



# Early Years and Childcare Bulletin

September 2015  
Issue 9

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## Welcome

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

To all Early Years and Childcare Providers

Welcome back following the summer break. Whether or not your setting is term-time only or year round, I hope that you all were able to have some well-deserved rest and relaxation and are now refreshed and ready for the year ahead. Firstly, we have some good news....

### Provisional Early Years Foundation Stage Results

The provisional Early Years Foundation Stage results for Kent show that 73% of children achieved a Good Level of Development compared to 69% in 2014, which is a good improvement and a very positive outcome. Last year the national average was 60%. This continues a good upward trend in recent years which places Kent among the best performing local authorities. More detail, including achievement gap information, will follow in the next edition of this bulletin.

Thank you to all of you for your continued commitment to improving outcomes for Kent's young children and their families.

### Newsflash

We have recently seen increasing numbers of providers who are being given a Requires Improvement judgement by Ofsted (rather than a Good or even Outstanding as anticipated), because they had failed to notify Ofsted of changes to staff and management committee arrangements. Please be diligent in informing Ofsted of these changes to avoid this happening. Further detail about Ofsted inspections can be found on page 8 of this bulletin. Thank you.

### New this time

We are pleased to announce the introduction of Briefing and Networking Sessions for out of school childcare providers. Please see page 12 for details.

## **Integrated Reviews for Two Year Olds: Update and Next Steps**

### **Introduction and Background**

In July 2011 the Government made a commitment to explore options for integrating the Early Years Foundation Stage (EYFS) and Healthy Child Programme (HCP) reviews for two year olds. Five local authorities then developed approaches for the integrated review and piloted its delivery between January 2013 and January 2014.

The Government's stated aims of the Integrated Review are

- To identify the child's progress, strengths and needs at this age in order to promote positive outcomes in health and wellbeing, learning and behaviour
- To facilitate appropriate intervention and support for children and their families, especially those for whom progress is less than expected
- To generate information which can then be used to plan services and contribute to the reduction of inequalities in children's outcomes

Additionally, integration offers potential added value in the following areas

- Improved multi-agency working and information sharing
- Reduced duplication and smoother processes
- Clearer and more consistent information for parents
- A more holistic understanding of children's needs
- Earlier identification of need and earlier access to relevant support
- Contributing to improved outcomes for children, including improved school-readiness

Although the Department for Education (DfE) and Department of Health (DoH) had originally shared information that the Integrated Review was expected to be statutory with effect from September 2015, there is now no statutory requirement for this to happen. However, there is a commitment from the DfE and DoH that local authorities should be working towards this, with a plan to be in place by September 2015. Further joint departmental guidance is also expected in September 2015.

### **Nature of the Reviews**

The EYFS Review takes place between two and three years old and focusses on three prime learning and development areas:

- personal, social and emotional development
- physical development
- communication and language

The Health and Development Review offered by the Health Visiting Service for children aged between two and two and a half concentrates on:

- social and emotional development
- behavioural and language development
- support for positive relationships within the family
- health promotion

The common elements are a clear indicator of the potential benefits of an integrated approach.

## Progress and developments in Kent

**Kent's Early Years and Childcare Strategy 2014-17** states "*Ensure that joint Health and Education integrated reviews for two year olds are embedded and effective.*"

A Steering Group was formed to consider the implementation of the Integrated Reviews in Kent comprising senior officers from Education and Young People's Services (EYPS), Public Health and representation from the Health Visiting Service and Early Years providers.

Kent pilots of Integrated Reviews took place in May and June 2015. Seven pilot providers from different areas of the county provided opportunities for the review to be conducted in various types of settings. This included 'pack away' pre-schools, purpose built nurseries, a children's centre nursery and childminders. One setting also had a high incidence of children with SEND. The model piloted was a single meeting for each child and family, held at the Early Years setting and conducted as one conversation between the parent(s), Early Years provider and Health Visiting representative. Parents and carers rated the review highly, including how well practitioners and providers were able to respond to their queries and in general, agreed with the outcomes. Practitioners and providers gave some positive feedback but also identified some areas for development and the need for additional support needed for the reviews going forward.

## Key Issues

**Capacity** - There was universal agreement within the Steering Group and amongst all providers involved in the pilots that the only realistic place to hold a review was at the Early Years setting because of the impact otherwise on staff ratios. However, it is recognised that this has the potential to create capacity issues for the Health Visiting service and capacity will need to be explored in respect of travelling from one Early Years setting to another. In addition, some Early Years providers choose to hold EYFS reviews 'out of hours' (i.e. when the setting closes, potentially as late as 6pm). This will need to be further explored to maximise opportunities to deliver the review.

**Review Timings** - The HCP Review delivered by the Health Visiting service will be offered all year round whereas many Early Years settings operate on a term time only basis. Also, the HCP review is required to take place when the child is between two and two and a half years old (with the optimum time being 27 months and 30 months being the latest) but the EYFS review can take place at any age between two and three, with this more typically being when the child is older so that they have had time to fully settle in the setting.

**Secure email** - The sharing of confidential information will be key to the success of the implementation of integrated reviews. This will necessitate all Early Years providers being provided with secure email facilities.

## Next Steps

Taking into consideration the fact that we have over 16,000 two year olds in Kent, on July 31<sup>st</sup> the Kent Children's Health and Well-Being Board agreed that the next steps should be to extend the pilot activity in a specified district. The district considered to be most suitable is Thanet, because of the well embedded working with Health Visitors and Early Years settings and also because Thanet has the highest number of children currently eligible for a free place at two years old (912 children, approximately 14% of the countywide total).

In moving forward in this way the Board also agreed the following core principles for integrated reviews

- *The welfare of the child is paramount*
- *The voice of and support for the parent is central*
- *A solutions-focused approach is crucial, noting that this involves a shift in culture and significant changes to processes and systems*
- *Partnership working between all parties is imperative, valuing everyone's professional involvement and expertise*
- *Clear communication is essential*
- *Confidentiality is required within appropriate information-sharing*

Following the DfE and DoH Guidance anticipated in September, Kent's procedures and guidelines will need to be developed, and piloted in Thanet prior to any decision to implement the reviews across Kent.

Jointly lead by EYPS and Public Health an Integrated Reviews Coordinator will be appointed to manage this work. Further information will follow in due course.

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## 1 Safeguarding

### Counter-Terrorism and Security Act 2015 – What you need to know

From 1 July 2015 all schools and registered Early Years and childcare providers are subject to a duty under Section 26 of the Counter-Terrorism and Security Act 2015, to have “*due regard to the need to prevent people from being drawn into terrorism*”. This is known as the “Prevent Duty”. Government [guidance](#) to this duty is available.

In order for schools and childcare providers to fulfil the Prevent Duty, it is essential that staff are able to identify children who may be vulnerable to the influence of radicalisation and know what to do when they are identified. Protecting children from this risk should be seen as part of schools' and childcare providers' wider safeguarding duties and is similar in nature to protecting children from other harms, whether these come from within their family or are the product of outside influences.

All schools and Early Years and childcare providers in Kent have been advised to complete a self-assessment [toolkit](#) developed by the South East Counter Terrorism Unit (SECTU) to consider whether they have processes in place to fulfil the Prevent Duty. This includes the need to be mindful of the purpose of external organisations or individuals using the school or setting site.



All staff, volunteers, governors and committee members are also strongly advised to complete an online general awareness [training](#) package developed by The National Counter Terrorism Policing Headquarters (NCTPHQ), in conjunction with the College of Policing. The package includes information on how Channel, the multi-agency approach to protect people from being drawn into terrorist-related activity, links to the Government's Counter-Terrorism Strategy, CONTEST. It covers the Prevent strategy, and guidance on how to identify people who may be vulnerable to being drawn into terrorism and how to refer them into the Channel process.

If staff or volunteers have a concern about potential radicalisation influences, the school or setting's normal safeguarding procedures, including discussing with the Designated Safeguarding Lead (DSL), should be followed. If deemed necessary, the DSL can discuss further with the Education Safeguarding Team. Staff can also contact Kent police on 101 to seek advice.

Finally, the Department for Education has dedicated a telephone helpline (020 7340 7264) to raise concerns relating to extremism. Concerns can also be raised by email to [counter.extremism@education.gsi.gov.uk](mailto:counter.extremism@education.gsi.gov.uk). Please note that the helpline is not intended for use in emergency situations, such as a child being at immediate risk of harm or a security incident, in which case the normal emergency procedures should be followed.

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

### Threads of Success – Improvement Service

Our aim is to deliver high quality support, advice and training through a professional and flexible service. We have launched our new Out of School Thread which includes a wide selection of training programmes and support for out of school providers. There are various workshops available which include:

- Introduction to play and play work
- Introducing play theory into practice
- Creating an effective outdoor and indoor environment
- Planning for play, monitoring and evaluation of play opportunities
- Effective relationships and partnerships

Providers have highlighted how the training has had a positive impact on their provision.

Fledglings in Thanet 2015 commented:

#### *Maths Training:*

*“Staff came back buzzing with ideas for all rooms and age groups. The impact is work in progress as we are now trying to make some of the resources, for example, laminated rulers”*

#### *Creating an Effective Outdoor Learning Environment:*

*“Following the training we identified we didn't have enough language outside so we now have lots of words for the children to see. I have also noticed that staff are more confident and relaxed about children taking risks. They have, for example, started using the tyres and logs by building assault courses, something they were a bit nervous about doing before”*



## Don't miss out.... **Common Inspection Framework Briefings**

We are offering two hour briefing sessions in September across the county on the new Common Inspection Framework. These briefings will explore the changes following the introduction of the new Common Inspection Framework and the implications for Early Years and childcare provisions. The briefings are now available on [CPDonline Early Years](#)

<b>EYC 15/144</b>	21 <sup>st</sup> September 2015	09:30–11:30	Inn on the Lake
<b>EYC 15/147</b>	21 <sup>st</sup> September 2015	14:00–16:00	The Cornwallis Suite Maidstone Masonic Centre
<b>EYC 15/145</b>	22 <sup>nd</sup> September 2015	09:30–11:30	Best Western Plus (Coniston)
<b>EYC 15/148</b>	22 <sup>nd</sup> September 2015	14:00–16:00	Aylesham Community Project
<b>EYC 15/146</b>	23 <sup>rd</sup> September 2015	09:30–11:30	Singleton Environmental Centre
<b>EYC 15/149</b>	23 <sup>rd</sup> September 2015	14:00–16:00	The Ark Christian Centre

Details of all of our training programmes and support packages are available through the [Threads of Success catalogue](#) which can be accessed on the **KELSI website**.

We continue to offer a free one hour consultation visit to share our comprehensive offer, ranging from our Strategic Improvement Visits to a variety of full day and half day training programmes, together with the opportunity to discuss your individual needs.

### **Thread of Success Improvement and Achievement Award**

*Blue sky and deep blue sea: creativity in thinking and depth of thought  
To stimulate, motivate, stir, encourage, instigate, enthuse, move and arouse*

***Congratulations*** to the Early Years and out of school providers who have successfully completed and achieved the Threads of Success Improvement and Achievement Award this year:

**Abacus Nursery and Childcare** Shepway  
**Active Play Nursery** Swale  
**Belmont Pre-school** Maidstone  
**Choochoos Day Nursery** Canterbury  
**Choochoos Day Nursery** Dover  
**Choochoos Day Nursery** Whitstable  
**Eden Nursery** Sevenoaks  
**Kiddie Kapers Nursery** Ashford  
**Kaleidoscope Childcare** Ashford  
**Linden Lea Pre-school Downswood** Maidstone  
**Linden Lea Out of School Downswood** Maidstone  
**Play4ages Milestone Out of School** Sevenoaks  
**Tinkerbells at Clocktower Pre-school** Swale  
**Warden Bay Playgroup** Swale  
**White Oak Preschool** Sevenoaks



The new Quality Improvement scheme which built on the success of the 'Kent Quality Mark' was first introduced in September 2014 with a cohort of Early Years and out of school providers starting a journey of improvement. The journey started with a training day in September 2014 ensuring providers were well informed about the scheme. Each setting has undertaken an individual and tailored action research project involving the whole staff team, children and families. An award ceremony is planned for 17<sup>th</sup> September 2015 at Oakwood House in Maidstone to celebrate and acknowledge all providers' improvements and achievements. (See the November bulletin for celebration news).

**Aims of the scheme:**

- Improve the outcomes for children to narrow the achievement gap and improve children's levels of development and learning
- Strengthen the leadership for learning to improve self-evaluation to achieve a process of continuous improvement

**Entry to the scheme:**

- The new scheme is open to all registered early years and out of school club providers (except those with an inadequate Ofsted judgement)
- Settings complete a self-evaluation audit that decides on their entry level: Developing, Establishing or Enhancing

**Providers undertake to:**

- Complete a piece of action research including the use of a variety of audit tools
- Complete a reflective journal with the staff team to demonstrate the journey through the award
- Complete a leadership for learning audit
- Participate in award network meetings
- Attend Wellbeing and Involvement training and embed in practice (Establishing and Enhancing levels only)

**The scheme provides access to:**

- Dedicated and differentiated mentor support
- Dedicated award training and network meetings
- A range of resources and audit tools
- A celebration event to recognise achievements

**Duration:** September – July (one academic year)

We are currently recruiting for the **new cohort starting at the end of September 2015**. Following the success of the launch events in May 2015 we anticipate interest in the scheme will be high.

If you would like to enter the scheme or require more information please visit the KELS I website: [Threads of Success Improvement and Achievement Award](#) or email [EYCIImprovementServices@kent.gov.uk](mailto:EYCIImprovementServices@kent.gov.uk)



## Ofsted Update

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

Analysis of the most recent Early Years inspection reports has identified that where outcomes are not good overall or consistently good across all judgements:

- Inspection outcomes of no better than RI are being affected by providers not notifying Ofsted of relevant changes to committee members and the appointment of new managers
- Observations, planning, assessment, tracking of children and cohort tracking to identify gaps are not robust
- Induction and monitoring of staff to improve skills including teaching and learning, responding to children's needs, extending children's learning relating to children's interests and knowing their roles and responsibilities needs to be improved
- The delivery of activities and learning experiences, informed by planning and appropriate to the development stage of the children is not always well evidenced and therefore children are not making progress
- Self-evaluation and monitoring systems including identifying strengths and areas for development need improvement.

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

- **Strategic Improvement visits** – Advisers will provide professional challenge through regular structured visits to support you in identifying key areas for improvement. We can offer a Safeguarding and Welfare Requirement audit to help ensure the requirements are in place for the safe and efficient management of the setting and for the welfare and care of children
- **The Characteristics of Effective Teaching and Learning** – Provides practitioners with the opportunity to explore how the inside and outdoor environment supports children's learning and development
- **Sustained Shared Thinking** – Practitioners will develop an understanding and knowledge of sustained shared thinking to effectively develop children's thinking skills
- **Peer Observations** – Supporting settings to drive continuous improvement in teaching
- **Leadership and Management** – Supporting 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 explore the cycle of observation, assessment and planning, to ensure they fully understand how to make accurate and effective observations and assessment, to inform planning that meets the needs of individual children and addresses gaps in learning
- **Are you ready for your inspection?** – This course supports Early Years managers in understanding the current Ofsted inspection framework. Using the Ofsted documentation it explores the main elements of the inspection process and provides practitioners with the opportunity to reflect on their current practice and provision in preparation for inspection.

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



## Can an Early Years Teacher or Early Years Professional lead a Maintained Nursery class?

Following a recent question posed to the Department for Education as to whether maintained nurseries and academies are able to employ an EYP or EYT to lead a nursery class (in accordance with section 3.37 of the *Statutory Framework for the EYFS 2014*) the following response from the DfE after asking for clarification on this point is as follows:

*"I can confirm that Early Years Teacher Status (EYTS) and Early Years Professional Status (EYPS), although are a level 6 qualification and are awarded with Qualified Teacher Status (QTS), these qualifications are not eligible to teach children aged 5 and above. Individuals with EYTS and EYPS are paid as instructors because this qualification only qualifies up to the age of five.*

*Teachers who are qualified to teach children from 0-16 years of age will also hold QTS. While instructors with EYTS and EYPS are also awarded QTS on completion of their early years course, their QTS award is only equivalent to the 0-5 year level and not above.*

*With reference to your query about academies and maintained schools, I can confirm that maintained schools must abide by the early years statutory framework. Academies, however, are free to set their own standards and policies around child to staff ratios."*

### 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.

### Treasure Chest Resource Centre

**Opening Times:** Following your feedback, from September our open days will be on a Wednesday. If you would like to arrange to visit the centre, please email us at [treasurechest@kent.gov.uk](mailto:treasurechest@kent.gov.uk) to arrange a mutually convenient time.

### Pupil Premium and SCARF

Many settings have used their pupil premium or SCARF funding to purchase a Treasure Chest membership. This allows them the opportunity to borrow a variety of resources to suit individual needs and a chance to try before they buy or swap resources as needs change. Please contact us at the above email address if you would like to use your funding for a membership and we can advise.

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*Burgoyne Heights Pre-school have been really impressed with the resources at Treasure Chest, also with the excellent service of the staff. In April this year we have had a child with global delay start pre-school who needed support with mobility. I phoned and asked if Treasure Chest had any resources that would suit our child's needs, which of course they did. We have been using the resources daily and the child concerned can now climb stairs and go down the slide by himself which is a huge achievement as before he needed full adult support. The water trays have been very popular as they are easy for 2 year olds to access and also for play with our children that need extra support with an adult. I can honestly say that without the Treasure Chest resources we would not be able to offer the varied play and learning experiences for ALL our children"*

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## Paying for Membership

You now have the option to pay for membership by debit or credit card. Please contact us via email or phone if you wish to do this for your renewal or joining fee. You can still pay by BACS or cheque.

## Website Survey

Thank you to all members and non-members who have taken the time to complete the online survey with regards to the current web application. Response has been good and will help to inform the functions of the new site. Please bear with us while we are undergoing the procurement for the new site and call us if you need any assistance. If you have not completed the survey and would like to, please follow this [link](#).

## FAQ

One of our frequently asked questions is “When will I be able to have something that is always showing as on loan?”

If you call us to discuss the items you would like that are on loan, we will do our best to source them for you by contacting the setting who has had them the longest and collect them when we are next in their area. Sometimes, this may take longer than 10 working days and, if so, we will either deliver the rest of your order or arrange to deliver it all at once, with your agreement. Please note that there may be times when the items you have requested may not have been on loan for very long and in that instance we will keep a note that you wish to borrow them in the future. The new website functions will hopefully make this process simpler for us all.

## 3 Out of School



### Ofsted Update

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

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

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

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

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

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

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

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

## **Out of School Childcare 1<sup>st</sup> Annual Conference**

### **Risk, Resilience, Relationships and Reward: Is Play a Risky Business?**

On Saturday 13<sup>th</sup> June 2015, the Early Years and Childcare Team successfully hosted its first annual Out Of School Conference. The event was held at the Mercure Great Danes Hotel Maidstone and was opened by Alex Gamby, Head of Early Years and Childcare. Practitioners from all over Kent offering out of school provisions, breakfast clubs, after school clubs and holiday play schemes were invited to attend.

Keynote speakers for the day were Professor David Ball from Middlesex University who spoke engagingly about risk management and encouraged people to think about risk benefit assessment, and Tim Gill, author of 'No Fear: Growing up in a risk adverse society'. Mr Gill followed with an inspiring talk discussing how adults' attitudes impact on children's long term outcomes. He sought to encourage practitioners to let children discover their own risk limit and explored the myths around risky play.

In the afternoon delegates had the option of attending two workshops, choosing from physical play, arts and craft using recycled materials, forest school, playing with fire – risks and benefits and Nature Nuts. The workshops renewed motivation and enthusiasm to improve resources and activities for children. Delegates left with inspirational, practical ideas and new concepts to implement in their out of school practices.

The conference was a huge success with many delegates commenting how they were able to gain further insight into providing high quality play provision that builds children's resilience and supporting the connectivity between relationships and the environment, as well as an understanding of how and why children seek reward through intrinsic motivation, all with the aim of improving outcomes for children.

## Threads of Success - Out of School Childcare

Our aim is to offer the highest quality advice, support and constructive challenge through a range of training programmes and tailored support visits. By choosing our service to support your out of school provision you will be supported by professionals who:

- have been successfully supporting providers for a number of years, bringing a wealth of experience, who know your locality and community and can offer a truly personalised and efficient service;
- as local authority advisers, constantly keep up to date with changes in early education and childcare legislation and childcare policy, new ideas and research which will inform any support offered;
- are continually updating their own professional development and have their work quality assured to ensure the highest standards of support are offered.

We have already delivered a number of training and support packages ranging from Planning for Play, Signing Awareness and Business and Financial Management support. Details of all our support and training are available through our Out of School Childcare Threads of Success brochure which can be accessed on the KELSI website: [Threads of Success Improvement and Standards](#)

**New providers:** Please contact Kent Children and Families Information Service  
Tel: 03000 412323 or email: [KentCFIS@kent.gov.uk](mailto:KentCFIS@kent.gov.uk)

**Existing Providers:** For training delivered by the Improvement and Standards and Equality and Inclusion Teams please contact: [EYCIImprovementServices@kent.gov.uk](mailto:EYCIImprovementServices@kent.gov.uk)

For training delivered by the Sufficiency and Sustainability Team please contact: [Sufficiencysustainability@kent.gov.uk](mailto:Sufficiencysustainability@kent.gov.uk)

We continue to offer a free one hour consultation visit to discuss your individual requirements.

## Out of School Briefing and Networking Sessions

We are pleased to let you know that we are planning four Briefing and Networking Sessions specifically for out of school providers. The agenda for these sessions has not been set but we will email you once it becomes available. The following sessions are now on [CPD online](#):

<b>EYC 15/151</b>	10 <sup>th</sup> November 2015	10:00 - 12:00	Inn on the Lake
<b>EYC 15/157</b>	12 <sup>th</sup> November 2015	19:30 – 21:30	Howfield Manor Hotel
<b>EYC 15/156</b>	24 <sup>th</sup> November 2015	10:00 – 12:00	Holiday Inn – Ashford North
<b>EYC 15/158</b>	26 <sup>th</sup> November 2015	19:30 – 21:30	Hadlow Manor Hotel

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

### Marketing your way towards sustainability

September is often a difficult time for settings with children having left to go to school and places remaining vacant. If this sounds like you, then it is time to step up your marketing activities to help you attract new children.

Start by updating your website and Facebook page - if you have one - so that parents can read all about the fantastic things you offer. If you have a 'Contact Us' facility ensure this is regularly checked in case someone wants to come and visit. You may want to consider having an entry in relevant online listing sites. Also make sure that your name is on the map – Google Map listings are free.

Posters and flyers are a relatively low cost form of marketing. Spend time researching all the places locally where families go, such as leisure centres, Children's Centres, parent and toddler groups, libraries, local shops, local parks and gyms. Ask your local schools if they will put copies of your leaflets in book bags and display your poster or promote you in their newsletter for parents. If there are any new housing developments in the area you might want to consider a leaflet drop.

Look for opportunities to promote your setting by taking a stall at the local farmers' market, village fete or other public events. If you are planning to have an open day, try to get the press along and invite local celebrities as an additional incentive for participation and press coverage.

If you have recently had a sports day or charitable fundraising event make sure you send pictures with captions to your local newspaper and parish magazine. If budgets allow, you may want to consider local press advertising. This can be quite expensive so you need to weigh up the cost against the likely return. Adverts in local parish magazines are a much cheaper alternative and are often free to charity run groups.

If you would like to know more about ways to increase your take up and help with developing a longer term marketing plan please contact your Childcare Sufficiency Officer.



## Pre-school Committee News

Is your pre-school managed by a committee? If the answer is yes, it is our intention to have a committee section in future bulletins, where news and information that will be of interest will be shared. Could we therefore ask that this and future bulletins are forwarded to committee members please.

### Are your details up-to-date with Ofsted?

Has your committee changed recently or is it due to change in the near future? Please remember each time you have a committee change, Ofsted must be informed of the names of the new committee trustees and the appropriate checks must be undertaken.

### Have you submitted your latest accounts and trustee information to the Charity Commission?

As a registered charity you are required to submit your accounts and any change of trustees to the charity commission. You can check the information they hold for you on their website by searching your charity number.

### Charity Commission updates

The Charity Commission, the independent regulator of charities, has published the new version of its guidance 'The essential trustee', the key guidance for all charity trustees in England and Wales. The guidance explains what the regulator expects of trustees and outlines their responsibilities, and is one of the most widely read and used pieces of commission guidance on GOV.UK. You can find this guidance and others on their [website](#).

### Committee Support

If you would like support with a committee matter or discuss roles and responsibilities please contact your Childcare Sufficiency Officer or alternatively email your request to [Sufficiencyandsustainability@kent.gov.uk](mailto:Sufficiencyandsustainability@kent.gov.uk)

## Childcare Business Grant Scheme

From the 1<sup>st</sup> April 2015 the funding available through the Childcare Business Grants Scheme has increased.

For new businesses and those businesses that have been trading for under one year the following funding is available:

- £500 for new childminding businesses setting up in England (those who are looking after one or more children to whom they are not related, on domestic premises, for reward and for a total of more than two hours in any day);
- £1,000 for new childminding businesses, as above, that will provide care for disabled children (applicants will need to demonstrate that they have incurred additional expenditure in setting up their business as a result of this);
- £1,000 grant available for new nurseries, out of school clubs, or childcare on domestic premises setting up in England.

Other conditions apply, for more information please visit the [Childcare Business Grant website](#).

## Compliance Update

Recent compliance visits have highlighted a problem with settings' registers either not being completed correctly or in some instances not being completed at all. Providers have a legal obligation under paragraph 3.76 of the EYFS September 2014 to maintain records of children's attendance for the safe and efficient management of the setting. A daily record of the names of the children being cared for on the premises and their hours of attendance must be kept. Failure to do so is a breach of the welfare requirements and may have a significant impact on the setting's Ofsted Inspection judgement and prevent the setting from being compliant with the Kent Provider Agreement.

## Free for Two Delivery

Approximately 3,807 eligible two years olds are accessing a free place with a registered Free for Two provider. This equates to 58% of all potentially eligible two year olds in the county. We need to increase this substantially to ensure more children can benefit.

Looking to the future, the Free for Two team is working with KCC Digital Services to improve the online application process for parents. The new system will enable parents to link direct to the Eligibility Checking System (ECS) to carry out their own eligibility checks. More news to follow as development moves forward.

Finally, here are a few useful tips to help things run smoothly:

**Ask every parent of a two year old in the current date of birth range if they have applied for a free place.** Some parents forget to tell providers that they have received an 'eligibility confirmed' email until they are presented with an invoice. If you ask the question there won't be any surprises

**Be vigilant when checking the name on the 'eligibility confirmed' email to make sure it matches the name on your registration paperwork.** A family member who doesn't live at the same address as the child could have applied for the funding on behalf of the parent

**Do give a child time to settle before sending in a New Starter Claim Form.** This will ensure that your claim matches the hours/sessions recorded on your register

**Do not hold on to your claim forms and submit them all together at the end of term.** It is in your own interest to get the funding into your bank account as soon as possible

**When contacting the FF2 team with a query, please ensure you have the child's full name and date of birth to hand.** This will enable the team to deal with your enquiry quickly and accurately

## Help us to help families take up their child's 'Free for Two' place

Do you have your own setting website or a Facebook page? We are asking for your support in raising awareness of two year old funded places by highlighting Free for Two funding on your pages. For those of you without websites or Facebook pages, you may wish to consider the benefits of digital media for both advertising your setting and sharing information with parents and staff.

Making use of Free for Two funded places is important:

*For children it:*

- *improves children's development, for example their communication and social skills*
- *helps them begin to get ready for school*
- *gives them access to exciting places to play and new activities*
- *supports them to do well in the future*

*For parents and carers it:*

- *allows more time to spend with their other children*
- *provides time to take up a college course*
- *gives the opportunity to go back to work or look for a job*
- *supports with play and learning ideas at home*

If you are a setting that already uses your website and/or Facebook page to advertise for Free for Two funding, please let us know your experiences by emailing us on [eycollaborations@kent.gov.uk](mailto:eycollaborations@kent.gov.uk)

## Case Studies in Promoting Free for Two Take Up

**Little Explorers Pre School in Gravesend** is a setting rated Outstanding by Ofsted, situated in the grounds of a Children's Centre. It has a high take up of Free for Two (FF2) funded places which is in part due to marketing carried out by the staff team which includes:

- Displaying a railing banner and a poster advertising the FF2 funding at the entrance of the setting
- Attending local events such as local planning application meetings at the village hall to promote their setting and the FF2 funding
- Having a Facebook page and advertising FF2 on this page to their closed group and monitoring this page closely
- Linking in closely with their local children's centres by placing their leaflets at the centres
- Delivering leaflets locally to advertise the setting and FF2 funding. They take the opportunity to stop and talk to the residents, letting them know they may be eligible for funding.

Market research and experience has resulted in the setting using text messaging to contact parents who have shown an interest in FF2 funding, bringing about greater engagement. New parents are always asked where they have heard of Little Explorers and they currently find that some of the take up of FF2 places has been generated by parents posting messages on Mumsnet.



The Manager at the setting feels that the main challenges faced in trying to increase the take up of FF2 funded places are around parents not being aware of the entitlement and also parents not being confident to use the available websites to search and find providers with places. Therefore the setting intends to continue to advertise in the local area and offer support to parents through the application process. They also intend to continue to talk face to face to families to increase awareness.

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*“We make it as easy as possible for the parents to apply for FF2 funding by supporting them from application stage to when the children are accessing the funding with us”*

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**Carly Browne is a registered childminder** in Ashford who is graded Outstanding by Ofsted. At the setting there are currently three funded two year olds, all accessing 12 hours a week (stretched). Marketing of Free for Two places includes:

- Attending a variety of Children’s Centre childminding groups
- Attending a local toddler group in her area
- Working closely with other childminders in the area.



Having had previous experience of working with vulnerable families Carly finds this work very rewarding. She has already been part of a referral for a current FF2 funded child in her setting to the speech and language team and has supported the family through this. There has been a positive progression in the child’s language in the last 6 months. By working closely in partnership with the parents she has been able to raise parents’ confidence in their abilities to take an active role in their child’s learning and development.

The childminder feels that some parents are demotivated from claiming as they perceive there to be a stigma around being eligible for the funding. She also understands the challenges for all childminders in attracting families eligible for FF2 funding. Marketing opportunities for them are more limited than for group provision. Carly has identified that the best way forward is to work more closely with her local Children’s Centre staff and local Primary schools to increase take up.



Due to the size of such a setting and the low numbers of children present at any one time, childminders are very well placed in the market to care for funded two year olds and also to support the family’s needs. Carly therefore intends to move forward by using this form of marketing in her area to increase the take up of the Free for Two funding at her setting.

## Sustainable Development Workshops



The Local Authority has a duty to ensure there is sufficient Early Years education and childcare provision. However, developing Early Years and childcare settings is just the start and perhaps the biggest challenge is for these to be long term viable. The Sufficiency and Sustainability Team is aware how challenging this can be. Therefore we have broadened our approach to sustainability to embrace both the business and financial and also the environmental aspect of sustaining your businesses.

### What does this mean?

We will still be able to offer you business planning advice, committee training workshops, information on the legal status of your nursery, managing your finance and marketing your services. However, in addition we will be providing information on how to run an environmentally sustainable business. This is not just about turning off the tap or printing on both sides of the paper, it is more about a way of thinking and being aware that your attitudes and actions can have a positive impact on both your business and the children and families in your care.

As part of this enhanced approach we offered eight Sustainable Development workshops in July focusing on using recycled materials in your setting. The weather was kind to us and 238 people enjoyed the outdoor group activities, displays and individual recycling projects.



Evaluations were extremely positive with 100% of delegates scoring the workshops good to excellent with comments received such as:

*'I will share ideas with the team at our next staff meeting and get the team making the different things for themselves and then they can do the activities with the children'*

*'We will provide more natural resources in our outside area helping the children to explore nature'*

*'Will get parents to do the same in their own gardens'*

*'I will take forward the ideas of using recycling, old tyres and cable reels'*

*'Making a bug garden and outside bird feeders – bringing nature onto our balcony all year round'*

*'I am going to look at our mud kitchen and make it more eco-friendly'*

*'Water wall will be under construction at the weekend'*



The Sufficiency and Sustainability Team would like to thank all the delegates for their enthusiastic participation and we hope to build on the success of these workshops by offering further sessions later in the year, please look out for further details.

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

### Equality and Inclusion Conference November 16<sup>th</sup> 2015

We are in the process of planning our next Equality and Inclusion Conference, at the Ashford International Hotel. If you would like to attend book a place through CPD online (course code EYC 15/143). The focus of the conference is Narrowing the Attainment Gap including the use of the Early Years Pupil Premium.



We have secured Julian Grenier, a National Leader of Education, specialising in early childhood education and care, as one of the keynote speakers



We are delighted that Dr Kay Mathieson will be the second speaker. This [link](#) will give you further details of her experience and current areas of work.

### Special Educational Needs and Disabilities

Attendance during the first year of **Early Years LIFT** has been very encouraging. If you have yet to attend one of these meetings to access support for children's special educational needs, do please make it a priority to participate in this process. If you need information please contact the Specialist Teaching and Language Service (STLS) or the Equality and Inclusion Team.

The paperwork for the **Education Health and Care Plan (EHCP)** has been revised and streamlined so that it is suitable for the entire 0-25 age range. The forms can be found on the [KELSI site](#). We will be ensuring that the new paperwork is part of our ongoing training offer.

Don't forget to use the [Kent Local Offer](#) information which is all about making it easier for people to find out about services available to 0-25 year olds with special educational needs and disabilities.

## British Values

The new Ofsted Common Inspection Framework demonstrates a much firmer commitment to inclusive practice and the promotion of British values across all judgements. For example, the criteria (Section 146) for assessing the grade for Leadership and Management include:

- actively promote equality and diversity, tackle poor behaviour towards others, including bullying and discrimination, and narrow any gaps in outcomes between different groups of children
- actively promote British values

Visit the Early Years Equality and Inclusion pages on [KELSI](#) to find further advice and support to ensure you continue to meet the needs of all the children in your care including Equality and Diversity.

## Kent Progress Tracker

We continue to receive very good feedback from settings using the Kent Progress Tracker. If you are planning to use it from September, please look out for an updated version with additional filters for SEND and EAL. Information on how to access this will be on KELSI. We offer a one day training course to support you with the tracking and monitoring of children's progress. Details are available on CPD Online.

Coming soon is a chargeable, introductory workshop to support you getting started with Kent Progress Tracker. Book through CPD Online

## Early Years Pupil Premium

We are aware that some parents are reluctant to complete the relevant paperwork to access the pupil premium and this is compromising your ability to offer this additional support. Please refer to [KELSI](#) to access forms you are able to submit, with parental permission, to Management Information, to ensure the funding can be received. We are advising that information regarding the pupil premium is put into your universal admissions procedure to ensure the best possible opportunity of receiving the funding.

Further advice on using the money effectively to narrow achievement gaps can be sought through [KELSI](#), and at the Early Years and Childcare Equality and Inclusion Conference on November 16<sup>th</sup>, as well as in our Tracking and Monitoring Children's Progress Course and from Equality and Inclusion advisers.



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

### Collaborations

The start of a new collaboration in Maidstone takes the number across the county to 51, incorporating 408 settings. Whilst 60% of Early Years settings in Kent belong to a collaboration, the figure varies considerably between the districts from 38% in Maidstone to 79% in Shepway.

We are keen to support the development of new collaborations in the autumn, so if you feel you may be interested in leading or joining one please contact us at [eycollaborations@kent.gov.uk](mailto:eycollaborations@kent.gov.uk). Leading a collaboration does not have to be onerous and you could consider sharing with another setting leader or a strong deputy. Joining a collaboration can help to keep you up to date and share good practice between settings as well as make purchasing training more cost effective

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

We are delighted to announce that we will be launching a suite of materials in Term 2 which is aimed at supporting practitioners to effectively support parents to become more involved in their children's learning. These materials will be presented at four launch events across the county and will include:

- the **EFICL** Principles and how these can be put into practice
- an audit and reflection tool (ART) for early years settings\*/children's centres as appropriate
- an A3 wall planner sharing a range of strategies which settings can use to involve families in an accompanying booklet
- a DVD which can be used to share with family as well as staff to enhance their knowledge of schema
- the Power of Schema – A Guide for Families Booklet which provides useful information to families about schema
- details of the SmarterPlay App which is for parents to download. The app provides parents with useful information on finding childcare, children's centres, local attractions and also provides three age related pop-ups per week to give parents ideas (linked to the EYFS) on how to become more involved in their child's learning.

These events will soon be published on CPD Online.

\*Please note we also hope to develop an audit tool geared for out of school settings in the near future.

### List of commonly used early years and childcare acronyms

Following a recent post on the EYFS Forum we have decided to keep a list of commonly used acronyms used in the work of early years and childcare. The list is available on [KELSI](#) on the [Partnership and Integration](#) pages and will be reviewed regularly. Why not use some of the acronyms in a quiz during your team meetings?

## 7 Health

### Promoting Healthy Eating and Physical Activity in the Community

Evidence shows that there are many factors that influence whether we are able to consume a healthy diet and take enough physical activity for health. These include the design of the physical environment we live in, whether we feel safe to walk or cycle, what foods are available to us, our ability to cook and the behaviour of family and friends.

A healthy diet has proven outcomes on concentration levels, behaviour and educational attainment whilst physical activity contributes to emotional wellbeing and the ability to participate in social activities.

What can Early Years contribute?

Nurseries and other childcare facilities should minimise sedentary activities during play time, and provide regular opportunities for enjoyable active play and structured physical activity sessions. A child under five should be active for 180 minutes a day.

Early Years facilities should ensure that they adhere to healthy eating policies based on national guidelines. The Scientific Advisory Committee on Nutrition (SACN) is the source for advice to national bodies and government departments and has recently published a report with revised recommendations for the consumption of carbohydrates. SACN recommends that:

- The average population intake of free sugars\* should account for no more than 5% daily dietary energy intake, half of the current recommendation of 10%
- The current recommendation that carbohydrates should form approximately 50% of daily calorie intake is maintained
- Those aged 16 and over increase their intake of fibre to 30g a day, 25g for 11-15 year olds, 20g for 5-11 year olds and 15g for 2-5 year olds.
- Sugar sweetened beverages should be minimized for children and adults.

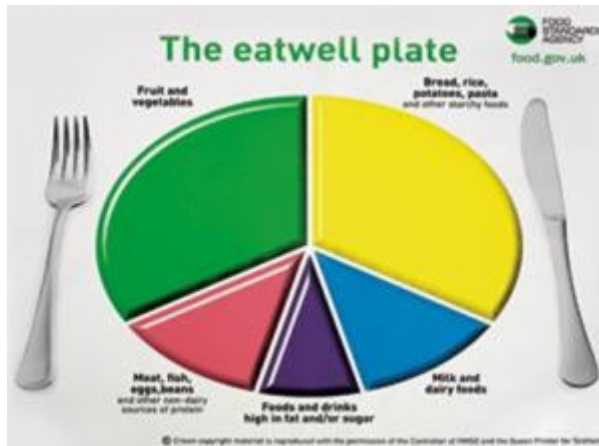
Top tips for eating well:

- cutting down on saturated fat
- base your meals on starchy foods
- eat lots of fruit and veg
- eat more fish – including a portion of oily fish each week
- cut down on saturated fat and sugar
- eat less salt – no more than 6g a day for adults
- get active and be a healthy weight
- don't get thirsty
- don't skip breakfast

\* free sugars refers to added sugar in the diet, it does not include milk or fruit

## The Eatwell Plate

The Eatwell Plate should be promoted as a balanced diet for children aged two to five. It shows the proportions of different food groups that should be consumed for a healthy diet.



Further information on healthy eating is available on [NHS Choices](#):

## Campaigns

Change for Life is a nationally recognised and respected brand for public health messages, particularly for families. All Early Years provision should be using the nationally provided materials to promote small behaviour changes with families.

Over the summer there was a national campaign to promote physical activity - *10 minute shake up*. There is a national sugar campaign planned for October and materials will be available for this. Information on all [campaigns and resources](#) is available.

## 8 Kent Children and Families Information Service

### Free Advertising

We are pleased to announce that the facility to update your details on line is now again available through our new system.

### Don't forget Ofsted

Please remember that as you are an Ofsted registered provider you must inform Ofsted of any changes to your core registration details e.g. name, address, email and telephone. Ofsted will then update us electronically with that information. You may however update all other additional setting details and consent permissions that we hold for you.

Here's how to do it in three steps:

- Go to the [new directory registration page](#)
- Register using your provider email address and verify your account
- [Log in](#) to update your childcare details.

If you have any problems using the new system, please fill in our [contact form](#) to tell us what's happening and we will be in touch to help you.

### Your details, your responsibility

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

### Your permission settings

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

If you cease to provide childcare services, please ensure you inform Ofsted as soon as possible. We may retain your information for a period of time, for statistical purposes.

Don't forget we can also help with:

- Advertising an event your childcare setting is holding through our Facebook page [www.facebook.com/kentcfis](http://www.facebook.com/kentcfis)
- Advertise any childcare job vacancies that you may have through the [Kent County Council website](#)
- Support all childcare providers no matter what the enquiry and happy to offer advice, information and assistance whenever needed [kentcfis@kent.gov.uk](mailto:kentcfis@kent.gov.uk)

**Please remember** if you are looking for information about headcount week, estimates, PVI calendar or EYPP, this information and more can be found on the [KELSI](#) website.

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

## 9 Briefing and Networking Sessions

The Briefing and Networking Sessions in October are now being advertised on CPD Online as follows:

01/10/15	Sevenoaks/Tunbridge Wells	<b>EYC 15/128</b>	Salomons, Tunbridge Wells
06/10/15	Ashford/Shepway	<b>EYC 15/125</b>	Holiday Inn, Ashford Central
08/10/15	Dover/Thanet	<b>EYC 15/126</b>	St Augustine's, Thanet
12/10/15	Canterbury/Swale	<b>EYC 15/127</b>	Coniston Best Western, Sittingbourne
20/10/15	Maidstone/Tonbridge and Malling	<b>EYC 15/129</b>	Village Hotel, Maidstone
22/10/15	Dartford/Gravesend	<b>EYC 15/130</b>	Inn on the Lake, Gravesend

It is expected that the agenda for these sessions will include:

- Akua Agyepong – Equality and Diversity: Building our understanding of what this means for the Early Years and Childcare Workforce
- Information on Common Inspection Framework
- Schools
- Networking



The final agenda will be available on KELSI one week before the first session. Please remember that at 3.30 there will be a “surgery” where you can take the opportunity to speak to a member of each of the Early Years and Childcare teams. The main sessions start at 4pm.

## 10 Newsflash

Please remember that if you have changed your Ofsted registration or are in the process of completing a new Ofsted registration you must advise Kent’s Management Information service. Any change to an Ofsted registration may mean that you need to complete a new Kent PVI registration. For further information please contact Management Information via email at [EYFE@kent.gov.uk](mailto:EYFE@kent.gov.uk)

## 11 A Note from the Editor

Please remember to share this bulletin with all staff in your setting as we have been receiving a number of requests from staff at settings asking to be added to mailing list.

## 12 Coming next.....

- Key updates on the activity of the Early Years and Childcare Service
- Feedback on the EFICL launch events

## 13 Contact Us

**Sufficiency and Sustainability** [Sufficiencyandsustainability@kent.gov.uk](mailto:Sufficiencyandsustainability@kent.gov.uk)

**Free For 2 (FF2) Team** [eyfreefor2@kent.gov.uk](mailto:eyfreefor2@kent.gov.uk)

**Improvement and Standards** [EYImprovementServices@kent.gov.uk](mailto:EYImprovementServices@kent.gov.uk)

**Equality and Inclusion** [EYInclusion@kent.gov.uk](mailto:EYInclusion@kent.gov.uk)

**Collaborations** [EYCollaborations@kent.gov.uk](mailto:EYCollaborations@kent.gov.uk)

**Treasure Chest** [Treasurechest@kent.gov.uk](mailto:Treasurechest@kent.gov.uk)

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

**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)

**Schools e-bulletin** [http://www.kelsi.org.uk/working\\_in\\_education/news.aspx](http://www.kelsi.org.uk/working_in_education/news.aspx)