



Early Years and Childcare Excellence

# Early Years and Childcare Bulletin

May 2018



**Kent County Council**

**Early Years and Childcare Service**

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## Welcome and Introduction Alex Gamby, Head of Early Years and Childcare

Dear Colleagues

Welcome back after what I hope was a pleasant and restful Easter break, although it does now feel like a little while ago. I trust you have been able to enjoy the sunshine we have been experiencing and look forward to more of that in the coming weeks – I hope!

### General Data Protection Regulation (GDPR)

GDPR is almost upon us and as you will be aware becomes statutory on 25 May 2018. This is a new law that will replace the current Data Protection Act 1998 and will remain in place even after the UK leaves the EU in 2019. GDPR will give individuals control over their own personal data. Early Years providers need to be aware of these changes and start making changes in order to be compliant in time.

I hope that you were able to attend one of our recent workshops and/or have been able to access other means of information and support to enable you to be compliant. There were a number of questions raised at our workshops, responses to which have been uploaded onto KELSI and are available [here](#).

For providers who deliver the Free Early Education and Childcare Entitlement, the Privacy Notice for parents has been revised to become GDPR compliant and is available on KELSI [here](#).

We have also put together a basic guide, '[GDPR – Information for Providers](#)', which we hope will give settings further information to consider. We would also recommend providers look at the Information Commissioner's Office website [www.ico.org.uk](http://www.ico.org.uk) and at this [Preparing for the GDPR](#) document in particular.

### Early Years Pupil Premium (EYPP) and Disability Access Funding (DAF)

Management Information is pleased to advise that Victoria Bentley is now the lead officer for EYPP and DAF. Many of you will know Victoria from her work on the Free for Two Scheme.

### Summer Term 2018

Management Information is accepting applications for EYPP and DAF for children in the date of birth range 01/04/2013 to 31/03/15.

### EYPP

EYPP applications are made via [KELSI](#).

Providers should complete the application form once permission has been given by the parent/carer on the Parental Declaration form. Eligibility checks for applications under the economic criteria will be completed and providers advised of the result.

Where an application is made for a child who has left the care of a local authority, providers must email Management Information via [eyfe@kent.gov.uk](mailto:eyfe@kent.gov.uk) to confirm they have had sight of the relevant order before a payment can be processed.

Payment for EYPP can only be made once the balancing payments for the term have been processed. EYPP payments can be made for eligible children, provided the child has been included on the setting's headcount claim or an adjustment claim has been processed.

Where an EYPP application has been processed under the economic criteria a parent/carer's eligibility has to be checked on an annual basis. In Kent, this will be checked every September. Providers will have to complete a new application every September. There is no need to reapply for EYPP on a termly basis.

Providers will receive an additional £0.53 per funded hour, based on the universal entitlement, for the eligible children.

### DAF

The DAF application form can be downloaded from KELSI using this [link](#). The form should be completed and sent to Management Information either by email (please use your Egress Account) or post using recorded delivery. Please ensure that a copy of the most up to date Disability Living Allowance award notice is included. Without this a DAF payment cannot be processed.

DAF payments are made annually, based on the term in which the first payment was made. New applications are only required where the original award notice received does not cover the period of the next due payment date. The table below provides an example. Funding is paid at **£615 per year** and is paid to one childcare provider nominated by the parent.

Date of Application	DAF Payment Date	Award Notice Period	Automatic 2 <sup>nd</sup> DAF Payment Made
June 2017	Summer Term 2017	10/04/2017 – 23/08/2019	Yes No further application required
July 2017	Summer Term 2017	10/04/2017 – 08/03/2018	<b>No</b> New application needed with new award letter showing dates beyond 08/03/2018

## Bercow; Ten Years On

Bercow; Ten Years On is a report on the state of provision for children's speech, language and communication needs (SCLN) in England. The report has been published by I CAN, the children's communication charity and the Royal College of Speech and Language Therapists (RCSLT).



Follow this [link](#) for the full report, recommendations and the call to action.

The Early Years and Childcare Service offers a full and comprehensive range of training including Makaton and I CAN courses delivered by Makaton Regional tutors and I CAN licensed trainers, to support you to address the issues raised in this report.

Follow this [link](#) to the Thread 8 Core Element: Communication and Language in the Early Years, for further information and booking details.

## Special Educational Needs Review

We are sure many of you will have seen the Government announcement of a review of SEN. We will be sending a joint response from the Early Years and Childcare and Specialist Teaching Services and if you have anything you would like us to include please send to Sue Smith ([susan.smith4@kent.gov.uk](mailto:susan.smith4@kent.gov.uk)) or Zenia Ford ([zenia.ford@kent.gov.uk](mailto:zenia.ford@kent.gov.uk)).



They are inviting written evidence on the five following points:

1. Assessment of and support for children and young people with SEND
2. The transition from statements of special educational needs and Learning Disability Assessments to Education, Health and Care Plans
3. The level and distribution of funding for SEND provision
4. The roles of and co-operation between education, health and social care sectors
5. Provision for 19-25 year olds including support for independent living; transition to adult services; and access to education, apprenticeships and work.

All responses need to back to us by 1 June so that we can meet the 14 June deadline. You are able to send individual responses if you would prefer to do so. Please follow this [link](#) for further information.

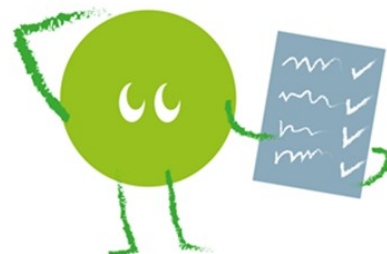
## Special Educational Needs Updates

Many of you will now have met a Special Educational Needs Inclusion Fund (SENIF) Practitioner and will have benefited from their support. Any setting may be able to access this support depending on the child's level of need for whom SENIF is agreed. Zenia Ford, County Strategic Lead for Early Years (SEN) has revised and updated the information about SENIF and has designed some flyers for you to share with parents.

You can find these on the [SEN](#) pages of KELSI along with leaflet for parents and some FAQs.

### Role of the SENIF Practitioner:

- To support settings to implement Personalised Plans, advice and programmes, provided by professionals to enable children to make progress and fully access the EYFS
- To model ways of working and advise on strategies suggested by Specialist Teachers
- To support settings on occasions when a child transitions from an Observation and Assessment Nursery Placement to their preschool setting
- To work with the child *and* the key person for a minimum period of six weeks with the aim of supporting setting practitioners to continue working with the child independently after that period of time
- To sometimes visit the setting to give advice around forms and paperwork that need to be completed
- To provide guidance to Early Years settings regarding a range of resources and training that will support and encourage learning to take place for those children in receipt of SEN Inclusion Funding.



### Role of the Monitoring Officer

To monitor and evaluate the provision for individual children in receipt of SEN Inclusion Funding attending PVI settings, maintained nursery classes and childminders, ensuring that they are making appropriate educational progress.

## Child Sexual Exploitation (CSE)

If anyone has any information or concerns regarding groups of young children, drugs, alcohol, gangs, young people regularly visiting an address or hotels, they should use the numbers below to share these concerns:

CSE team - 01622 652886

Call 101 - Quote 'Operation Willow'

Call the Say Something Helpline anonymously on 116 000

## Kent Children and Families Information Service

### We are here to help

#### Your details, your responsibility

Your details may not be displayed on our website, so you could be missing out on potential business. We recommend that you review your childcare provision details held on a regular basis.

#### Your permission settings

The information you give us will be made available, with your consent, over the telephone, in writing and via the internet. You have the option to restrict the ways in which your information is published. It is important that you complete the permissions form correctly using the following link to [our permissions form](#).

#### Make sure your details are up to date

Are the details of your nursery or preschool up to date?

Do we hold the correct contact details for your service?

Are you providing before and after school care that CFIS are not aware of?

Register to use our online service where you are able to update your details at a time that is convenient to you. The information can be found on our [website](#) or by calling us Monday to Friday between 9am-5pm.

If you need to contact us about any of the above please call us at 03000 412323 or email [kentcfis@kent.gov.uk](mailto:kentcfis@kent.gov.uk)

## Qualified Leader Supplement

This year we have undertaken a focused piece of work to ensure the allocation of the leadership supplement is strengthened and equitable across the sector. In February 2018 we asked you to respond to a questionnaire which asked about the leader of learning who held Qualified Teacher Status, Early Years Professional or Early Years Teacher Status. Alongside these questions we asked for confirmation of the status and if a setting was employing a QTS under teacher's terms and conditions an additional audit was required to demonstrate compliance of the requirements.

Thank you to all those who replied promptly with all the required information. This ensured we were able to allocate the correct supplement.

As this was our first year of undertaking this more in-depth verification process we appreciate additional time was required to provide all the information. We are very grateful

for your time and patience with this new process but felt that to ensure equality across the sector and strengthen compliance we needed to review our processes and implement necessary changes.

**Following this piece of work, we have taken some learning points and wanted to take this opportunity to share some key information:**

- For detailed guidance on Qualified Teacher Status, link to teachers self-service and how to apply for QTS if you hold an overseas teaching qualification the DFE have provided information and guidance [here](#)
- Information on the Early Years Teacher Standards can be found [here](#)
- Up to date information on Early Years and Childcare qualifications at all levels can be found [here](#).



## Department for Education (DfE) Consultation

### Strengthening Qualified Teacher Status and Improving Career Progression for Teachers

We wanted to respond to this consultation and highlight the need to bring the Early Years Teacher Status (EYT) in line with Qualified Teacher Status (QTS). We also wished to highlight that when the DfE is considering how QTS can be strengthened, they should also be reviewing how the same opportunities and status should be given to Early Years Teachers.

*‘This consultation is about supporting teachers and ensuring the right structures are in place at the beginning of a teacher’s career, improving access to high-quality professional development and improving progression opportunities for all teachers throughout their careers’ (DfE 2018).*

We would like to share with you a summary of our response and to acknowledge the commitment we have to raising the quality and recognition of the sector:

- \* When strengthening the opportunities and career progression for QTS we need to ensure this is also mirrored for EYTs, as they have also worked hard for their qualification and been assessed against teaching standards which are designed to enhance the quality of teaching for our youngest children
- \* Currently there is no official mentoring/induction programme for EYTs. Could this be an opportunity to use some of the funding associated with EYT to develop an induction programme, which could be led/delivered by training and/ or Early Years organisations. This would bring opportunities in line with current NQT requirements and allow the induction period to be overseen by experts in the field of Early Years
- \* Equality of opportunity for EYTs will increase the value of the status and recruitment on training programmes. A mentor’s training programme should be established to support the newly qualified EYT
- \* Time for professional development should be within contracts and embedded within performance management procedures and reflect teacher’s terms and conditions; Effective mentoring opportunities carried out by experienced individuals who have sound subject knowledge, particularly those with significant Early Years’ experience across the Early Years’ age range to mentor EYTs.

The DfE consultation has now closed but the full documentation [can be viewed here](#)

### Threatening Emails to Schools

A communication has been sent to Kent schools regarding threatening emails. Although we are not aware of any specific threats being made to Early Years settings, it would be good practice to follow the advice given in the communication which is available to view on [KELSI](#).



## Charity News

### Charity Commission news

The Charity Commission has launched its new digital services portal for charities, which now needs to be used for a number of services, including:

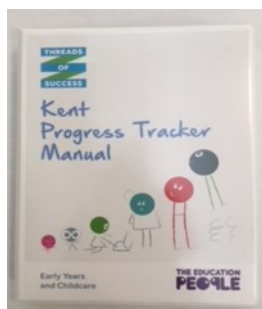
- Changing a charity's name
- Changing a charity governing document
- Removing a charity from the register
- Sending in a charity's annual return

The charity's Charity Commission password will be required to complete the forms.

### General Support

If you are a committee member or trustee and would like support, please contact your Childcare Sufficiency Officer direct or alternatively send an email to [sufficiencyandsustainability@kent.gov.uk](mailto:sufficiencyandsustainability@kent.gov.uk) and it will be passed onto the appropriate officer.

## Training, Services and Products from Threads of Success



### News about the Kent Progress Tracker

Our newly developed Kent Progress Tracker **Manual** is now available.

Designed for use alongside the Kent Progress Tracker, this exciting new manual is divided into sections that will provide you with everything you need to effectively track and monitor the progress of all your children:

**Section One** provides comprehensive instructions that will guide you step by step through each section of the Kent Progress Tracker.

**Section Two** gives detailed information about how to analyse the data the Kent Progress Tracker produces and the different ways this is shown and can be used.

**Section Three** is for your own current data and assessment processes which, alongside the analysis of your data, provide essential information for you to share with parents, other professionals and Ofsted.

**Section Four** introduces our newest product, The Kent Progress Tracker - Intervention Tool. A new and unique way to monitor the effectiveness of short term interventions and funding streams, showing the impact these can have on children's progress, the narrowing of attainment gaps and improving outcomes.

The Manual demonstrates information and analysis through:

- Percentages
- Charts
- Summary Sheets
- Area of Learning Sheets
- Individual Child Reports



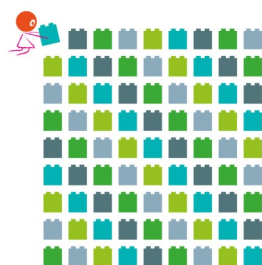
**If you are not aware of the Kent Progress Tracker programme, this valuable resource will enable you to:**

- analyse and compare assessment information
- plan for individual needs to promote improved outcomes and support school readiness
- filter progress information about vulnerable individuals and groups of children
- share valuable progress information with parents, other professionals and Ofsted
- identify areas for setting improvement and staff development

Together, they make a complete and comprehensive package to support you with this vital area of your work:

- If you are currently using the Kent Progress Tracker, you can purchase the **manual only** for £20 (this resource is not subject to VAT)
- If you wish to have the Kent Progress Tracker **plus** the manual, together these will be £25 (plus VAT)

From 1 April 2018, we are no longer able to email the Kent Progress Tracker Program Centrally Funded; however, the price above represents a significant subsidy for Kent settings only.



**Please note:**

There have been no further developments to the Kent Progress Tracker programme itself. If you already have this resource, you may continue to use it as you have previously.

The version you are using should be v4.2. To check this please look on the Master Sheet, next to the blue ribbon with the Kent Progress Tracker title.

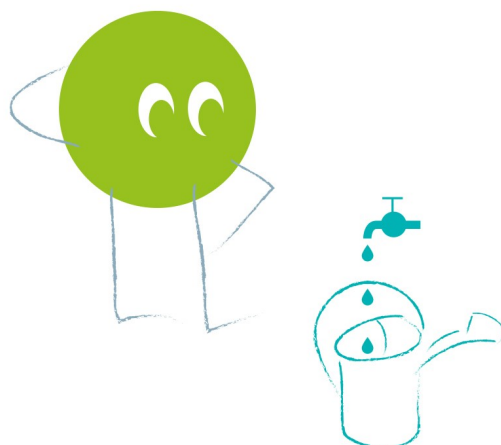
You should also have saved a blank copy for subsequent cohorts, as detailed in the current instructions. If you have not saved a blank version, you will need to purchase a new copy as above.

**To purchase the above resource/s, please follow this [link](#) to the Threads of success website.**

## **Committee Matters Training**

This course will provide the essential information regarding the roles and responsibilities of the Management Committee, including the Chair, Secretary and Treasurer. Guidance, resources and practical tools will be introduced to enable committee members and trustees to have a greater understanding of their legal commitments and responsibilities.

Visit the [Threads](#) website to book onto a course or express your interest in attending future training.



# When asked ‘Do you moderate?’ what is your response?

Pugh and Duffy (2013) used a case study 15.1 in their book ‘*Contemporary Issues in Early Years*’

An experienced but ‘new’ teacher in an inner London school led bold change in assessment practice by asking his established team to abandon sticky notes and copious written observations and instead ‘get to know the children’. Through his leadership and daily professional dialogues with support staff each of them learned to relax and really look at and talk with children and understand the learning processes that they were going through rather than simply and frequently writing down what they do.

As a result, the knowledge of each child’s attainment became deeper (as was apparent when reviewing and moderating the judgements made for the children in relation to the Early Years Foundation Stage profile) and their pedagogy became stronger. The team had an agreed and joint view on the children and this has become the key starting point in development.... because adults respect each other’s point of view and have a clearer understanding of the needs of the children in it.

Introducing the **new** ‘train the trainer’ **Making the Moderator** course. This interactive workshop will provide you with the skills to moderate assessment of children’s learning and cascade your knowledge to your colleagues. The course objectives are as follows:

- \* Explore the differences between monitoring and moderation
- \* Build confidence to enable delegates to act as ‘Moderation Advocates’ within learning communities
  - \* Develop an understanding of different ways to undertake moderation
  - \* Reflect on the success criteria document as a guide to support moderation

## **Why? – enables you to make reliable, valid, evidence-based decisions**

How will you know the quality of the data if it is not moderated? Yes, it can be monitored by the leadership team, but is this moderation? As the above case study highlighted it is not about sticky notes but knowing the children and having a professional discussion about the unique child.

## **Who? – can anyone moderate?**

Anyone with knowledge of child development can moderate judgements. This could be a way of upskilling a member of the staffing team. Attending this training will develop their knowledge and understanding of moderation not only for personal development but also to support the setting to start moderating judgements.

Please access [CPD Online](#) for current availability

or

**consider in house training so you can moderate as a whole staff team or with your collaboration**

**To book or for more information contact the Threads of Success Team at**

**ThreadsofSuccess@kent.gov.uk or 03000 422376**



## The Power of Play: Kent County Council's Out of School Childcare Conference 2018

For the fourth successful year, KCC's Early Years and Childcare Service hosted its annual Out of School Conference. The event was attended by Out of School Practitioners from Kent, Hertfordshire, London, West Sussex, Surrey, Croydon and Brighton and Hove. As well as attending interactive workshops, delegates heard from keynote speaker Ali Wood, a training consultant with 25 years' experience in play and playwork, deliver an inspiring talk about how to further develop reflective practice.

Delegates left with inspirational ideas, new tools and techniques and new concepts to implement in their Out of School practice.

"Great organisation, good choice of workshops and friendly faces."

"Loved the practical activities and demonstrations."

"Lovely to think primarily about Out of School."

"Children are the masters of play we need to relive our childhood to help the children in our care."



If you would like to speak to an Early Years and Childcare Professional about supporting and developing your Out Of School provision and practice, please click [here](#).

### Is your Holiday Playscheme ready for inspection?

It is a simple equation, but the better your Ofsted judgement, the more parents will trust in your quality and book places at your Holiday Playscheme. All Holiday Playschemes will receive an Ofsted Inspection within the current inspection cycle which began on 1 August 2016 and finishes on 31 July 2020 – **if you have not had your inspection yet, can you afford to miss this training? If you have had an inspection, are you prepared for the next one?**

We want to invite you to book your place on CPD Online course code [EYC 18/198](#)

DATE: 12 July 2018, from 0930 -1230

WHERE: The Cornwallis Suite in Maidstone.

COST: £35.00 per head.

For all Ofsted Registered Holiday Playschemes.

Ofsted Registered Out of School Providers will also benefit.

## Ofsted Inspection Judgements

Recently we have had a few settings falling into Inadequate. The main issues related to the judgements are:

- lack of assessment and planning for children's learning
- poor teaching
- lack of safeguarding knowledge
- poor risk assessment
- lack of monitoring, reviewing and evaluating
- poor knowledge and understanding of how to support children's behaviour
- lack of interesting and challenging experiences for more able children
- poor hygiene arrangements
- failure to follow the required staffing ratios
- lack of staff's knowledge of how to support children's mathematical development
- lack of staff's knowledge of how to support children's literacy development.

When evaluating your provision consider the following:

- the effectiveness of the arrangements for safeguarding, including recruitment practices, and how you promote safe culture and practices and ensure that staff understand them
- the quality of your practitioners' assessment knowledge of each child
- the knowledge of each child's key person about their key children's progress
- the quality of any records about progress children make and any concerns about the children's development in the prime or specific areas of learning or both
- whether children are developing skills in the prime areas that help them to be ready for their next stage of education
- the effectiveness of your arrangements for professional development, arising from identifying staff needs and improving qualifications
- the deployment of staff, taking account of their qualifications, skills and experience to work with children of different ages, including babies and toddlers
- how well staff assess children's well-being and apply relevant strategies
- the effectiveness of your records of accidents, incidents and children's attendance at the setting.

Finally remember *'teaching should not be taken to imply a 'top down' or formal way of working. It is a broad term that covers the many different ways in which adults help young children learn. It includes their interactions with children during planned and child-initiated play and activities: communicating and modelling language, showing, explaining, demonstrating, exploring ideas, encouraging, questioning, recalling, providing a narrative for what they are doing, facilitating and setting challenges. It takes account of the equipment adults provide and the attention given to the physical environment, as well as the structure and routines of the day that establish expectations. Integral to teaching is how practitioners assess what children know, understand and can do, as well as taking account of their interests and dispositions to learn (characteristics of effective learning), and how practitioners use this information to plan children's next steps in learning and monitor their progress'* Early Years Inspection Handbook, Ofsted (2015)

Through [Threads of Success](#) we can offer the following to support with the key indicators above to prevent you getting a less than good judgement at your next inspection:

- ⇒ [Strategic Improvement Visits](#) with a focus decided by you, but can include meeting the safeguarding and welfare requirements, recruitment, self-evaluation procedures, observations of practice to strengthen teaching and the observation, assessment and planning process
- ⇒ [Observation, assessment and planning](#) training
- ⇒ [Why are clouds fluffy? – Sustained Shared Thinking](#) training



- ⇒ [Making the Moderator](#) workshop
- ⇒ [Magic of Maths](#) workshop
- ⇒ [Let's Look at Literacy](#) workshop
- ⇒ [Encouraging Positive Behaviour in the Early Years](#) workshop

## EMPORIUM PLUS

a THREADS OF SUCCESS service

Spring and Summer are on their way! We have a fantastic selection of outdoor resources for your children to enjoy and explore the outdoors. We have forest school fun, den building resources and even outdoor cooking to try. Start ordering your resources for outside learning now.



BBQ & Fire Pit



Forest School Box



Hammock & Fire Bowl



Elizabeth Jarman Bags

Emporium Plus has an extensive range of resources to cover all areas of the curriculum. We can support fundraising events and provide resources to support you during Ofsted inspections. Please contact us to discuss any requirements you may have.

There has been no increase to the 2017 membership prices and we can now offer direct debit payment options. A term time setting can borrow up to 24 resources over their membership period for just £7 a month. We also offer a 10% discount for collaboration members.

Please visit [www.emporiumplus.co.uk](http://www.emporiumplus.co.uk) or call the team on 03000 422 355.

## Briefing and Networking Sessions

Our regular Briefing and Networking Sessions provide a good opportunity to keep your setting and staff up to date and to network with colleagues from other settings.

We run sessions for Early Years and Childcare settings and schools and also specifically for settings providing Out of School care including schools.

Why not book a place on the next round and benefit from the opportunity to network and hear important updates?

<a href="#">18/040</a>	13 June 2018	Salomons, Tunbridge Wells
<a href="#">18/041</a>	14 June 2018	Swanley Banqueting, Clock Tower Pavilion
<a href="#">18/042</a>	19 June 2018	Holiday Inn Sittingbourne, The Coniston
<a href="#">18/056</a>	20 June 2018	Three Hills Sports Park, Folkestone

## Contact Us

<b>Threads of Success</b>	<a href="http://www.ThreadsofSuccess.co.uk">www.ThreadsofSuccess.co.uk</a> <a href="mailto:ThreadsofSuccess@kent.gov.uk">ThreadsofSuccess@kent.gov.uk</a>
<b>Threads of Success Recruitment Hub</b>	<a href="https://www.threadsofsuccessrecruitment.com/home">https://www.threadsofsuccessrecruitment.com/home</a>
<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>30 Hours of Free Childcare</b>	<a href="mailto:30HoursFreeChildcare@kent.gov.uk">30HoursFreeChildcare@kent.gov.uk</a>
<b>Improvement and Standards</b>	<a href="mailto:EYCIImprovementServices@kent.gov.uk">EYCIImprovementServices@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>
<b>Emporium Plus</b>	<a href="mailto:Emporiumplus@kent.gov.uk">Emporiumplus@kent.gov.uk</a>
<b>Workforce Development</b>	<a href="mailto:Earlyyearsworkforce.ask@kent.gov.uk">Earlyyearsworkforce.ask@kent.gov.uk</a>
<b>Kent Children and Families Information Service</b>	<a href="mailto:Kentcfis@kent.gov.uk">Kentcfis@kent.gov.uk</a>
<b>Management Information</b>	<a href="mailto:eyfe@kent.gov.uk">eyfe@kent.gov.uk</a>
<b>KELSI</b>	<a href="http://www.kelsi.org.uk">http://www.kelsi.org.uk</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>

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