



Early Years and Childcare Bulletin

January 2016
Issue 11

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Welcome

From Alex Gamby, Head of Early Years and Childcare

To all Early Years and Childcare providers

Welcome back to 2016. I trust that you had a pleasant Christmas and New Year and were able to enjoy some well-deserved rest and relaxation with family and friends.

Firstly, I would like to continue to encourage you to be diligent in informing Ofsted of changes to staff and management committee arrangements in order to avoid a Requires Improvement judgement because of not having done so. Further detail about Ofsted inspections can be found on page 4 of this bulletin. Thank you.

Secondly, I am pleased to include the following message from Patrick Leeson, Corporate Director for Education and Young People's Services:

Dear Colleagues

As we move into 2016 the education landscape continues to change and we must adapt how we fund and deliver our services for the future. During the last five years we have seen much change and many developments, to which our response in Kent has been to focus on strengthening our partnership with schools and Early Years and Childcare and other providers to achieve the best outcomes for all children and young people. We have developed our services for early years education and childcare, school improvement and place planning, skills and employability, SEND, admissions, pupil referral units and attendance. We have also supported and provided resources for collaborative working between Early Years and Childcare providers and between schools.

The direction of Government policy is that all schools should now become academies by 2020. There will shortly be a consultation on funding arrangements for early education, schools and local authorities, and possible changes to the statutory responsibilities for education held by local authorities. In this changing environment the local authority will retain a number of important responsibilities but will need to continue to change the way it delivers and funds its services and the way it works with the education sector.

A key strategic aim is to continue to have a coherent and sustainable approach to working in close partnership with all schools and Early Years and Childcare and other providers and to delivering services that are fundamental to supporting children, young people and families. We propose that an education trust that would include all our current Education and Young People's Services directorate activity, commissioned by KCC, is the best way forward. We would seek to involve Schools and Early Years and Childcare and other providers in the governance of this through a Trust Board.

Whilst we are still at an early stage in developing this proposal, I wanted to let you know we are discussing this and will keep you informed of the progress.

Patrick Leeson

1 Safeguarding

Mobile Phones and Personal Devices in Early Years Settings: Frequently Asked Questions

Why do Early Years settings need a policy?

Mobile phones and other personal devices such as tablets, smart watches, e-readers, electronic dictionaries, digital cameras and laptops are considered to be an everyday item in today's society and even children in Early Years settings may own and use online personal devices. Online safety is an essential element of settings' safeguarding responsibilities and managers and Designated Safeguarding Leads (DSLs) must decide on the right balance for their community for managing access to the internet, setting rules and boundaries and educating children and staff about responsible use.

Under the EYFS (3.4 "The safeguarding policy and procedures must ... cover the use of mobile phones and cameras in the setting") all settings and Early Years Foundation Stage providers must have a policy which covers the use of mobile phones and cameras within the setting. It is advisable that this policy covers the range of devices available, such as tablets, phones, etc. Managers and DSLs must ensure that the setting's policy covers specific expectations for safe and responsible use for mobile phones and personal devices by children, staff and others.

Can Early Years settings just ban mobile phones and personal devices?

A policy which prohibits children, parents and staff from having or using mobile phones is likely to be viewed as unreasonable and unrealistic and complete bans can lead to a culture of suspicion, uncertainty and secrecy. Many staff and visitors would also be concerned for health and safety reasons if they were not allowed to carry a personal mobile phone as they may be used to stay in touch with family members.

Managers should take appropriate steps to ensure that mobile phones and personal devices are used responsibly and all members of staff understand the clear boundaries on professional use to protect children from harm. Such considerations may include the following:

- Mobile phones and personal devices are not permitted in certain areas, e.g. changing areas
- Staff should not use their mobile phone when working directly with children
- Staff should only use their mobile during permitted staff breaks
- Staff will only use setting provided communication channels, e.g. work email or phone number to communicate with parents/carers
- Staff should ensure their mobile phones hold no inappropriate or illegal content.

Can staff use their own devices to take photos of children or to contact parents?

We would strongly advise managers and DSLs that the safest approach is to ensure staff do not use any personal equipment or devices to take photos or recordings of children or to contact parents and carers and to always use equipment or communication channels provided by the setting.

One potential danger of permitting members of staff to use personal devices or communication is that there could be an allegation following a misinterpreted or misunderstood message or approach and with a personal device/communication it would be more difficult to prove that this was not the case. Use of personal devices can also potentially undermine the wider safeguarding culture within a setting.

Many settings are now providing staff with a shared work mobile phone, dedicated memory card and a separate, specific and approved email address to use. When using equipment and communication channels officially provided by the setting, protection is significantly increased for both children and staff. Settings will need to put in place policies and procedures to avoid misuse of work mobile phones, (e.g. password protected), so that they are only used by staff for work purposes.

Any use of personal equipment to take images of children or contact parents should be avoided. If personal devices are used in emergency circumstances then this practice should be discussed with and approved by the setting's DSL, and there must be clear documented boundaries and procedures in place to ensure data protection legislation is followed and children and staff are appropriately safeguarded. The decision by the setting's management regarding this approach should be clearly and formally risk assessed and documented and explicitly monitored by the DSL.

There have been several national serious case reviews highlighting the risks of use of personal devices and a poorly established safeguarding culture which has contributed towards abuse of children. Locally in Kent, there have also been data protection concerns, allegations made against staff and children and families put at risk of being identified when information has been accidentally shared online.

Whilst ultimate responsibility for abuse lies with perpetrators, a staff culture which is complacent (e.g. "it couldn't happen here"), and therefore unsafe can facilitate an environment whereby abuse is not recognised, which in turn places children at significant risk of harm. Clear and understood boundaries regarding safe and appropriate use ensures that all members of staff are able to identify and challenge poor practice. A culture with clear expectations for safe and responsible use of personal devices which is enforced by an informed and aware management is essential.

How can managers enforce this?

Settings should implement an appropriate Acceptable Use Policy (AUP) which clearly states expectations for safe use as well as any sanctions. Many settings also choose to display appropriate signage for visitors and volunteers or implement separate acceptable use policies.

This should then be supported with up-to-date, regular and robust whole staff training as part of staff induction and child protection training. This should be provided for all members of staff on a regular basis.

What support is available for Early Years Managers and DSLs regarding online safety?

The Education Safeguarding Adviser (Online Protection) is based within the Education Safeguarding Team and can be contacted to provide advice and guidance for settings regarding online safety. Centralised training is available for managers and DSLs via CPD Online and collaborations and individual settings can commission staff training.

Template policies, posters and resources for Early Years settings (including AUPs, mobile phone and image policies) can be accessed on [KELSI](#).

Disqualification: Early Years and Childcare Providers

Some people are disqualified from registration by Ofsted on the Early Years Register or the general Childcare Register. These people may, in some circumstances, apply to Ofsted for a decision to waive their disqualification. The forms to apply for a waiver have been updated on the [GOV.UK](#) website.

2 Early Years and Childcare Service Improvement and Standards Team

Ofsted Update**What are the common recommendations following recent Ofsted inspections?**

Analysis of the most recent Early Years provider inspection reports has identified that:

- Observations, planning, assessment, tracking of children and cohort tracking to identify gaps is often not robust
- Self-evaluation and monitoring systems including identifying strengths and areas for development including the environment are not always effective
- Quality of teaching, in particular, sustained shared thinking by asking open questions to challenge children's thinking needs to be improved
- Informing Ofsted of changes to manager or committee, including providing information on suitability is not always undertaken
- Safeguarding including training, understanding roles and responsibility, policy and procedures, disqualification arrangements, mobile phones and safer recruitment needs to be more robust.

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:

- **Leadership and Management** – Supports leaders and managers in their processes to develop rigorous monitoring, reviewing and evaluating systems that drive continuous improvement
- **Observation, Assessment and Planning** – Provides Early Years practitioners with the opportunity to improve the cycle of observation, assessment and planning
- **Are you Ready for your Inspection?** – Using the Ofsted documentation this course supports Early Years managers in preparing well for the current Ofsted inspection framework
- **Strategic Improvement visits** – Advisers act as a critical friend through regular structured visits to support you in identifying key areas for improvement
- **Safeguarding and Welfare Requirement Audit** – Advisers complete a robust and rigorous audit to support leaders and managers in identifying key areas for improvement in preparation for the Common Inspection Framework
- **Sustained Shared Thinking** - Practitioners develop an understanding and knowledge of sustained shared thinking to effectively develop children's thinking skills.

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

EYCImprovementServices@kent.gov.uk

Do you have a Graduate in your setting?

Do you have an Early Years Teacher in your setting?



PGCE EARLY CHILDHOOD EDUCATION (WITH EARLY YEARS TEACHER STATUS)

Graduate Employment Based Route

The PGCE with Early Years Initial Teacher Training is a specialist course designed for those already working with babies and children from birth to five years old. The course focuses on teaching and learning with children across this age range. Early Years Teacher Status (EYTS) will be seen as equivalent to Qualified Teacher Status (QTS) as entry requirements to Early Years Initial Teacher Training (ITT) are the same as entry to primary ITT.

Studying for the Early Years Initial Teacher Training (Early Years ITT) qualification at Canterbury Christ Church University will give you the opportunity to train and be assessed as an Early Years Teacher against the Teacher Standards – Early Years.

This is a twelve month programme for graduates employed in an Early Years setting. Trainees will undertake six taught modules at level 6 or 7 in addition to Early Years Teacher Status professional study days. Trainees may be required to attend an additional placement experience, subject to individual needs and experience.

*******Fully Funded Places are now available*******

The National College of Teaching and Leadership has allocated £14,000 as an employer incentive for trainees on the programme. The funds will be paid to the employer to pay the entire course fees of £9,000. The remaining £5,000 must be to support the trainee during their programme. This can be used for costs such as supply cover for weekly university taught days, release for any placement days, study days, and travel costs to university etc.

Applications for September 2016 are open now!

For further information or to apply please follow this [link](#) to the University's website or contact lucy.fogg@canterbury.ac.uk or eyitt@canterbury.ac.uk

Early Years Qualification search

To check if Early Years qualifications are full and relevant to the level required please follow this [link](#) to get up-to-date information on qualification criteria, essential information on the different levels and access to the qualification list, where you can search for specific qualifications.

‘Threads of Success’

Improvement and Achievement Award



Following the success of our first cohort in **2014-15** and the good progress and quality of the current **2015-16** cohort we are now recruiting for the **2016-17** cohort.

The Improvement and Achievement Award is a quality improvement scheme which enables practitioners to evaluate and reflect on their own practice to bring about quality improvement in their setting and thus strengthen leadership for learning and improve outcomes for children.

The award is open to registered Early Years and Childcare settings (except those judged Inadequate by Ofsted). Through self-evaluation the setting will decide which one of three levels is most suitable for them to undertake (Developing, Establishing or Enhancing).

Accreditation takes an academic year to complete and is awarded for a three year period. In order to remain accredited an annual monitoring visit must be undertaken to ensure that quality improvement is maintained. At the end of the three year accreditation period, settings will be encouraged to undertake the next level or re-accredit.

For more information on undertaking the award please visit [KELSI](#).

Alternatively please email EYCIImprovementServices@kent.gov.uk for costs and a request form.

“Under 2s” Training Research

The Early Years and Childcare Service recently carried out a small research project at 14 settings across the county with provision for children under the age of two. The purpose was to identify the training requirements for those working with children under two from the perspective of both leadership and management and practitioners. This research was intended to support the Early Years and Childcare Service in providing Early Years settings with the necessary training to improve the quality of teaching and learning for children under the age of two.

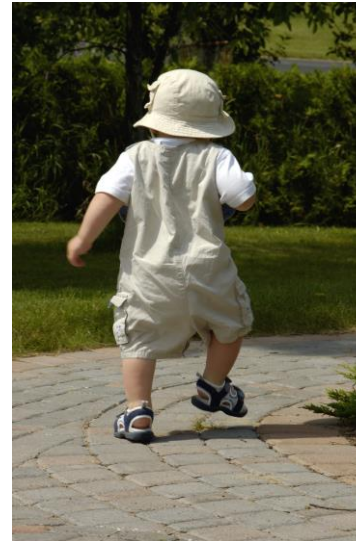
Managers and practitioners were asked what they felt their professional development needs were, what training programmes would benefit them and if they had any ideas on how the training could be offered.

Eighty per cent of managers felt staff needed to develop their knowledge and understanding around why they do what they do. They indicated a need for practitioners to have underpinning knowledge as to why activities and experiences offered are important. For example, that singing is important because it supports language development, interactions and so on.

Ninety per cent of practitioners wanted practical ideas on a variety of activities and resources that they could use to support babies' development and additionally how to gain hands-on experiences with various resources and equipment to use in their settings.

The Early Years Inspection Handbook (2015) Personal Development, Behaviour and Welfare Outstanding grade descriptors states “High standards of care and hygiene practice support the personal care needs of babies and toddlers”.

In response to this research the Threads of Success are now able to offer a range of workshops to specifically support the care, learning and development of children under two.



Coming in Spring 2016

Baby training for all practitioners via CPD Online

These workshops are currently available for individual settings and collaborations to purchase through the Improvement Service EYCIimprovementservices@kent.gov.uk

Getting it right for the Early Years Foundation Stage Profile Briefings

The following briefings are available to Reception teachers new to the EYFS this year and who have not attended a briefing previously. Use the links below to book a place via CPD Online.

Getting it right for the EYFS profile (East)	SCH 16/376	26/01/2016	Howfield Manor Hotel	Canterbury
Getting it right for the EYFS profile (North)	SCH 16/377	04/02/2016	Swanley Banqueting - Alexandra Suite	Sevenoaks
Getting it right for the EYFS profile (West)	SCH 16/378	10/02/2016	Oakwood House Hotel	Maidstone

The 2016 Early Years Foundation Stage Profile Handbook

The new handbook is now available on the [GOV.UK](http://gov.uk) website.

3 Out of School

Ofsted Update

What are the common recommendations following recent Ofsted inspections?

Analysis of the most recent Out of School provider inspection reports has identified that:

- Self-evaluation and monitoring systems including identifying strengths and areas for development including the environment is often not robust
- There is a need to develop the environment including the range of resources on offer, their accessibility and to ensure they are challenging
- Planning activities and learning experiences that are informed by and appropriate to the developmental stage of the children and are purposeful and challenging need improving
- Independence including snack-time and making choices from resources needs to be improved.

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:

Planning, monitoring and evaluation of play opportunities in Out of School settings - This course supports Out of School managers and practitioners in understanding the importance of planning for play and the benefits of monitoring, reviewing and evaluating, taking into account the child's voice

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

SACCERS Audit – Advisers complete a robust and rigorous audit to support you in identifying key areas for improvement in the environment and interactions.

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

EYCImprovementServices@kent.gov.uk

Out of School Collaborations

Early Years settings already collaborating have told us that this is an excellent way to keep up to date, share good practice and support each other. Other benefits include access to more cost effective training and the ability to demonstrate a commitment to working in partnership.

Early 2016 will see the start of the first Out of School collaborations. We have a number of interested settings in all areas of Kent, which include stand-alone, wraparound Early Years and school based settings. If you would like to work collaboratively with other Out of School settings please email eycollaborations@kent.gov.uk.

As highlighted in the last edition of the Bulletin, funding may be available in the form of KCC training or support through our Threads of Success offer to support stand-alone Out of School settings in driving improvement.

4 Early Years and Childcare Service Sufficiency and Sustainability Team

Free For 2 (FF2) Delivery

At the end of December 2015, 4335 eligible two years olds had accessed a free place with a Free For 2 registered childcare provider. This equates to a take-up rate of 69.58% across the county. This is a good improvement so thank you to everyone who has contributed to this.

In November and December, postcards were sent to 3,709 families identified on the November DWP list as potentially eligible for the two year old funding. Postcards will be repeated again during January to try and encourage as many families as possible to apply.

Could we also provide a gentle reminder

- The FF2 team based at Worrall House, West Malling, is responsible for the administration of Free Early Education for two year olds. They can be reached at eyfreefor2@kent.gov.uk or on 03000 413700
- Management Information, based at Invicta House, Maidstone is responsible for all aspects of the Free Early Education for 3 and 4 year olds. If you would like to join the PVI register to be able to offer the Free Early Education Funding to 3 and 4 year olds please contact them on 03000 422828 or for any other queries please email the team eyfe@kent.gov.uk

Pre-school Committee News

Act in your charity's best interests - The Charity Commission explains what it means to act in this way, and how to avoid making common mistakes. This means doing whatever you and your co-trustees (and no one else) decide will best enable the charity to carry out its purposes, to make sure that you are delivering the best possible benefit to the people that your charity helps. To find out more visit the GOV.UK website.

Committee Support

If you would like committee support please contact your Childcare Sufficiency Officer or alternatively email your request to sufficiencyandsustainability@kent.gov.uk

Compliance Update

Parental Declarations

Providers are reminded that KCC requires a signed Parental Declaration for all 2, 3 and 4 year old children who wish to claim Free Early Education Funding. Recent Compliance visits have shown that many providers do not have forms for **all** children. The forms need to be completed by parents and carers every term and signed by them to confirm the hours being claimed on their behalf. Wherever possible, please ensure the forms are filled out at the setting as this will stop parents and carers misplacing them. Providers can help families who have difficulty completing the forms but should not complete forms for all parents and carers as a matter of course. For children new to Free Early Education a copy of the child's birth certificate or date of birth evidence must be checked carefully to ensure the child is eligible. Providers do not need to keep a copy of the birth certificate – just record the fact they have seen it. All Parental Declarations must be kept for seven years for audit purposes.

Parental Declaration forms are available on [KELSI](#).

5 Early Years and Childcare Service Equality and Inclusion Team

Early Years Pupil Premium

It has been encouraging to see how well some settings are using the Early Years Pupil Premium funding. To date the money has been used to buy training, particularly to support communication and language needs as well as to invite outside practitioners into the setting to offer activities such as music and yoga. Practitioners have bought in professional services such as educational psychologists, speech and language therapists and play therapists. It has also been used to purchase additional resources following observations of children's interests and fascinations. One setting developed a mud kitchen which has supported the engagement of a child whose attention and listening skills were delayed. The setting report increased well-being and involvement and improved interactions with the other children.

Collaborations are amalgamating the funding to purchase more expensive packages and are tracking the progress of the interventions using the Kent Progress Tracker tool. The Equality and Inclusion Team is offering I CAN Early Talk Boost training on CPD Online which trains practitioners to deliver a targeted intervention to a group of up to eight children aged 3-4 years old that have delayed language development. This training can also be purchased by individual settings and collaborations. Further information can be requested through the Equality and Inclusion email box.



It is very disappointing that many families who are entitled to apply for this funding are not doing so. The national figures suggest that at least 13% of families meet the criteria and yet currently only 5% of Kent families are applying. Thousands of pounds, which should be in settings improving outcomes for children, is not being claimed and is therefore lost to our most vulnerable children.

Please encourage families to apply for the funding, supporting the completion of the paperwork so that as a setting you have additional funding to spend. Valuable funding is lost if you do not take a personalised approach and it is beneficial to ask all parents as part of the universal admissions procedure. It is also good practice to include information within the setting prospectus.

Ofsted will ask what difference the funding is making and may well challenge settings who do not ensure families are aware of the funding available.

The [Early Education website](#) offers further advice and support.

If you have an example of how Early Years Pupil Premium has improved outcomes in your setting please contact the Equality and Inclusion Team so we can share examples of good practice with other settings in Kent at EYinclusion@kent.gov.uk

Early Years: Including our Transgender Children, Staff and Parents

Transgender children, young people and adults have been receiving press coverage recently. This follows the substantial strengthening in the laws that support and protect transgender children, young people and adults, namely: [The Gender Recognition Act 2004](#), and the [Equality Act 2010](#) which cites Gender Reassignment as a protected characteristic. This legal protection has enabled transgender people to feel more comfortable about their gender variance, thus raising the profile of trans people generally. The Government has also taken the needs of transgender people seriously by investing £2.5m in tackling homophobic, biphobic and transphobic bullying in schools. "I think we need to take a look at ... what are the specific issues of discrimination that transgender people have," (*David Cameron, 15/03/15*)

What does this mean for Early Years provision?

"There's been a real preoccupation with the under-fives population and whilst it is true that younger children are making social transitions, the numbers are still very small and it would be the exception for a child under the age of five. Between 2013/14 and 14/15 we saw just 11 under-fives with their families. The conversation here should really focus on what this means for Early Years provision and how we make adjustments to Early Years and education services. Critically also, and the challenge for us all, is how we allow children to fully explore options, over time, as they grow and mature" (*Polly Carmichael, Director & Consultant Clinical Psychologist, Gender Identity Development Service, GIDS*)

Young children enjoy role-play and dressing-up during childhood, this exploration is normal and healthy. Exploring different roles helps children learn about the world, relate to other people and understand themselves better. For the majority of children, the gender they are born into fits them. For some children this is not the case, and their feelings inside do not match their bodies or what is expected of them in terms of behaviour and dress. This is sometimes referred to as gender variance. Gender variant children express themselves in different ways; for example, their behaviour and preferences may not seem usual for their gender, some may insist that they have the wrong body saying that they aren't a boy or girl but the opposite or they may request the use of a different name.

[A Case Study:](#) Transgender children: 'I first realised Jackie was different when she was 18 months old' 29/10/15

If a parent or carer expresses concerns about their child's gender identity their first step would be to speak to their GP and request a referral to the Tavistock Clinic which runs the only Gender Identity Development Service for children in the UK [Tavistock and Portman Clinic](#)

How can settings be inclusive of our transgender parents and children? - 8 top tips

Under the Equality Act settings must ensure that transgender staff, transgender children and children of transgender parents or carers are not discriminated against through policy and practice. Therefore the setting should:

1. Keep fully informed of all legislation that protects and promotes the rights of transgender children and adults in service provision
2. Check that the Equality Policy is up to date and states clearly that transgender parents, staff and children are welcomed and any discrimination towards them will be challenged
3. Ensure that the language in documents and information leaflets does not indicate that 'family' just means a two-parent heterosexual family
4. Address all prejudicial and discriminatory remarks and actions immediately in order to create an environment of trust and openness
5. Run awareness raising workshops for staff on issues relating to the transgender community
6. Encourage both girls and boys to feel confident in their exploration of roles and gender, e.g. daddy stays at home and looks after me and mummy works
7. Provide resources such as books and visual stimuli which reflect non-gender specific roles e.g. Giraffes Can't Dance, Giles Andreae and Guy Parker-Rees, Red – A Crayons Story, Michael Hall, Jacob's New Dress by Sarah Hoffman, Ian Hoffman, Chris Case [Transgender friendly books for young children](#)
8. Use non-gender specific language e.g. avoid groupings by boy/girl
9. Do an audit of provision to reduce gender specific issues e.g. uniform, toilets
10. Ensure that the Early Years curriculum values and celebrates identity and diversity.

The key thing for staff in settings, parents or carers is to listen to the child and allow them to express themselves. Some children find this easier than others, but having some idea of how the child feels will make it easier to take the next step.

Useful links:

[Mermaids:](#) A support group for children and young people up to 19 years old suffering with issues with their gender identity, and their families, friends, and wider networks, such as school, youth groups, or medical professionals

[GIRES:](#) Our purpose is to improve the lives of trans and gender non-conforming people, including those who are non-binary and non-gender

[Gendered Intelligence:](#) Our vision is of a world where people are no longer constrained by narrow perceptions and expectations of gender, and where diverse gender expressions are visible and valued

[Stonewall:](#) We're here to let all lesbian, gay, bi and trans people, here and abroad, know they're not alone

For further support please contact Gillie Heath, Manager, Inclusion Support Service Kent gillie.heath@kent.gov.uk 03000 417 093

6 Early Years and Childcare Service Partnership and Integration Team

Early Years Collaborations

'Isolation is the enemy of improvement'

Michael Fullan

We expect to see the start of two new collaborations in early 2016, one in Gravesham and one in Maidstone. We are also working with some collaboration leaders, collaboration members and settings not in a collaboration to formally evaluate their effectiveness.

Please email eycollaborations@kent.gov.uk if you are interested in leading or joining a collaboration. KCC can offer support through access to Leaders' Days and funded training and support to current active Ofsted registered settings and staff currently active and employed within them. There is also an expectation that leaders will be from a setting judged by Ofsted to be Good or Outstanding.

As highlighted in the previous edition of the Bulletin, funding may be available in the form of KCC training or support through our Threads of Success offer to support those collaborations who did not access collaboration funding previously and who can demonstrate a plan as to how they intend to further drive improvement and narrow achievement gaps.

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

November 2015 saw the launch of EFICL, with those attending the sessions benefiting from a free copy of the toolkit. The launches were exceptionally well received with participants commenting "Fantastic resource – can't wait to read through" - Aldington Primary School and "A great resource to help me in my role. The pack is a wealth of valuable knowledge I can easily apply when at work" - Hamstreet Primary.

Further launch events are planned as detailed below:

EYC 16/061	28/01/16	9.30 – 4.00	St Augustine's Ltd	Thanet
EYC 16/063	16/03/16	9.30 – 4.00	Swanley Banqueting	Sevenoaks
EYC 16/062	18/03/16	9.30 – 4.00	The Village Hotel	Maidstone
EYC 16/064	23/03/16	9.30 – 4.00	The Ark Christian Centre	Dover

There is a fifth event on Saturday 27th February EYC 16/065 for childminders only to book onto.

To book your place and for further details visit [CPD Online](#).

For more information on the EFICL toolkit, visit [KELSI](#).

Treasure Chest Developments

Exciting times are ahead for the service and its users in 2016, including:

- Rebranding to reflect our support for a wider audience, including foster carers and parents
- A new website that will enable a seamless ordering and delivery service
- A full complement of staff to support your settings more effectively
- A new pricing and membership structure based on the type and size of your setting or school
- A relaunch of the new service. We will be asking for your support to advertise the service to foster carers and parents that visit your setting.

We also have some additional resources coming soon to support those settings who have claimed for SCARF funding.

Once again, Treasure Chest staff would like to thank their customers for their continued support while we have been undergoing a revision of the service and we look forward to working with you 2016.

7 Health

Every year in the UK there are over 30,000 cardiac arrests outside of hospital where emergency services attempt resuscitation. Less than one in ten people survive, which is lower than other high income countries.

Performing effective cardiopulmonary resuscitation (CPR), although not restarting the heart, "buys time" for the emergency services to respond and more than doubles the chance of surviving a cardiac arrest. If a person then receives a shock from a defibrillator to try and restore a normal heart function, the chances of survival are increased even further.

The [British Heart Foundation](#) has been offering free defibrillators to organisations, including schools, but due to high demand these are currently unavailable. They will be re-opening the programme in the new financial year.

To find out more and how to register please visit their [website](#).

8 Kent Children and Families Information Service

Do your parents know about the Free Early Education fact sheet that is available on the Kent County Council [Website](#)?

Are your parents aware that the Kent CFIS can provide support and advice on help with childcare costs? Let your parents know about the information CFIS can provide and how to contact us.

Kentcfis@kent.gov.uk

03000 41 23 23

www.facebook.com/kcccfis

Kent CFIS new update facility- Permissions? Register to use service?

CFIS have put together a document Frequently Asked Questions – Common problems when updating information which is available to download or view on [KELSI](#).

9 Briefing and Networking Sessions

February Early Years Briefing and Networking Sessions are currently available for booking via CPD Online. It is expected that the agenda (which will be published on KELSI one week before the sessions) will include a surgery session between 3.30 and 4 p.m., pop-up updates from each of the Early Years and Childcare Teams, an information share from the Children's Centre Free for Two Champions and a networking activity around boys' writing.

Early Years Briefing and Networking Session (Ashford, Shepway)	EYC 16/001	01/02/2016	Mercure - Hythe Imperial Hotel & Spa	Shepway
Early Years Briefing and Networking Session (Maidstone/Tonbridge & Malling)	EYC 16/002	03/02/2016	The Orchards East Malling Events Venue	Tonbridge & Malling
Early Years Briefing and Networking Session (Dartford/Gravesham)	EYC 16/003	09/02/2016	Inn on the Lake	Gravesham
Early Years Briefing and Networking Session (Tunbridge Wells/Sevenoaks)	EYC 16/004	11/02/2016	Swanley Banqueting - Alexandra Suite (Head Office)	Sevenoaks/Tunbridge Wells
Early Years Briefing and Networking Session (Dover/Thanet)	EYC 16/005	22/02/2016	The Ark Christian Centre	Dover
Early Years Briefing and Networking Session (Canterbury/Swale)	EYC 16/006	24/02/2016	Best Western Plus - The Coniston Hotel & Restaurant	Canterbury

For further Out of School Briefing and Networking Sessions, keep an eye on [KELSI](#).

10 Newsflash

Reminder – Early Years Census and Childcare Provider Survey due January 2016

We have now combined the Early Years Census, Provider Survey and Staff Survey so you will only be filling in one survey this January. If you haven't received an email reminder please call 03000 422828 or email eyfe@kent.gov.uk.

The Survey opened on the web on 4th January 2016.

Census Day is Thursday 21st January 2016.

Closing date for submissions is 29th January 2016.

In line with the provider agreement please be aware that it is a statutory requirement for providers registered on to the Kent PVI Directory to complete the DfE Early Years Census, otherwise you will not receive 2, 3 and 4 year old funding.

Kent Early Years Conference

A reminder to book your place on the Kent Early Years Conference (SCH 16/276) which takes place on the 25th February 2016 at Ashford International Hotel. The day will focus on 'School Readiness', developing a clear understanding of what this means and the implications for all stakeholders in the EYFS and there will be a range of workshops for you to attend. One of the keynote speakers will be Professor Christine Pascale OCE.

Wraparound Care Consultation

The Government is proposing that parents should have the 'right to request' that their child's school should consider establishing wraparound and or holiday childcare, and that childcare providers should have the 'right to request' the use of school facilities for such childcare at times when the school is not using them.

They are seeking views via a [consultation](#) which runs until 29th February 2016. Click on [CPD Online](#) to book your place.

Early Years childcare: registering with Ofsted

[Ofsted](#) have brought together current guidance on the registration process for becoming a childminder or childcare provider.

11 Contact Us

Sufficiency and Sustainability

Free For 2 (FF2) Team

Improvement and Standards

Equality and Inclusion

Collaborations

Treasure Chest

Workforce Development

Kent Children and Families Information Service

KELSI:

http://www.kelsi.org.uk/curriculum_and_pupil_learning/early_years_and_childcare/including_all_children.aspx

Schools e-bulletin

http://www.kelsi.org.uk/working_in_education/news.aspx

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