



# Early Years and Childcare Bulletin

March 2015  
Issue 6

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## Welcome

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

**Please visit our new KELSI website:** <http://www.kelsi.org.uk/early-years>

### **Early Years Foundation Stage Profile and Assessment**

The DfE has confirmed that the Early Years Foundation Stage (EYFS) Profile will remain statutory until September 2016. The EYFS Profile is a one-off assessment for all children at the end of their Reception year.

Alongside this in September 2015, schools are invited to pilot the new EYFS baseline. The DfE has approved six baseline assessments and schools now have up until the end of April 2015 to select one of these. The DfE will be covering the basic cost, though some of the assessments may need additional equipment and resources that the school will need to pay for.

Each of these baselines will:

- Provide a single score for each child
- Record an individual child's outcomes (as a minimum) in Communication and Literacy and Mathematics and Literacy
- Be able to make predictions for the end of KS1
- Be used by Ofsted to describe progress from Year R
- Provide a high level of statistical reliability
- Provide a way of submitting data.

The first measurement against the Baseline will be 2022.

Schools need to choose the baseline that reflects their values. Consideration must also be given to any additional cost the assessment may incur, how long it takes, how accurate it will be and how it will inform whole school tracking systems. We believe the Early Excellence Baseline is a principled choice for Year R teachers.

## Continued from page 1

The Early Excellence Baseline Assessment recommended by Kent builds upon existing approaches and tradition of observational assessment. It operates as part of everyday effective practice, working within the principles and practices of the current EYFS. It is fully inclusive for children with EAL and SEND and includes multi-perspectives of the child's development including parents. Ideally it should be the decision for the Year R teacher as they will be carrying out the assessments. All the approved models will achieve what Headteachers, Governors and Subject Leaders require from them.

The Standards and Testing Agency has approved the following providers for the Reception baseline assessment:

- [Centre for Evaluation and Monitoring, Durham University \(CEM\)](#)
- [Early Excellence](#)
- [GL Assessment](#)
- [Hodder Education](#)
- [National Foundation for Educational Research \(NFER\)](#)
- [Speech Link](#)

Schools need to consider the message these assessments give to children about learning and school ethos. The Early Excellence Baseline recognises the need to build relationships as well as providing an accurate picture and description of who they are.

Kent has delivered briefing sessions for Headteachers and Year R teachers across the county in March which included an overview of all the approved Baseline assessments prior to a more in-depth look at the recommended Early Excellence Baseline.

## 1 Safeguarding

Following our recent Briefing and Networking sessions across the county, it has come to light that some providers/schools are unfamiliar with the legal requirements around 'disqualification by association' (Child Care Act 2006: Disqualification Regulations 2009).

In summary, the regulations mean an individual '*providing early years childcare or later years childcare to children who have not attained the age of eight*' may be disqualified as a result of an act for which they are directly responsible (for example, committing a specified crime). Additionally, they may also be 'disqualified by association' as a result of living in the same household as someone who would themselves be disqualified.

**Continued from page 2**

Individuals who are disqualified are not permitted to continue to work in early or later years provision, including school nursery and reception classes. They can apply to Ofsted for a waiver, who may grant a full or partial waiver. While an application to Ofsted is under consideration the individual must not continue to work in the setting.

For more detailed information please follow this link:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/414345/disqual\\_stat-guidance\\_Feb\\_15\\_3\\_.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/414345/disqual_stat-guidance_Feb_15_3_.pdf)

For the latest Safeguarding Newsletter please follow this link:

[https://shareweb.kent.gov.uk/Documents/KELSI/Safeguarding/Safeguarding%20team/Newsletters%20and%20reports/CP\\_Newsletter\\_January%2015\(KA\)-%20Final.pdf](https://shareweb.kent.gov.uk/Documents/KELSI/Safeguarding/Safeguarding%20team/Newsletters%20and%20reports/CP_Newsletter_January%2015(KA)-%20Final.pdf)



The Lullaby Trust launched the first national campaign [Safer Sleep Week](#), from 16-23 March 2015. Safer Sleep Week aimed to raise awareness of the Lullaby Trust's life-saving message and ensure new and expectant parents are aware of sleep practices that can reduce the chance of Sudden Infant Death Syndrome (SIDS).



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

### Thread of Success Improvement Service Offer

We are aware that some providers have not, as yet, engaged in our services. Advisers have been making contact, initially by telephone, to introduce our offer. Following this you may like to take advantage of a free consultation visit to discuss in more detail your setting's individual requirements. We will be emailing you with further information soon.



**LOOK OUT** for these fantastic new development opportunities:

### Holistic Nurture of Babies and Under 2s

A range of exciting workshops aimed at supporting high quality practice with babies and children under 2.

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

We will be offering a range of exciting practical based workshops for practitioners working directly with parents, covering areas such as:

- Block play
- Brain Development
- Reading
- Early Maths
- Music
- Early Writing

### Characteristics of Effective Teaching and Learning

This is a relatively new training package which is becoming increasingly popular with providers. It gives practitioners the opportunity to explore how the Characteristics of Effective Teaching and Learning underpin children's learning and development and explores how resources and activities impact on these characteristics, both indoors and out.

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*"The characteristics will certainly be more in the forefront of my mind when working with my key children"*

*"I got a lot of ideas of activities we could do and how to improve some of the things we do already"*  
*(Maidstone Sparks Collaboration, January 2015)*

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## Ofsted Update

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

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

- Settings need to strengthen strategies for teaching and learning
- The learning and development requirements are not being effectively met
- Improvement, monitoring, reviewing and evaluation systems are not effective.

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

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*“Greater depth of knowledge of the characteristics, what they are/mean. And know this effects planning for individual children”*  
(Maidstone Sparks Collaboration, January 2015)

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- **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
- **Observation, Assessment and Planning** – Provides early years practitioners with the opportunity to explore the cycle of observation, assessment and planning to ensure they fully understand how to make accurate and effective observations and assessment. This will inform planning which 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
- **Strategic Improvement Visits** – Advisers will act as a critical friend through regular structured visits to support practitioners in identifying key areas for improvement.

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*“More confident about what to expect at an inspection and how to deal with an inspection/talk to the inspector etc”*  
(Buttons Pre-school, September 2014)

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

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



Please note: see link below for **NEW** Ofsted Parent Complaints poster:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/379443/Poster\\_20for\\_20parents\\_20childcare.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/379443/Poster_20for_20parents_20childcare.pdf)

## Thread of Success Improvement and Achievement Award

### Launch Event

We are delighted to be able to share with you the dates for the launch event for those of you wishing to complete the [Thread of Success Improvement and Achievement Award](#). This new cohort will begin in September 2015 and we very much hope you will join us to find out how completing the award can further enhance your practice.

The '[Thread of Success](#)' Improvement and Achievement Award is an improvement scheme which enables practitioners to evaluate and reflect on their own practice to ensure continuous improvement in providing high quality and effective provision in their setting and thus improve outcomes for children and strengthen leadership for learning.

It is reported that there is a high correlation between settings taking part in the scheme and an improvement in Ofsted grading. More importantly, the contribution of high quality early years experiences is critical to ensure the best outcomes for children as they reach the end of the reception year and develop their readiness as lifelong learners.

The launch events will be held:

- Monday 11<sup>th</sup> May 2015 09.30-12.00 – Mecure Hythe Imperial Hotel
- Tuesday 12<sup>th</sup> May 2015 13.00-15.30 – The Inn on the Lake
- Wednesday 13<sup>th</sup> May 2015 16.00-18.30 – St Augustine's Westgate
- Thursday 14<sup>th</sup> May 2015 09.30-12.00 – Hadlow Manor Hotel

Please book onto these events via CPDOnline <http://www.kentcpdonline.org.uk>

### Celebration Event

We are also very proud to announce a celebration event will be held in September 2015 for those settings that will have successfully completed the award this year. Huge congratulations to you and we very much look forward to celebrating your achievements with you.





### Treasure Chest Resource Centre

We are delighted to welcome Kent's Children's Centres to Treasure Chest. Regular deliveries will be made to centres between the following dates:

- 20<sup>th</sup> – 30<sup>th</sup> April
- 1<sup>st</sup> – 12<sup>th</sup> June
- 1<sup>st</sup> – 11<sup>th</sup> September



### Open Days

We reported in the previous bulletin the positive impact that visiting us has on settings. We can now confirm that we are able to accept visitors on alternate Mondays. In addition to our warehouse, our new display room is open. Here you can see a range of resources and equipment set up, enabling you to fully appreciate their size, possible uses and how resources can be combined to create stimulating and interesting learning environments. We are open on the following dates:

- 6<sup>th</sup>, 20<sup>th</sup> April
- 4<sup>th</sup>, 18<sup>th</sup> May
- 1<sup>st</sup>, 15<sup>th</sup>, 29<sup>th</sup> June
- 13<sup>th</sup>, 27<sup>th</sup> July



If you would like to arrange a visit to the centre, please either contact your adviser or email us at [treasurechest@kent.gov.uk](mailto:treasurechest@kent.gov.uk)

### 3 Out of School

#### **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:

- Resources are not challenging/interesting enough and do not meet the needs and interests of the range of children attending
- Snack time is not supporting children to become independent and is not used as a learning opportunity to teach children about healthy lifestyles
- Staff induction, professional development and training processes are not embedded in practice
- Staff knowledge of safeguarding procedures is not robust.

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:

- **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
- **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
- **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 our team to discuss your training and support requirements:

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

If you are interested in your staff completing the **Level 2 Award in Playwork** to support your induction process, bursaries are available. Please contact our Workforce Development team:

[Earlyyearsworkforce.ask@kent.gov.uk](mailto:Earlyyearsworkforce.ask@kent.gov.uk)

We recommend that you consider using Treasure Chest to increase the range of resources and to help you provide risk and challenge. If you would like further information please visit the website:

[http://www.kelsi.org.uk/curriculum\\_and\\_pupil\\_learning/early\\_years\\_and\\_childcare/treasure\\_chest\\_resource\\_centre.aspx](http://www.kelsi.org.uk/curriculum_and_pupil_learning/early_years_and_childcare/treasure_chest_resource_centre.aspx)

**Out of School Conference 'Risk, Relationships, Resilience and Reward' – 13<sup>th</sup> June 2015** at The Mercure Great Danes Hotel, Maidstone.

Keynote speakers to include David Ball - Professor for Risk Management (Middlesex University) *'Risk assessment and Management'* and Tim Gill - Academic and Author of *'Risk within a play context'*.

Look out for booking details in our next Bulletin. This will be accessible via CPDOnline.



**Playwork Principles:**

These principles establish the professional and ethical framework for playwork and as such must be used holistically. They describe what is unique about play and playwork, and provide the playwork perspective for working with children and young people and are based on the recognition that children and young people's capacity for positive development will be enhanced if given access to the broadest range of environments and play opportunities.

1. All children and young people need to play. The impulse to play is innate. Play is a biological, psychological and social necessity, and is fundamental to the healthy development and well-being of individuals and communities.
2. Play is a process that is freely chosen, personally directed and intrinsically motivated. That is, children and young people determine and control the content and intent of their play, by following their own instincts, ideas and interests, in their own way for their own reasons.
3. The prime focus and essence of playwork is to support and facilitate the play process and this should inform the development of play policy, strategy, training and education.
4. For Playworkers, the play process takes precedence and Playworkers act as advocates for play when engaging with adult led agendas.
5. The role of the Playworker is to support all children and young people in the creation of a space in which they can play.
6. The Playworker's response to children and young people playing is based on a sound up to date knowledge of the play process, and reflective practice.
7. Playworkers recognise their own impact on the play space and also the impact of children and young people's play on the Playworker.
8. Playworkers choose an intervention style that enables children and young people to extend their play. All Playworker intervention must balance risk with the developmental benefit and well-being of children.

If you would like to further enhance your knowledge and understanding of the Playwork Principles we offer a number of workshops, please email us at:

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



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

### **Free For 2:**

The take-up figures to date for the Spring term equals 3432 children currently accessing a FF2 place against 6780 identified on the November 2014 Department of Work & Pension (DWP) list.

Additional marketing railing banners which are available free to settings have been ordered to meet demand from childcare providers and to enable every children's centre to display one. The railing banners help families to identify which providers offer FF2 places and work well as a marketing tool to help raise awareness generally.

Children's centre staff now receive details of families not accessing FF2 places so they can encourage take-up at a local level.

The Childcare Sufficiency Officers (CSOs) have completed the Free For 2 vacancy audit and are finalising the places for funded 2 year olds (FF2) across the county having developed over 9000 places so far. Over 500 places are currently in development with some areas still requiring additional places. KCC also receive reports from PACEY on childminders who have joined the scheme. The funding programme for FF2 development has now been finalised. The FF2 shop has now closed and no more equipment will be purchased through this scheme.

### **Treasure Chest:**

The Sufficiency and Sustainability team are working with Treasure Chest to add to the resources available for FF2 children. These include blocks, toddler boxes, wooden gyms and hedgehog cottages which have been purchased through Community Playthings.

### **Maintained Nurseries:**

Contacts with maintained nurseries have commenced and they will all be contacted to ask if they are interested in taking FF2 children.

### **Free Early Education:**

Compliance Training has now finished and we would like to say a big thank you to all those providers who attended – over 500 of you. As discussed at the training, Childcare Sufficiency Officers will begin visiting settings in April so now is the time to look at your paperwork and plan your calendar from September 2015. For help and support please contact your CSO.



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

The Early Years Local Inclusion Forum Team (LIFT) meetings continue to be well attended and the use of the Best Practice Guidance (BPG) and the related BPG Checklists are informing the referral process very successfully.

We have arranged **additional training** about the use of BPG for those of you who were unable to attend the previous briefings. These will be delivered jointly with colleagues from the Specialist Teaching and Learning Service (STLS) and are available to book on CPDOnline.

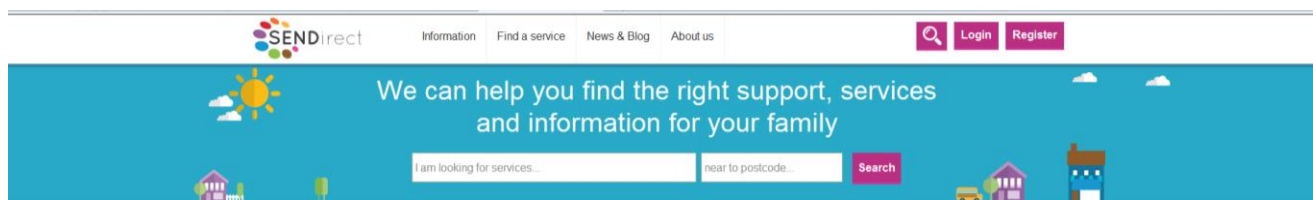
If, as a setting SENCO, you have yet to attend the LIFT meeting in your area please try to prioritise your attendance as it gives you the opportunity to share your expertise with other colleagues and to gain valuable ideas that you can use in your own setting.

### Kent Progress Tracker

Following very positive comments from the Tracking and Monitoring Progress in the EYFS Training and feedback from practitioners using the revised Kent Progress Tracker Tool we are looking to make further developments to the Tracker in the future and would welcome your suggestions.

The revisions we have already made have been well received and we are keen that the people who use this in settings contribute to the continual improvement of the tool.

If you have any suggestions please email these to the Equality and Inclusion mailbox [EYinclusion@kent.gov.uk](mailto:EYinclusion@kent.gov.uk) and mark for the attention of Julie Tobin.



A new online resource has recently been launched by a consortium of charities which allows parents across England to search for and compare services for Special Educational Needs and Disabilities (SEND).

The site has collated a wealth of valuable information which is beneficial for parents and professionals who are seeking to meet the needs of the children in their care.

<https://sendirect.org.uk/>

## Are you working with children with English as an Additional Language and/or Gypsy, Roma, Traveller children?



### If so we can help

The Inclusion Support Service Kent is offering three training sessions for Early Years £65 per delegate per ½ day course or book all 3 for £220

<b><u>Raising the Attainment and Inclusion of Gypsy, Roma and Traveller children in the EYFS</u></b>
A practical and interactive workshop that will develop delegates: <ul style="list-style-type: none"> <li>• understanding of Gypsy, Roma and Traveller history, culture and beliefs</li> <li>• awareness of the barriers to education for GRT children and families and provide strategies to overcome these</li> </ul>
<i>Date 19 May 2015 – 1.30pm-4pm – Oakwood House Course code SCH15/921 ½ day (£65)</i>
<b><u>Supporting Children with English as an Additional Language in the Early Years</u></b>
During this session delegates will: <ul style="list-style-type: none"> <li>• consider the EYFS Framework and EYFS Assessment Profile as it relates to supporting children for whom English is an Additional Language</li> <li>• reflect on 'Inclusion' as it specifically relates to language, culture and each child's learning and development needs</li> <li>• explore case studies to open up discussions, share ideas and develop good practice</li> </ul>
<i>Date 11 June 2015 9am-4pm – Oakwood House Course code SCH15/922 – All day course (£120)</i>
<b><u>EAL or SEN or Both in The Early Years Foundation Stage</u></b>
This training will assist delegates to make effective identification of Special Educational Needs in children who have English as an Additional Language.
<i>Date 17 September 2015 1.30pm-4pm – Oakwood House Course code SCH15/923 – ½ day (£65)</i>

Booking is through CPD online: <http://www.kentcpdonline.org.uk>

For more information on the training above or our package for Early Years Foundation Stage settings please contact:

Gillie Heath: 03000 417093 [gillie.heath@kent.gov.uk](mailto:gillie.heath@kent.gov.uk)

Or Mandy Maloney: 03000 417320 [amanda.maloney@kent.gov.uk](mailto:amanda.maloney@kent.gov.uk)

## Do you use Portage Principles in your early years setting?

Portage is a home visiting educational service for pre-school children with additional needs and their families.

Portage Home Visitors work in partnership with early year's settings to help them embed Portage Principles into their practice to ensure children with additional needs are effectively included and supported.



If you are an early years setting that uses Portage Principles, you could be eligible to apply for the National Portage Association 'Stamp of Approval'

## Are you an early years practitioner that has completed *Portage Basic Workshop* Training?

For further information on the criteria you need to meet to be eligible for the stamp of approval, and to obtain an application form, please visit the NPA website [www.portage.org.uk](http://www.portage.org.uk) or contact the NPA office: 0121 244 1807 or email [office.manager@portage.org.uk](mailto:office.manager@portage.org.uk)

Funded by



Department  
for Education

Providing training and support to the early years workforce to develop Portage practice and support children with SEND and their families

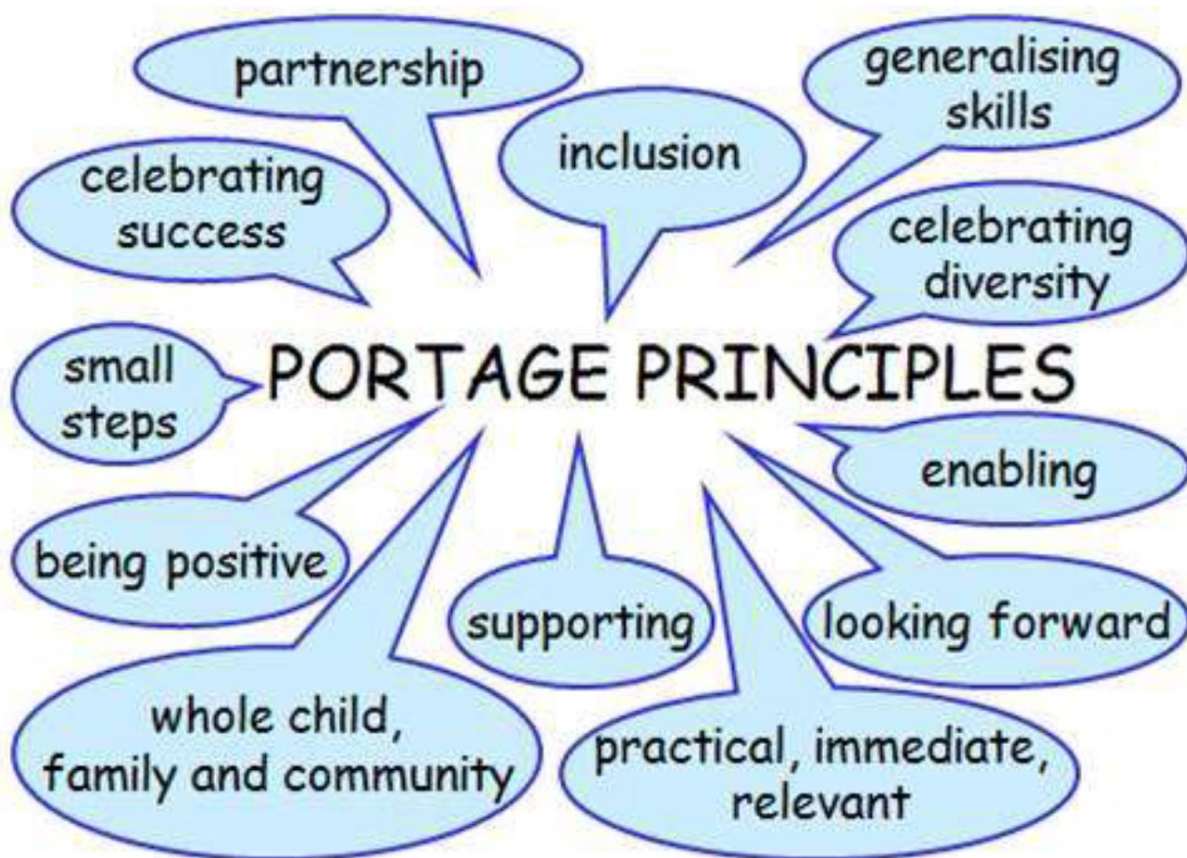


National Portage Association  
Partners with Parents and Children





National **Portage** Association  
Partners with Parents and Children





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

### Collaborations

We have seen an increasing number of settings choosing to join an existing collaboration or set up a new one. Currently we have 50 collaborations operating across the county and at our Collaboration Leaders' Event on 4<sup>th</sup> February we heard some very interesting information from some of our leaders about the great work they are undertaking.

Joy Hobbs from Sevenoaks – Riverhead collaboration explained that her collaboration consists of 8 settings and that she has become part of a 'Leadership Network' where local collaboration leaders meet 6 times a year. Current issues are shared and they have recently discussed recruitment matters, updates in legislation and how this might impact on the collaboration, Free for 2 issues and sourcing a range of training. Joy reports that although it is early days, the impact of working collaboratively is beginning to emerge, in particular in terms of the investment of time leading to situations being resolved more swiftly.

Lyndsey Cooper from Hunton & Linton Pre-school reports that the Maidstone Sparks collaboration is sharing staff as a resource and that this has been a great support for the settings within the collaboration to ensure continuity for children.

Our next Leaders' Event will take place on 12<sup>th</sup> May where the focus will be on developing a culture of coaching to support collaboration leaders in leading through influence using a coaching model.

If you would like support in joining a collaboration please contact [EYCollaborations@kent.gov.uk](mailto:EYCollaborations@kent.gov.uk) and the team will be happy to support you.

### Transition

Kent County Council's Early Years and Childcare Service, working with relevant partners, is developing a revised framework for transition in consultation with the sector. Many of you will have been part of this through our Briefing and Networking Sessions where you will have given us your feedback on a refreshed set of principles and roles of responsibilities. For those of you who have not attended one of these sessions, we will soon be emailing you a short survey questionnaire, together with the proposed principles/roles and responsibilities so that you can give us your views. Alongside this, we are reviewing existing materials such as 'Transitions Matter' so that this is up to date and reflects current best practice examples. We are very grateful for your time in completing the survey.

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

#### **EFICL Audit and Reflection Tools (ART) – Early Years and Children's Centres**

You will be pleased to hear that the EFICL Audit and Reflection Tool (ART) for Early Years has been digitalised. A short pilot is about to commence with a number of settings and registered childminders. Following the analysis of this pilot and any identified updates made, the EFICL ART will be sent out annually to all settings and registered childminders to further enhance family involvement in children's learning and inspire you to adopt approaches you may not have previously considered. A similar EFICL ART has also been produced for Children's Centres. These audits will also help your Local Authority in developing and providing relevant CPD support and strategies to enrich the pathways to EFICL.

**Continued from page 15****The Power of Schemas DVD**

Filming commenced on the 24<sup>th</sup> February in a range of Kent provisions including a childminder, nurseries, pre-schools and schools on the production of an educational DVD on Schemas. The DVD will capture a range of different schemas displayed by young children and will illustrate the importance of working closely with parents and families in supporting children's schematic explorations and learning.

**EFICL App**

We are busy working on developing an app, SmarterPlay, for families. This is an exciting new venture and will provide important messages and ideas directly via iOS, Android, tablets and notebooks on the EYFS and other relevant opportunities for families to enjoy learning together with their children.

*"Parents who report regularly undertaking activities that engage and 'stretch a child's mind' contribute markedly positive effects to their child's development. Their children are already ahead in both social and intellectual development at the age of three – showing advanced language ability, higher levels of confidence, cooperation and sociability as well as having greater discrimination and spatial skills (recognising similarities in pictures, completing patterns and block building). The advantage continues as these children progress through school. They continue to perform well on language and discrimination tasks and show greater awareness of rhyme and alliteration, written symbols and early number concepts. At age seven they attain more highly on standardised reading and maths tests as well as expressing more positive attitudes towards learning" (Sylva and others 2004)*

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

**CFIS on Facebook**

With the Easter holidays just around the corner you may be holding a special event at your setting or are you holding an event for world book day or walk to school/work week – let families know about any event you're holding by advertising on our Facebook page:

[www.facebook.com/kentcfis](http://www.facebook.com/kentcfis)

**Don't forget we are able to advertise your childcare setting on our website, through our advice line and email.**

Do we have the correct telephone number for your setting that we can provide to parents/carers looking for childcare? Is your email address your most current? Is your consent up to date? Make sure your information is up to date by using our online portal:

<https://fisonline.tribalhosted.co.uk/Kent/EarlyYears/DataCollection/login.aspx>

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Please contact us if you are unsure of your username or password.

Remember you can also contact Ofsted directly from the portal to update your registration information.

Are you aware that you can find out how many times your information has been sent out on a list and how many times your information has been viewed online (Top 50 Only) by logging on to the online portal?

**Please remember** - If you are looking for information about headcount week, estimates or PVI calendar this information can be found on the KELSI website:

<http://www.kelsi.org.uk/>  
[http://www.kelsi.org.uk/school\\_management/day-to-day\\_administration/management\\_information/early\\_years\\_free\\_entitlement.aspx](http://www.kelsi.org.uk/school_management/day-to-day_administration/management_information/early_years_free_entitlement.aspx)

If you are unsure on how to complete an application form for the Free for 2 funding please contact the Free for 2 Team directly at [eyfreefor2@kent.gov.uk](mailto:eyfreefor2@kent.gov.uk) or telephone 03000 413 700.

## 8 Briefing and Networking Sessions

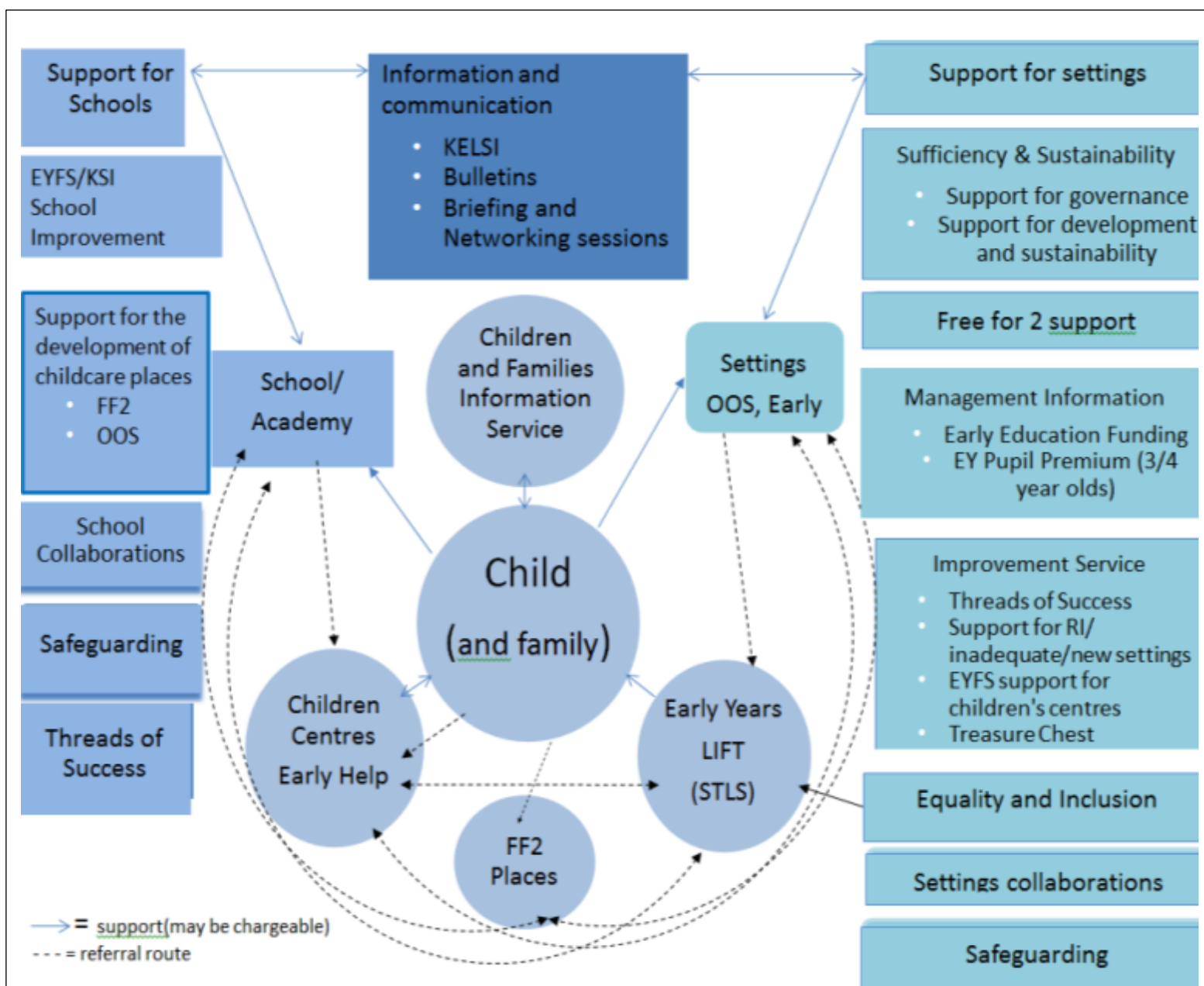
Do not miss the opportunity to attend one of our Briefing and Networking Sessions which are **free** events open to all early years and childcare providers from the private, voluntary, independent and maintained sectors. We look forward to welcoming you to the next events in June 2015. To book a place on one of these events, please access via CPDOnline: <http://cpdonline.kentcpdonline.org.uk>

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: The next sessions will include information and/or discussions on:

- Key updates from the Early Years and Childcare Service
- Baseline Assessment
- Transition – Launch of the refreshed and revised Transition Framework
- School Readiness
- Integrated Early Education, Health and Early Help Reviews for Two Year Olds

Further to the recent Briefing and Networking Sessions which took place in February, we are including the slide 'Early Years and Childcare: How it all works' in this Bulletin on the following page for your information.



## 9 Newsflash!

**New Ofsted framework** – The government recently consulted on a revised inspection process (Better Inspection for All) and the new common inspection framework will apply from September 2015. For more information please follow the link below:

<https://www.gov.uk/government/consultations/better-inspection-for-all>

### University of Sheffield Research Project: Professional Love in Early Years Settings (PLEYS)

Should Early Years Practitioners *love* the children in their care? In recent years, a small but growing number of early years practitioners have been convicted of child abuse. This has led to difficulties for those who work in early years settings as to how to express the affectionate and caring behaviours which the role demands of them in their *loco parentis*, and which very young children need in their development of healthy attachments.

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Dr Jools Page and her research team at the University of Sheffield are inviting early years settings to take part in an anonymous online questionnaire survey: <http://goo.gl/forms/op1iIH0bAq> (please click on link to take part in this survey). Following on from the findings in the survey, Dr Jools Page and her team will develop guidelines and a toolkit for use in all early years settings.

**Scarlet Fever** - There is a rise in Scarlet Fever notifications locally as well as in other parts of the country. For further information, including signs/symptoms, mode of transmission, length of exclusion, how to prevent spread of infection and what to do if you suspect that you or another child/adult has Scarlet Fever please follow the link below:

<http://www.nhs.uk/conditions/Scarlet-fever/Pages/Introduction.aspx>

Schools and settings must notify the Kent Health Protection Team on **03442257968** if they have 2 or more pupils with Scarlet Fever and if they wish to seek further advice.

## 10 A Note from the Editor:

**Early Help (new contact number 03000 419222)** – You may recall from the previous edition of the Early Years and Childcare Bulletin that we were asking for your feedback on how you feel about engaging with the Early Help Services. We have had a very limited response so would welcome your views.

If you would like to share your thoughts please email [Beverley.johnston@kent.gov.uk](mailto:Beverley.johnston@kent.gov.uk)

To access the Schools e-bulletin latest news please follow the link below:

[http://www.kelsi.org.uk/working\\_in\\_education/news.aspx](http://www.kelsi.org.uk/working_in_education/news.aspx)

Sandi Mortimer

Early Years and Childcare Manager – Partnership and Integration

## 11 Coming in the next edition...

- Key current information from Health
- Integrated Early Education, Health and Early Help Reviews for Two Year Olds

## 12 Contact Us

**Sufficiency and Sustainability**

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**KELSI:**

[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)