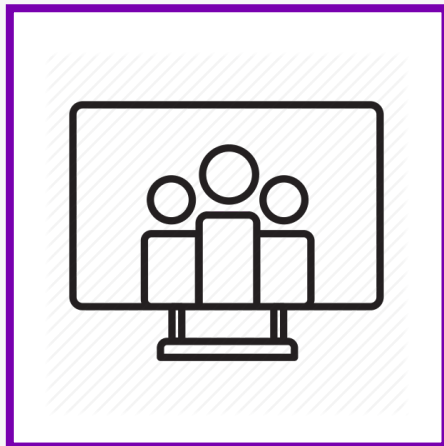
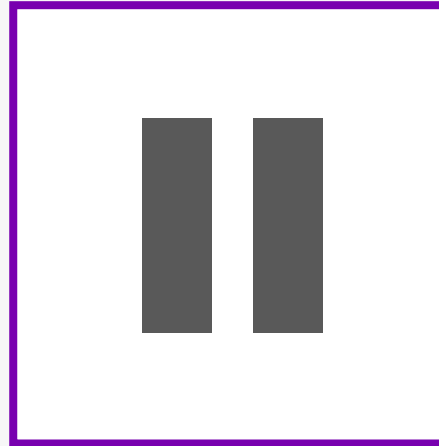


Early Years & Childcare Service

Briefing and Networking Sessions

June 2021

Ground Rules



Agenda

- 4.00** Welcome, Zoom Housekeeping and Introductions
- 4.10** LADO Service
- 4.30** Ofsted Inspection Update
- 4.45** Milestones for Assessment
- 4.55** Integrated Review at Two
- 5.05** Break
- 5.10** Contain Outbreak Management Fund (COMF)
- 5.30** Early Years and Childcare Provider Association
- 5.55** Evaluation and close

LADO Early Years Need to Know Sessions

Marie Jackson – LADO

Early years lead

Kent
County
Council



Frequent Questions

- What does LADO stand for and which legislation sets out the role?
Local Authority Designated Officer – Working Together
- Is there a LADO in every local authority? **Yes**
- Does the LADO investigate those who have harmed a child?
No. A LADO advises and guides employers on allegation management
- What is the Children’s Workforce ?
Guidelines state that anyone who works in regulated activity with children are part of the Children’s Workforce. (Paid or Voluntary)



LADO Intake:

From March 2020- March 2021

1,185 referrals

2,521 contacts



Think the unimaginable



Any person who works within the wider children's workforce falls into the LADO remit

Allegation Management



The Role of The LADO

CYP Lived Experience and Voice

Liaison with Police and governing
bodies

Proportionate and Timely



What is an Allegation?

Harm Threshold

Behaved in a way that has harmed a child or may have harmed a child

Possibly committed a criminal offence against or related to a child

Behaved towards a child or children in a way that indicates they may pose a risk to children

Behaved in a way that indicates they may not be suitable to work with children

All allegations (and where you are unsure) must be notified to the LADO within 24 hours – one working day



When a LADO referral is made:

Always inform Ofsted



Internal Investigations

Do Not:

Initiate an investigation without advise from LADO

Alert the member of staff about the allegation as this could hinder the investigation

Make assumptions or suggest explanations for actions
Do not end an investigation if the member of staff resigns, before an outcome is reached

Promise confidentiality

Agree settlement agreement

Ask leading questions



When Completing an Investigation:

Ensure the investigator has safeguarding experience

The investigator is sufficiently impartial

Good understanding of code of conduct

Has clear terms of reference

Is aware of the time frame (10 working days)

Provides outcomes and rationale for outcomes

Keep Ofsted informed

Seek Advice from LADO

Ensure welfare support is provided

Keep the member of staff up to date but being mindful of information shared

Don't forget the child's experience and voice

Consider misconduct or gross misconduct – disciplinary action



Outcomes, Action and Lessons Learnt

Substantiated

False

Malicious

Unsubstantiated

Unfounded

- Consider a position of trust meeting (POT)
- Consider referral to DBS
- Consider training
- Consider wider issues within the setting, culture, practice
- Consider updates/ review of code of practice



Early Years Key Themes:

Delay in reporting

Areas to think about

Ensuring safeguarding agenda in team meetings

Practice

Encouraging whistle blowing – posters in staff toilets

Training

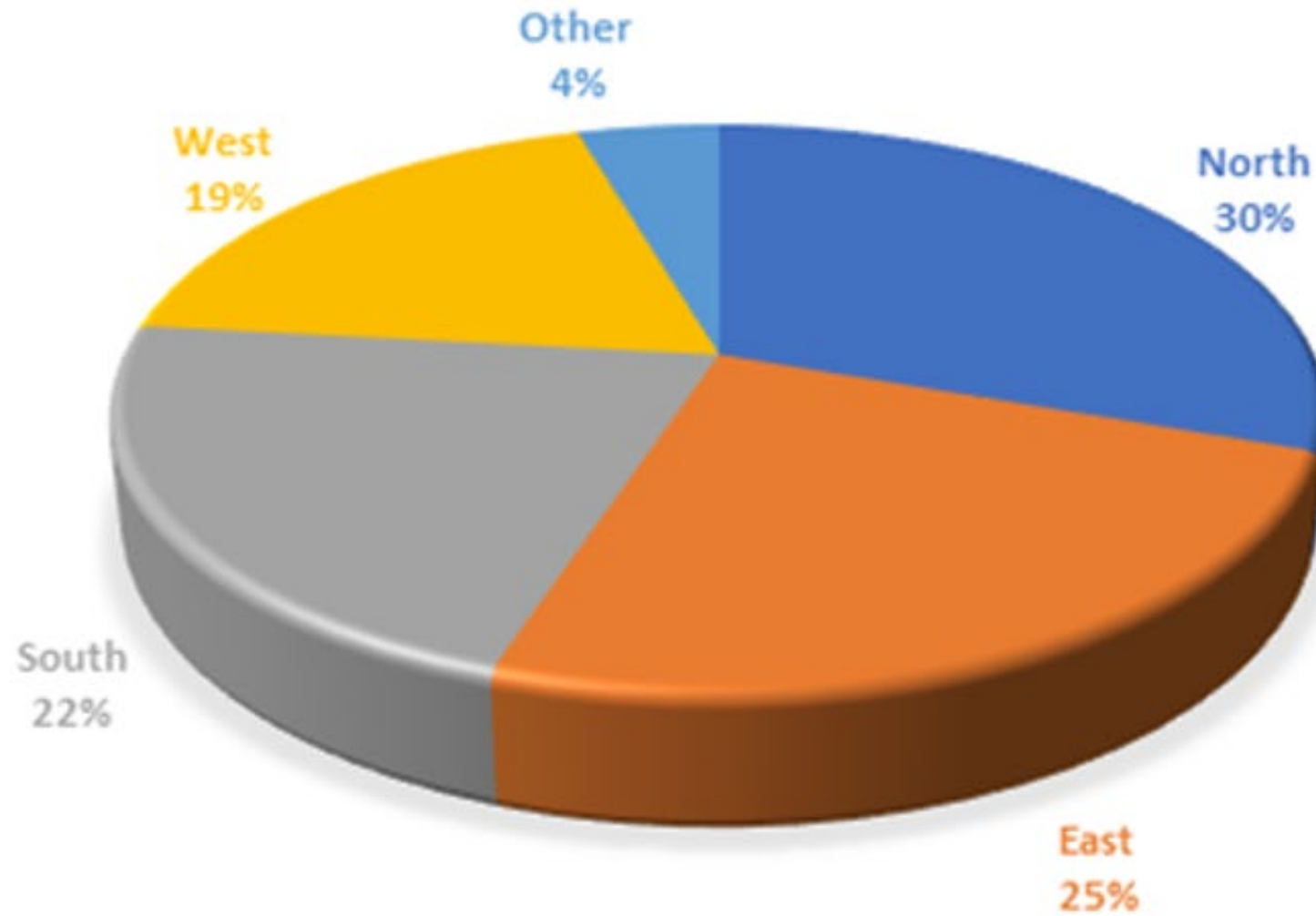


Key Themes: Suitability

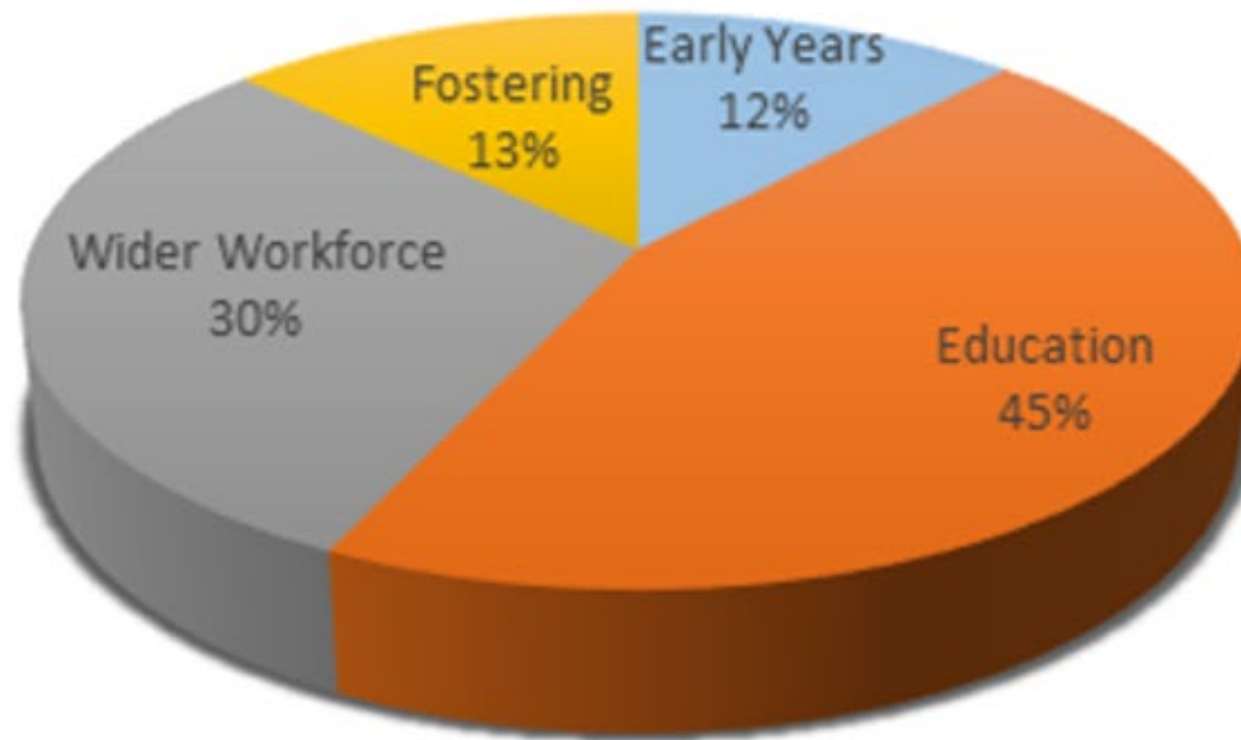
- Behaved in a way that indicates they may not be suitable to work with children? (includes transfer of risk, risk by association)
- Areas to Think about:
 - Supervision
 - Referral to LADO
 - Risk assessment



REFERRALS BY AREA



Referrals to LADO Service 2019-2020-By Sector



■ Early Years ■ Education ■ Wider Workforce ■ Fostering



Allegation types and Outcomes

- 1% emotional
- 4% external safeguarding
- 36% inappropriate conduct
- 4% neglect
- 1% online abuse
- 46% physical
- 8% sexual
- 26% Unfounded
- 38% Unsubstantiated
- 6% False
- 2% Malicious
- 1% ongoing police investigation
- 1% Other
- 27% Unsubstantiated





Sarah Crann



Alexa Andrews



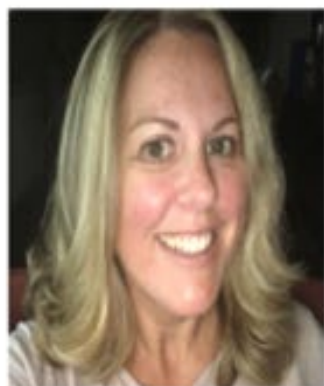
Marie Jackson



Susannah Burden



Hollie Priestley



Ali Watling



Emma Cumberbatch



Ofsted Inspection Update

Ofsted

- Onsite EIF inspections of registered early years providers began from 4 May 2021.
- Ofsted have prioritised their inspection activity.
- Most recent early years Ofsted inspections have common themes.

Ofsted Inspection Themes

- Notification received the previous afternoon.
- Conducted a learning walk.
- Tracking vulnerable children.
- Talked to each key person about their children.
- Spent a long time observing inside and outdoors.
- Asked staff about the three Is.
- Asked all staff different safeguarding questions.
- Reviewed all safeguarding and welfare documentation.
- No review of paperwork related to OAP.

Milestones for Assessment

Term 6 2021



In partnership with
**THE EDUCATION
PEOPLE**

Non-Statutory Milestones for Assessment

Produced by The Education People in Partnership
with Kent County Council

- The package has been designed to provide a set of clear and simple criteria.
- It will enable practitioners to make assessments about children's learning, development and progress.
- Focus will be on the three prime areas at each milestone in the young child's early life.

Milestones

Personal, Social and Emotional Development					
Self-Regulation					
Children at the expected level of development will be observed demonstrating these skills consistently and independently					
0-6 months	12 months	24 months <i>These are the milestones for the Statutory Progress check at age two</i>	36 months	48 months	Early Learning Goal <i>At the end of their reception year children at the expected level of development will confidently be able to:</i>
express feelings strongly through crying to make sure that their needs will be met	demonstrate a wider variety of feelings using crying, facial expressions, gestures and vocalisations, freely to express their needs	<p>experience a wide range of feelings with great intensity, such as anger and frustration, which can be overwhelming and result in losing control of feelings, body and thinking</p> <p>explore new toys and environments but may 'check in' regularly with familiar adult, as and when needed</p> <p>demonstrate a sense of self as an individual for example wanting to do things independently and using the word 'no'</p>	<p>express their own feelings such as sad, happy, cross, worried, and begin to respond to the feelings of others</p> <p>begin to show 'effortful control', for example, wait for a turn and resist the strong impulse to grab what they want or push their way to the front</p> <p>single channel attention, can shift to a different task if attention fully obtained</p>	<p>understand their own feelings and know that some actions and words can hurt others' feelings</p> <p>usually wait or tolerate some delay when needs are not immediately met and understand wishes may not always be met</p> <p>focus attention to 'listen and do' and follow directions (if not intently focused on own choice activity)</p>	<p>show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</p> <p>set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate</p> <p>give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p>

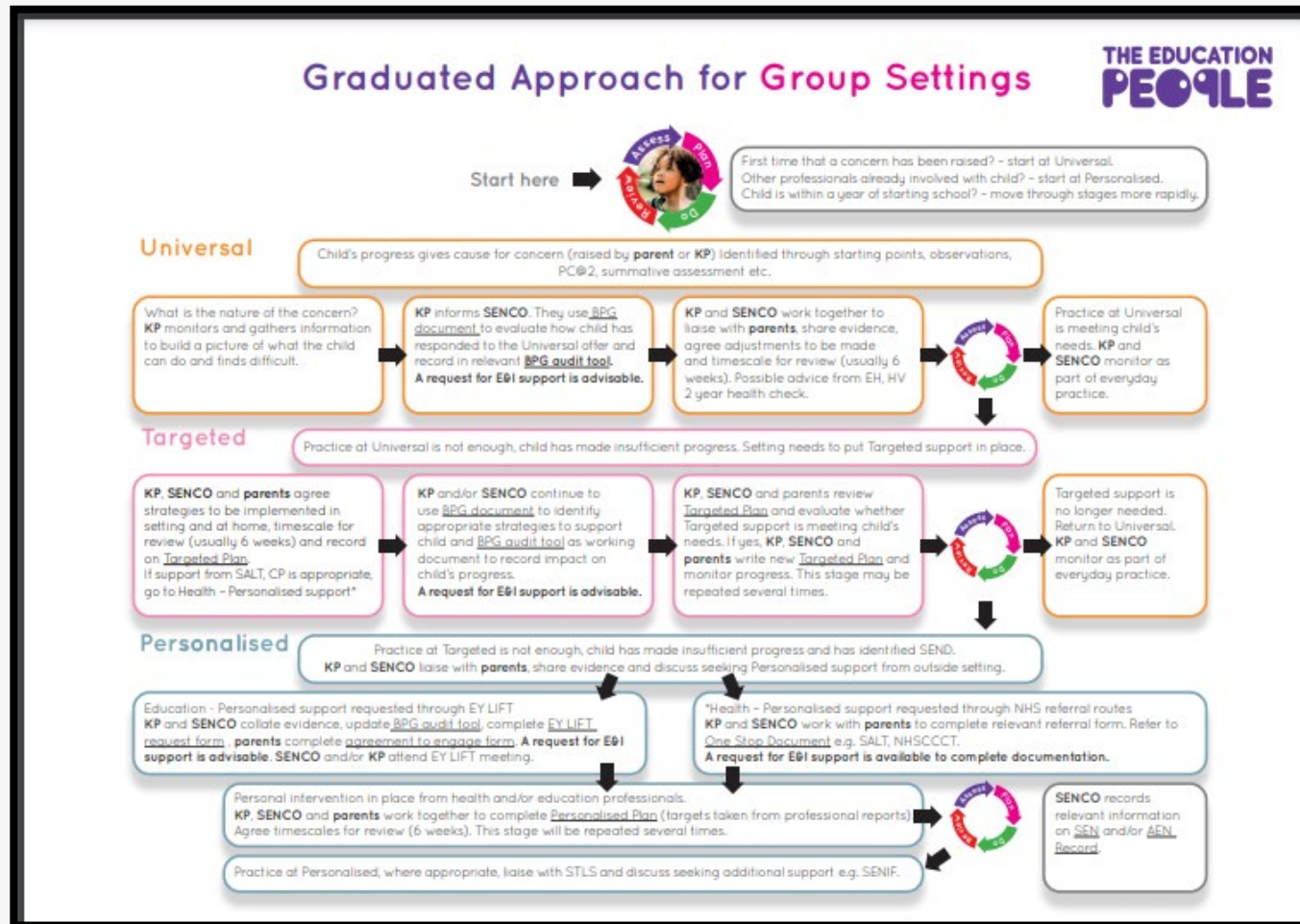
When a child is not demonstrating these skills as expected, practitioners should consider, alongside parents/carers what interventions to use to support learning and development. This ensures that requirements within the Statutory framework for the early years foundation stage (2021) and SEND code of practice (2015) are met

THE EDUCATION
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Progress Check @ age Two

Milestones of Development	Early Learning Goal							
	48 months							
	36 months							
	24 months							
	12 months							
	0-6 months							
	Prime areas of learning	Self-Regulation	Managing Self	Building Relationships	Listening, attention and understanding	Speaking	Gross Motor Skills	Fine Motor Skills
	Personal, social and emotional development			Communication and language development		Physical development		

Kent's Graduated Approach



Integrated Review at Two

Update June 2021

IR2 Progress Update

- Rollout commenced March 2021
- IR2 Webinars
- IR2 Process document
- IR2 Flow chart

<https://www.theeducationpeople.org/products/early-years-childcare/kents-approach-to-an-integrated-review-at-two/>

Health visiting ASQ Webinar



Kent Community Health
NHS Foundation Trust



Home

Our services

About us

Work for us

Emergency

Kent Baby frequently asked questions

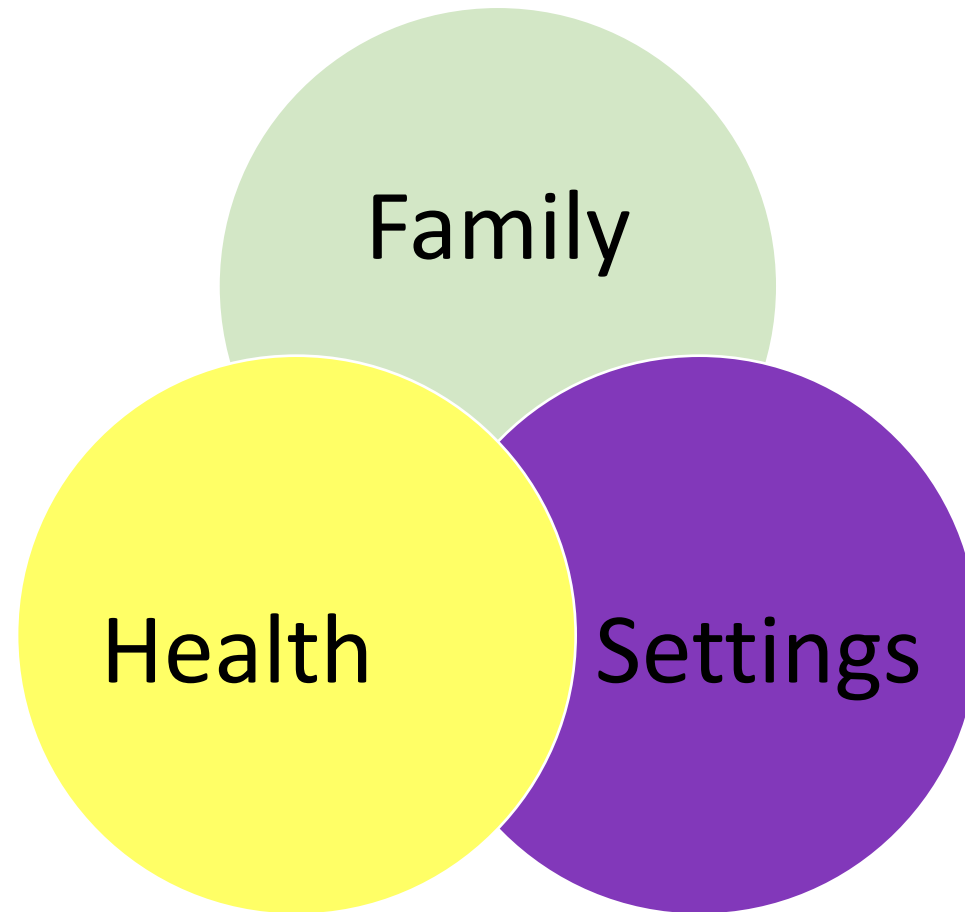


The review

<https://www.kentcht.nhs.uk/service/kent-baby/faqs/>



Integrated Reviews



Scenario 1

Alfie is two years and one month. Alfie has attended your setting for the past year. His mother has received an appointment for Alfie's two year review with the health visiting service. Before the review Alfie's mother completes the ASQ ready for the appointment. At the review Alfie's mum had no concerns regarding Alfie's development and there were no concerns identified through observation and use of the ASQ . The health visitor records the outcome in the Red Book and asks the Mother to share this with the early year's setting explaining they will be shortly completing their progress check on Alfie.

At the setting the key person arranges to meet the family to discuss Alfie's EYFS progress check at two. There are no concerns identified about Alfie's progress at nursery or home during the check.

Green Pathway

My personal child
health record



Check the Red Book to see that the Health and Development Review has been completed.

Record the outcome of the EYFS progress check in the Red Book on the designated page.

No further action.

Scenario 2

Rosie is two years and three months. She started nursery three months ago and has settled well. Her father has met with you to discuss her EYFS progress check at two.

Rosie is currently enjoying nursery and is developing well in most areas. She needs a little support with her personal and social development. You are currently helping her to practise taking turns and supporting her wellbeing when she becomes frustrated. You have noticed that Rosie gets very tired mid-morning which affects her behaviour. Her father expresses frustration over Rosie's behaviour at home and has concerns around her sleep as she gets up several times in the night. Exploring further, you identify that it has been a difficult time for Rosie's parents. They are both working from home and juggling child care between them. You identify that there has been no opportunity for Rosie to meet other people or children until she started nursery and that there are very few routines at home.

Amber Pathway

Kent Community Health **NHS**
NHS Foundation Trust

CHILDREN'S Public Health Service REFERRAL FORM
Single Agency Request to Health Visiting BASE ADDRESS

Child Details		DOB	Gender
Forename	Surname		
Pre-School: (if applicable)		Child's GP Name & Surgery Address	
Parent/Carer Name & Address (including post code)		Tel. No. ____	
Contact No			
Mother:			
Young Persons Tel. No. ____ (if applicable)			
Referrer Details:		Designation	
Name of Referrer	Telephone Number and E-mail Address		
Date of referral			
Referrer Signature: (e-signature accepted)			
Special Educational Needs/ Interpreter required/ other additional information important for client engagement			
SEN Need	Interpreter	Other	
Other Agencies Involved <i>i.e. Homestart</i>			
Are there any Safeguarding concerns?			

Revised September 2016

Page 1 of 2

Date:

Revised September 2016

Check the Red Book for a record of the Health and Development Review being completed and any action.

Record outcomes of the EYFS Development Check in the Red Book on the designated page.

Complete a referral to the Health Visiting Service to request a package of care.

Scenario 3

Joseph is aged two years and ten months. He has been attending the early years setting for four months. His key person has concerns in two areas of his development and Joseph's development is now three months behind his peers. You have been talking to his parents about the adjustments you have made and shared some strategies that you are using. At the EYFS progress check you ask if children have attended their Two Year Health and Development check and ask to see the Red Book. There is nothing recorded in the book. The parents explain that they completed an ASQ questionnaire eight months ago and the check was completed over the phone and he was fine. At that time, they didn't really have any concerns. During the discussion with parents, you agree to start a Targeted Plan.

Red Pathway

Kent Community Health NHS
NHS Foundation Trust

CHILDREN'S Public Health Service REFERRAL FORM
Single Agency Request to Health Visiting BASE ADDRESS

Child Details		DOB	Gender
Forename	Surname		
Pre-School: (if applicable)		Child's GP Name & Surgery Address	
Parent/Carer Name & Address (including post code)		Tel. No. ____	
Contact No			
Mother:			
Young Persons Tel. No. ____ (if applicable)			
Referrer Details:		Designation	
Name of Referrer	Telephone Number and E-mail Address		
Date of referral			
Referrer Signature: (e-signature accepted)			
Special Educational Needs/ Interpreter required/ other additional information important for client engagement			
SEN Need	Interpreter	Other	
Other Agencies Involved <i>i.e. HomeStart</i>			
Are there any Safeguarding concerns?			

Page 1 of 2
Revised September 2010

Yes, has this been referred to Social Services?
If yes, date referred
Name of referral:

For Request
Why or what are your concerns?

Are there any other concerns?
If yes, date referred
Name of referral?

Sharing Agreement
Consent of the parent.
In accordance with the Data Protection Act except for
discussions between professionals. I
discussions regarding any future planning
time to information being shared and

Revised September 2010

Record outcomes of the EYFS Development Check in the Red Book on the designated page.

Complete the Health Visiting referral form requesting an Integrated Review meeting in your setting.

Include three suggested dates and times.

Break

Contain Outbreak Management Fund (COMF)

Alex Gamby

Contain Outbreak Management Fund (COMF)

KCC is looking to support early years settings (0-5 years old) in their response to the COVID-19 pandemic.

The purpose of the COMF funding is to support proactive containment and intervention measures in relation to COVID-19.

Specific criteria must be met when spending these funds. For example:

- Support provided may cover a contribution towards adaptations/ equipment within the nursery setting to enable services to be delivered in as safe a way as possible in order to prevent the transmission of COVID-19.
- Alternatively, support may be through the funding of additional capacity to support catch-up initiatives to address missed interactions as a result of the COVID-19 pandemic or additional support for families.

COMF continued....

KCC would want to fund activities to support those most impacted by the pandemic.

- Children with Special Educational Needs and Disability (SEND).
- Children with English as an Additional Language (EAL).
- Children living in poverty.
- Children whose parents/carers were not previously engaging.
- Parents/carers who have struggled to find time for their own wellbeing.
- Parents/carers who have felt lonely and isolated during lockdown.
- Families who 'feel judged'.

KCC Suggested COMF Activities

- Activities that support the agendas previously described.
- Activities that impact the negative impacts of COVID.
- Safe spaces for mental health and wellbeing discussions.
- Promote COVID-safe messages in a way that resonates with the age group.
- Supporting wellbeing, resilience, and reintegration.
- Reducing social isolation and support parents/carers to reconnect with networks and communities safety.
- Supporting staff health and wellbeing and promote COVID-safe behaviours.
- Support and enable COVID-safe group activities.
- Development of resources that can be shared with other early years settings and other agencies or KCC communication team.

What do you think would be the most effective use of COMF in the early years and childcare sector and why?

Key things to consider in your discussions:

- activities include the general promotion of COVID-safe messages
- must be spent by March 2022
- activities should not be linked to business as usual
- activities can be linked to reintegration activities.

Early Years and Childcare Association

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