices@kent.gov.uk)

## 4 Early Years and Childcare Service Sufficiency and Sustainability Team

### Free Early Education Places For 2 Year Olds in Kent (known locally as the FF2 Scheme) in a Maintained Nursery

In Kent, only nine of the sixty nine maintained nurseries are currently registered to offer free early education places for two year olds.

We would like to encourage all maintained nurseries with an 'outstanding', 'good' or 'satisfactory' / 'requires improvement' Ofsted outcome to register onto the FF2 Scheme.

Once registered, you will receive all the information and paperwork necessary to administer the FF2 Scheme. You will also have access to the FF2 Team with a dedicated Support Officer for your particular district.

Benefits of registration include access to training and network events and receiving a payment of £4.95 per hour for each eligible two year old. For one term this could result in a payment ranging from £816.75 to £1039.50 per child. In addition you could also be eligible for resources to support this age group.

If you think you might be interested in registering onto the FF2 Scheme, please contact the FF2 team on [eyfreefor2@kent.gov.uk](mailto:eyfreefor2@kent.gov.uk)

With the second highest target in the country of potentially eligible two year olds you could really help to make a difference to the lives of children in Kent.

### Early Years and Childcare Sustainable Development Workshops

Our previously FF2 dedicated workshops will be refocused to provide sustainability advice and support for Early Education providers for two, three and four year olds. These workshops will take place on the following dates in July: 10<sup>th</sup>, 15<sup>th</sup>, 16<sup>th</sup> and 17<sup>th</sup>. More detailed information will follow shortly, however if you have any particular requests for topics you would like covered please contact Irene Lindsay on 03000 412138 or email [irene.lindsay@kent.gov.uk](mailto:irene.lindsay@kent.gov.uk)

#### **Please be aware that workplace pension law has changed**

Every employer with at least one member of staff now has new duties.  
For more information on automatic enrolment please visit:

<http://www.thepensionsregulator.gov.uk/automatic-enrolment.aspx>

## Compliance

Due to the success of the recent compliance training we are planning to run a further two training sessions for those providers unable to attend the first round and also for committee chairs and treasurers. These sessions will run in the evenings from 18:30 to 21:30 to allow for maximum take up and will take place on July 1<sup>st</sup> at Ashford International Hotel and July 14<sup>th</sup> at Oakwood House, Maidstone. Providers will receive an invitation by email shortly.

Many questions were asked at the training and we promised to publish these as a set of Questions and Answers on the KELSI website. Subject to clarification from the DfE on a couple of points raised, these will shortly be uploaded to the Sufficiency and Sustainability pages. As compliance visits are rolled out we will continue to add to these so please check back regularly for updates.

Childcare Sufficiency Officers (CSOs) are now carrying out compliance visits. If you have any questions or need advice on compliance ahead of your formal compliance visit, please contact your CSO.

## Maintained Nurseries

Over the past term, you all kindly assisted us to complete our first maintained nursery audit, informing us of the patterns of delivery you offer to parents. In addition to this you subsequently received a letter explaining the eligibility and take up of free early education for two and three year olds across Kent.

As explained in the letter, Kent needs your support to increase the take up of two and three year olds but in particular the two year olds and new marketing materials are being made available to assist you to promote this eligibility to parents.

If you would like to discuss this or the possibilities of extending your age range to cover two year olds, in the first instance, please contact Kim Harris [kim.harris@kent.gov.uk](mailto:kim.harris@kent.gov.uk)



## 5 Early Years and Childcare Service Equality and Inclusion Team

### Early Years Pupil Premium (EYPP)

Management Information (MI) reports that within the first month they have received over 1150 requests to check applications through the Eligibility Checking Service (ECS). This is an encouraging start but please continue to signpost parents to the appropriate paperwork so that you as providers can receive the additional money.

Colleagues in Management Information have collated replies to the questions at the briefings and any subsequent requests for information. This document [FAQs from EYPP Briefings](#) will provide you with useful information in your drive to ensure any child entitled to this additional funding receives it.

Key information you should know about EYPP is as follows:

- Providers should ask parents/carers to make an application for Early Years Pupil Premium using the [online form](#)
- If the parents/carers do not have access to the internet the provider can complete the online application on their behalf and you can download the form which you will find on [KELSI](#)
- Please also be advised that any data you hold on behalf of parents must be stored in accordance with Data Protection Laws
- If the parent does not have access to the internet, MI will provide a paper form which the parent can complete and send to the address on the form. We will need you to contact us by telephone 03000 422828 with the names of these children and we send you forms prepopulated with their names by post
- We will advise you by email if applications are eligible or not. We will use the email address that we have on file
- If you have any queries with regard to EYPP please contact MI on 03000 422828
- You can find guidance on EYPP on [KELSI](#)

We have collated the ideas you all discussed and shared at the briefing sessions held across the county and these are available to view on [KELSI](#)

If you have examples of how you are using the additional funding do please share these with the Equality and Inclusion team so that we can begin to gather examples of good practice. In addition, a member of the team is attending a national conference in June and will share further updates and ideas from that event in due course.

### Equality and Inclusion Survey

The responses you gave to the EY survey have been exceptionally helpful. We have passed on your responses to our multiagency colleagues in Early Help and Specialist Teaching Service (STLS) so they are fully aware of the very positive comments and those challenges you have identified. One of the most common requests was for a one stop document listing who to contact about concerns for children and their families so we have collated this information as attached and hope you will find it helpful.

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The document is up to date but, as you will be aware, contact details can change so this information will be regularly updated (as necessary) and will be located on the Early Years and Childcare Equality and Inclusion section of KELSI.

- We have delivered further Best Practice Guidance training across the county and plan to offer in-house or collaboration training about using this document effectively in the autumn term
- Many responses commented on the complexity of the Best Practice Guidance checklists and Early Years Local Inclusion Forum Team (EY LIFT) paperwork. We are working with colleagues in STLS to simplify the documentation required for this referral without losing the vital information needed to inform the discussion. Our aim is to trial this paperwork with a group of settings during the summer term with the aim to introduce it in September across the county.

Thank you for your contributions which have enabled us to prioritise our work to support what you report is needed. Do continue to keep us fully apprised of how we can continue to help you meet the needs of the children in your care.

### Kent Progress Tracker

The Kent Progress Tracker can help practitioners to monitor the progress of individual and groups of children taking account of their starting points and capabilities. It can help settings to show the impact of what they do as they support children to acquire the knowledge, understanding and skills to develop and learn effectively, and be ready for the next stage in their learning and development, including school.

Please contact the Equality and Inclusion Team at [EYinclusion@kent.gov.uk](mailto:EYinclusion@kent.gov.uk) to request a copy. Details of training to support the use of this tracking tool can be found on the Equality and Inclusion, Tracking and Monitoring Children's Progress page on [KELSI](#).

### Useful Documents

#### **Disabled children and the Equality Act 2010: what early years providers need to know and do, including responsibilities to disabled children under the Children and Families Act 2014**

The Council for Disabled Children has produced a very [useful document](#) to support early years providers. As you will be aware early years settings have been covered by disability discrimination duties since the Disability Discrimination Act 1995 (DDA) was first implemented. [This booklet](#) sets them in the context of duties to all young children, set out in the Early Years Foundation Stage (EYFS) and duties to disabled children, set out in the Children and Families Act 2014. It provides a short guide to what early years professionals need to know and do in order to address inequalities and to ensure they don't discriminate against disabled children. The guide also considers how the requirements of the Equality Act 2010 sit alongside other requirements on early years providers, in particular requirements set out in the Statutory Framework for the Early Years Foundation Stage, requirements in the Children and Families Act 2014 and the Special Educational Needs and Disability Code of Practice.

[A guide for teachers](#) on what schools need to do has also been published.

## 6 Early Years and Childcare Service Partnership and Integration Team

### Collaborations

We now have 400 settings belonging to 50 collaborations across the county. At our Collaboration Leaders Day on 12<sup>th</sup> May those in collaborations reported that sharing information and supporting each other have been key benefits to being a collaboration member. In addition settings have shared training which has impacted on staff knowledge resulting in a positive outcome for the children in their care. Recent Ofsted reports are beginning to reflect the impact of collaborative working:

*'The nursery has excellent links with other local early years settings. These allow staff to share best practice and provide children with a highly consistent learning experience'. Ofsted 'Outstanding' – April 2015*

We will be undertaking more work on the impact of collaboration membership which will be shared with you at a later date.

The Leaders Day saw setting managers benefit from an inspiring and motivational talk on Leading by Influence from Helena Sharpstone. Leaders were able to experience co-consultancy coaching, many of whom found this a useful technique to transfer to their management of staff both individually and in team meetings.

We are currently organising a twilight session for those of you not yet working in a collaboration in Maidstone where we hope to have an existing collaboration leader to talk with you around the benefits of membership to a collaboration. Setting leaders have been sent a personal invitation to attend.



### **EFICL Pathways (Enhancing Family Involvement in Children's Learning)**

Pathways to enhance family involvement in their children's learning continue to be developed and the EFICL toolkit will comprise a range of useful resources to support settings in encouraging and sustaining family and parental engagement in their children's learning. We have recently trialled using the EFICL Audit and Reflection Tool (ART) with our collaboration leaders who have responded very positively to say that they consider this tool to be useful:

*"A useful audit tool to help you evaluate your practice in relation to parents. It covered all the necessary areas to support the development of parental involvement".*

We will be sharing the toolkit once fully completed with our Kent Early Years and Childcare providers and the principles of EFICL will be embedded within our training offer.

## 7 Kent Children and Families Information Service (CFIS) – here to help

### How can CFIS help you?

We can:

- Advertise your settings details [online](#), via email or through our advice line to families looking for childcare in your area
- Advertise an event your childcare setting is holding through our [Facebook page](#).
- Advertise any childcare job vacancies that you may have through the [Kent County Council website](#)
- Support all childcare providers no matter what the enquiry and happy to offer advice, information and assistance whenever needed.

If you need to contact us about any of the above please call 03000 41 23 23 or email us at [kentcfis@kent.gov.uk](mailto:kentcfis@kent.gov.uk)

You will need to ensure your details are up to date to allow us to keep parents/carers fully informed about your service.

#### **Please note:**

We are currently in the process of updating our childcare systems and therefore the online update facility is temporarily unavailable.

We will contact you in due course to notify you of the new online process along with your new password.

In the meantime if you have any urgent information updates regarding your provision please email us at [kentcfis@kent.gov.uk](mailto:kentcfis@kent.gov.uk)

We apologise for any inconvenience this may cause.

## 8 Private Fostering

**Would you be able to identify a child who was being Privately Fostered?**

**Private Fostering Week - 6-12 July 2015**

### **What is Private Fostering?**

A private fostering arrangement occurs when a child under 16 (or 18 if the child is disabled) is cared for and lives with an adult who is not a relative for 28 days or more. The Children Act 1989 defines a relative as a step parent (by marriage or civil partnership), grandparent, step grandparent, brother, sister, uncle or aunt.



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Private fostering is a private arrangement made by the parent(s), (or those with parental responsibility) for someone to care for their child because they are unable to do so (permanently or temporarily). This may be due to parental ill health, a parent going abroad or in to prison, a child being brought to the UK to study English, the relationship between the child and parent breaking down etc.

There does not need to be an exchange of money in such an arrangement to make it a private fostering arrangement, although some parents may pay fees to the carers or provide money to cover their child's costs.

**The Legislation**

The legislation in The Children Act 1989 and 2004 regarding private fostering is very clear.

Parents and carers are legally required to notify Specialist Children's Services about any such arrangement they make and Specialist Children's Services are legally required to assess the arrangement for its suitability.

Parents often fail to do so because they are unaware of the requirements and believe that this is a private family arrangement which does not concern anybody else. This lack of awareness means that many privately fostered children remain hidden and can be vulnerable, as in the case of Victoria Climbié who was herself a privately fostered child.

**What to do**

If you know that a child is being privately fostered you should tell the parent/carer that they must report the arrangement to their local Specialist Children's Services at least six weeks before it happens or within 48 hours if the arrangement is current having been made in an emergency. Referrals can be made by telephone on 03000 41 11 11.

If you, as a professional know or believe that the arrangement has not been, and will not be notified, or if you need general advice regarding private fostering you should contact Specialist Children's Services on the above number.

Leaflets for children, carers, parents and professionals are available for download at <http://www.kscb.org.uk/guidance/family-and-relationships-issues/private-fostering>

## 9 Briefing and Networking Sessions

Do not miss the opportunity to attend one of our Briefing and Networking Sessions which are **free** events open to all Early Years and Childcare providers from the private, voluntary, independent and maintained sectors. We look forward to welcoming you to the next events in June 2015. To book a place on one of these events, please access via [CPD Online](#):

09/06/15	Ashford/Shepway	EYC 15/050	The Mercure Hythe Imperial Hotel
17/06/15	Thanet/Dover	EYC 15/055	The Ark Christian Centre
24/06/15	Canterbury/Swale	EYC 15/054	Best Western Coniston Hotel
29/06/15	Sevenoaks/Tunbridge Wells	EYC 15/051	Swanley Banqueting
30/06/15	Maidstone/Tonbridge and Malling	EYC 15/052	Hadlow Manor Hotel
01/07/15	Dartford/Gravesham	EYC 15/053	Inn on the Lake

Agenda: These sessions will include information and/or discussions on:

- Key updates from the Early Years and Childcare Service
- Transition update
- School Readiness
- Integrated Early Education, Health and Early Help Reviews for Two Year Olds

## 10 Coming next.....

- Information on new Kent Progress Tracker workshops
- Are you ready to spend the EYPP? Guidance on how to spend the money effectively and understand what will be needed in terms of providing evidence of its impact
- New acronyms list

## 11 Contact Us

<b>Sufficiency and Sustainability</b>	<a href="mailto:Sufficiencyandsustainability@kent.gov.uk">Sufficiencyandsustainability@kent.gov.uk</a>
<b>Free For 2 (FF2) Team</b>	<a href="mailto:eyfreefor2@kent.gov.uk">eyfreefor2@kent.gov.uk</a>
<b>Improvement and Standards</b>	<a href="mailto:EYImprovementServices@kent.gov.uk">EYImprovementServices@kent.gov.uk</a>
<b>Equality and Inclusion</b>	<a href="mailto:EYInclusion@kent.gov.uk">EYInclusion@kent.gov.uk</a>
<b>Collaborations</b>	<a href="mailto:EYCollaborations@kent.gov.uk">EYCollaborations@kent.gov.uk</a>
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<b>Workforce Development</b>	<a href="mailto:Earlyyearsworkforce.ask@kent.gov.uk">Earlyyearsworkforce.ask@kent.gov.uk</a>
<b>KELSI:</b>	
	<a href="http://www.kelsi.org.uk/curriculum_and_pupil_learning/early_years_and_childcare/including_all_children.aspx">http://www.kelsi.org.uk/curriculum_and_pupil_learning/early_years_and_childcare/including_all_children.aspx</a>
<b>Schools e-bulletin</b>	<a href="http://www.kelsi.org.uk/working_in_education/news.aspx">http://www.kelsi.org.uk/working_in_education/news.aspx</a>