



September 2018
All Sector Issue 6

2018
Autumn
Edition

Nottingham City Early Years Newsletter

Dear Colleagues

We hope you have had a good summer break and enjoyed (for the most part) the hot weather. We are really looking forward to the autumn term and can't believe the year is going so quickly!

Our summer has been quite busy as the autumn term kicks off with our Early Years Conference, the new CPD programme and amongst other things monthly payments for funded 2, 3 and 4 year olds.

This edition brings you national and local updates including news on our special event next March.

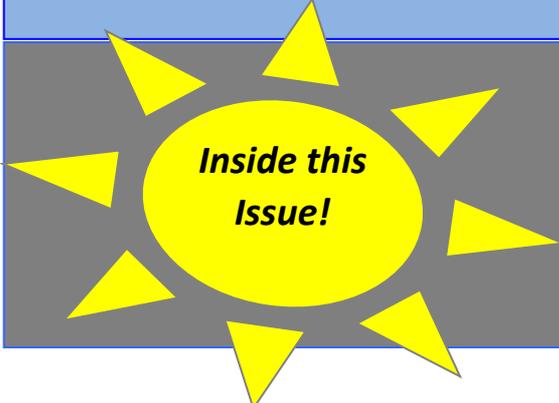
We continue to value your honest feedback, please do this by emailing your comments to earlyyears@nottinghamcity.gov.uk

Best wishes,

The Early Years Team

Nottingham City Council, 2nd Floor Loxley House, Station Street, Nottingham, NG2 3NG

www.nottinghamcity.gov.uk/earlyyears/

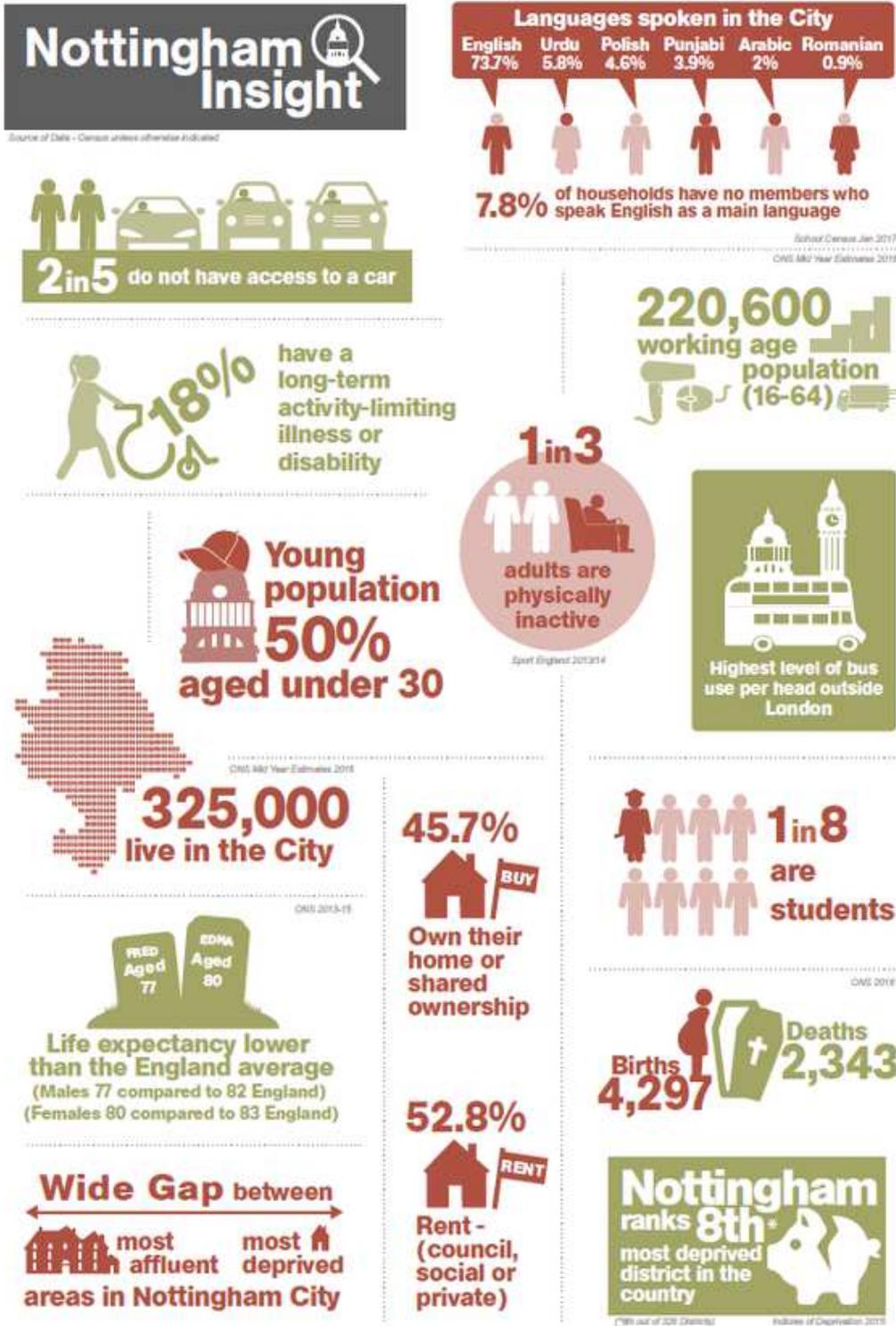


**Inside this
Issue!**

*Local and National WFD Update
Early Years special events
2,3 and 4 year old funding
Safeguarding update
... and lots more !*



Nottingham City: We all know a lot of facts (and legends) about Nottingham such as Jesse Boot, Robin Hood and our amazing caves; but when designing and tailoring services to support the families and businesses we work with there are many other important factors take into account. We thought we would share a few interesting facts about our City. More information can be sought from: www.nottinghaminsight.org.uk/



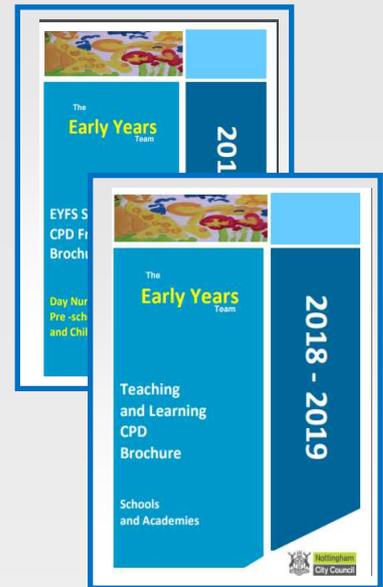
CPD Brochures 2018- 19

We are delighted to report that we have had tremendous positive feedback about our latest 2018/19 CPD Brochures.

Practitioners seem particularly pleased with the range of courses that have been developed to suit their needs, our special events and reasonable, affordable cost!

'I like the new CPD brochure and training plan - some good courses and opportunities and very good value - clearly much work has gone into it, well done to all at EY!'

Many thanks to Judy Tate:
Greenfields Community Childcare Services



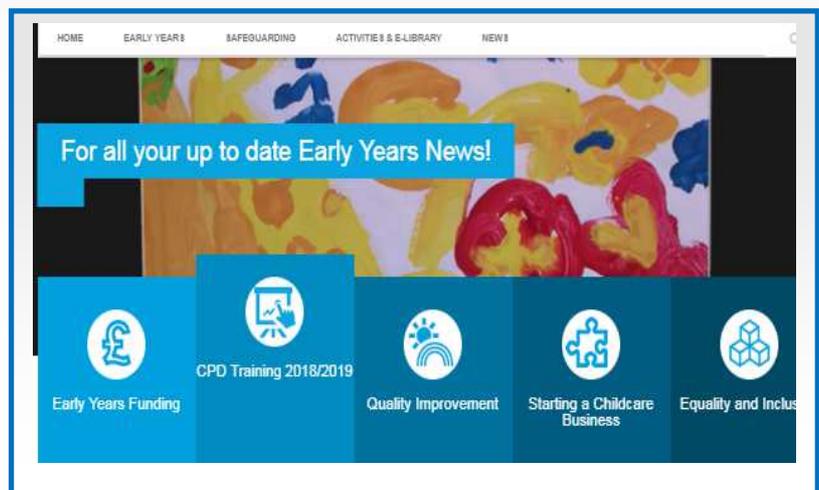
On the subject of the importance of practitioners CPD.....

While reading a recent publication 'Structural Elements of Quality Early Years Provision' (see publications page 20) published by the Education Policy Institution and Education Intervention Foundation it was pleasing to see that one of the top key findings of quality provision was:

'A formal degree with at least some specialised training in early childhood education or child development is useful in delivering the skills and knowledge that support optimal teacher behaviour.'

However, a clear strategy to deliver systematic, sustainable and transformative continuing professional development to staff working in different roles is also necessary for training to make a difference for quality and children's outcomes'

We have now completed updating our website with summaries of each training course, briefing, network or special event; so as well as having your brochure to browse and your 'at a glance' poster you can now access each event with a couple of clicks and book your place with a final click!



www.nottinghamcity.gov.uk/earlyyears/cpd-training/

**Special Event! –
It's not too early to reserve your place!**

We are delighted to welcome Internationally renowned Professor Ferre Laevers and colleague Julia Moon to Nottingham on:

15th March 2019 when they will be presenting:

**Spotlight on the Leuven Scales:
*An Introduction to the Leuven Scales***

Don't miss this amazing opportunity to see Professor Ferre Laevers and colleague Julia Moon help participants to explore the use of the Leuven Scales for Well-being and Involvement.

Well-being refers to feeling at ease, being spontaneous and free of emotional tensions and is crucial to good 'mental health'. Well-being is linked to self-confidence, a good degree of self-esteem and resilience. Involvement refers to being intensely engaged in activities and is considered to be a necessary condition for deep level learning and development.



The five point scale can be utilised by early years practitioners to ensure that they are providing the right environment both emotionally and physically for learning to take place.

More good news is that our partners Small Steps Big Changes (SSBC) are supporting to fund the event therefore we are able to offer this to practitioners at only £35 per person.

This half day event for Nottingham schools and settings will be held at The Crowne Plaza and will commence from 8:30am (registration and refreshments).

For more information and to book your place go to:

www.nottinghamcity.gov.uk/earlyyears/cpd-training/spotlight-on-the-leuven-scales/

Qualifications Update

Level 2 Qualification (*Level 2 Practitioner*)

Following the introduction of early years teachers (graduate/level 6) and early years educators (level 3) in 2013 and 2014 and subsequent consultation on level 2 proposed criteria which was pledged in the 2017 DfE Early Years Workforce Strategy, the new criteria for level 2 qualifications have been unveiled.

The level 2 criteria will be used by awarding organisations to develop new qualifications for delivery from September 2019. The nine areas that candidates have to demonstrate their skills, knowledge and understanding still remain however, each element attached to them has been amended, added to or strengthened. They will enable early years workers and employers to recognise suitable level 2 training and qualifications more easily.

A summary of amendments is as follows:

- The name of Level 2 'Assistant' has been changed to Level 2 'Practitioner'.
- Additional content has been added to strengthen the safeguarding section:
 - Knowledge of the legal requirements and guidance on safeguarding, security, confidentiality of information and promoting the welfare of children.
 - Types of abuse to ensure coverage.
 - Explanation of own role and responsibilities in relation to safeguarding and security, including child protection, reporting and confidentiality of information.
- Addition to child development section of:
 - Reference to the 'Key Person role'.
 - 'How children learn'.
- Addition of oral hygiene and dental care references to health and safety and wellbeing sections.
- Strengthened communication section to ensure communication with all children and to include children with 'delayed speech'.
- Reference to 'curriculum' changed to 'statutory guidance' for clarity/accuracy.
- Strengthened parent/carer/child involvement in planning/assessment and Special Educational Needs and Disabilities (SEND) support sections.
- The 'Health and Safety' and 'Health and Welfare' sections, have been revised to move all health aspects into one section and reduce duplication.
- Creating a 'Health and Safety' and a 'Wellbeing' section

A full comparison showing how the criteria has been changed can be found on the Early Years website: www.nottinghamcity.gov.uk/earlyyears/cpd-training/early-years-qualifications/

EYFS Ratio compliant qualification finder- Updated on 1st August: Lists of qualifications that meet the DfE criteria for counting in the Early Years Foundation Stage Framework staff:child ratios. www.gov.uk/government/publications/eyfs-staffchild-ratios-dfe-approved-qualifications

T Levels- Education and Childcare: These are new 2-year, technical programmes designed with employers. From 2020, they will give students aged 16 to 18 a technical alternative to A levels and will help them to get a skilled job. Education and Childcare is one of the first three subjects that will be phased in starting from the 2020/21 academic year with a small number of providers.

For more info: . www.nottinghamcity.gov.uk/earlyyears/cpd-training/early-years-qualifications/

Missing Appointments Matter



NHS Nottingham City Clinical Commissioning Group (CCG) have commissioned a video animation entitled 'Missing Appointments Matter' which is aimed at citizens to encourage them to attend medical appointments, and to take children and adults they care for to their appointments.

The animation is aimed at raising awareness about the consequences of missing appointments and to ensure that children and adults get the medical care that they need.

The animation is a follow-on from the Rethinking 'Did Not Attend' video which acted as a powerful reminder that children do not take themselves to appointments, and for practitioners to reflect on the impact of missed appointments on a child's wellbeing.

Access the 'Missing Appointments Matter' video including sub titled edition, as well as 'Rethinking Did not Attend' on our DSL resources webpage:

www.nottinghamcity.gov.uk/earlyyears/safeguarding/pvci-dsl-network-training/dsl-resources/

DfE Revised Guidance

This summer the DfE has published **New Statutory Guidance - Working Together 2018** and advice on information sharing for people who provide safeguarding services to children, young people, parents and carers.



HM Government Advice on Information Sharing July 2018

Information sharing is essential for effective safeguarding and promoting the welfare of children and young people. It is a key factor identified in many serious cases reviews (SCR's), where poor information sharing has resulted in missed opportunities to take action that keeps children and young people safe.

The advice is non statutory, and has been produced to support practitioners in the decisions they take to share information, which reduces the risk of harm to children and young people and promotes well-being.

The advice is for any practitioner who provides safeguarding services to children, young people, parents and carers.

Action required:

- Share the guidance with all staff through team meetings etc.
- Be mindful of the advice within the document when sharing information.
- Review own Information Sharing policy to ensure it reflects this guidance.

Information Sharing Guidance 2018 can be downloaded from

www.nottinghamcity.gov.uk/earlyyears/safeguarding/pvci-dsl-network-training/dsl-resources/

Key Changes from Working Together 2018

Working Together 2018 published 1st August can be downloaded from:

www.nottinghamcity.gov.uk/earlyyears/safeguarding/pvci-dsl-network-training/dsl-resources/

Safeguarding Children Board Arrangements.

- Local Safeguarding Children Boards will be replaced by 'Safeguarding Partners'.
- Under new legislation, there will be three safeguarding partners –local authorities, police and clinical commissioning groups (health).
- All three safeguarding partners have equal and joint responsibility for local safeguarding arrangements.
- The three safeguarding partners must make arrangements to work together with relevant agencies as they consider appropriate to safeguard and protect the welfare of children in the area.
- The three safeguarding partners should agree on ways to co-ordinate their safeguarding service; act as a strategic leadership group in supporting and engaging others; and implement local and national learning including from serious child safeguarding incidents.
- The existing Nottingham City Safeguarding Children Board will become the Nottingham City Safeguarding Children Partnership.

Changes to Serious Case Reviews

- Serious Case Reviews will now be known as a Serious Child Safeguarding Incidents
- The three safeguarding partners are responsible for identifying and sharing learning from serious child safeguarding cases. The partners must commission and oversee the review of these cases.
- At a national level there is now the Child Safeguarding Practise Review Panel. The Panel is responsible for identifying and reviewing serious child safeguarding cases which it believes relate to issues that are of national importance.
- A serious child safeguarding case are those in which abuse or neglect of a child is known or suspected **and** the child has died or been seriously harmed.
- The Panel began operating on 29th June 2018 and considers all notifications of serious incidents.
- Page 60 point 14 informs of the Early Years and Childcare sectors responsibility in Working Together with the children and families who you provide a service for.
- The Appendix A: Glossary from page 103 onwards in the document is a useful resource of definitions of terminology used in safeguarding. There have been some changes to the definitions of;
 - Safeguarding and promoting the welfare of children
 - Definition of Abuse and Neglect
 - Emotional abuse
- There are other useful definitions including CSE, Extremism, LADO, and Safeguarding Partners.

Action required;

- To have due regard to Working Together 2018 as required by EYFS 3.7
- To update your Safeguarding Policy to reflect the new version dated July 2018, including the changes in definitions in Working Together to Safeguard Children.

A self directed learning session developed by NCSCP can be accessed:

www.nottinghamcity.gov.uk/earlyyears/safeguarding/pvci-dsl-network-training/dsl-resources/

Disqualification under the Childcare Act 2006

The Government undertook a consultation about 'Disqualification by Association' earlier in the year. The outcome of this consultation concluded that disqualification by association will no longer apply in schools and non-domestic registered settings.

<https://www.gov.uk/government/publications/disqualifications-under-the-childcare-act-2006>

Disqualification under the Childcare Act 2006 still applies to staff who work in a childcare capacity, whether paid, volunteer or on work placements.

Childcare provided on domestic premises i.e. childminders will still be subject to the disqualification by association arrangements.

Action for providers: Schools and non-domestic registered settings.

- Inform staff of the change and record the date that they were informed and how
- To amend your safeguarding policy to reflect the change in disqualification by association requirements.
- To remove from your self-declaration documentation the request for information from all staff relating to household members.
- Continue to complete at least annually disqualification and suitability self-declaration with all staff.
- Remind staff that if there is any change in their circumstances these must be reported in a timely manner. This is in accordance with your Code of Conduct.
- Review any association data/information you hold and destroy any information which is no longer required.

Inspecting Safeguarding updated guidance updated: 6th September 2018

Guidance for Ofsted inspectors to use when inspecting safeguarding under the common inspection framework can be downloaded from the Early Years website:

www.nottinghamcity.gov.uk/earlyyears/safeguarding/pvci-dsl-network-training/dsl-resources/



The Safeguarding News Bulletin keeps subscribers updated on local events and news.

To subscribe go to <https://content.govdelivery.com/accounts/UKNCC/bulletins/1e88036>

Local News: SEND Update

PVI SEND Funding Dates

- **September/October 2018** – Settings to identify children and complete baseline assessments
- **17th October 2018** - SEND Funding Support Workshop -. It is recommend that any setting submitting a new application attends the workshop. Please Note, places are limited and will be allocated on a first come first served basis, to book please reserve your place via SEND email: eyfssend@nottinghamcity.gov.uk
- **19th October 2018** – Application submission deadline (All applications must have been signed by a support service prior to submission on this date and received into the eyfssend@nottinghamcity.gov.uk inbox by 12pm)

National News: A New National Government initiative commenced in June 2018; The Information, Advice and Support Programme is designed to ensure that in every Local Authority children and young people with SEND and their families have access to free impartial information, advice and support covering all SEND issues, including a Freephone service. Keep a look out for further information coming soon.

Support for Parents/Carers: Disability Access Fund and Disability Living Allowance

At the last SENCO Network some settings asked if they could support parents to claim the Disability Living Allowance (DLA) in order for them to then claim the Disability Access Fund (DAF) for their setting.

Please see links to the DLA form and useful information for supporting parents to apply for DLA. A child does not need to wait for a diagnosis to make a claim.

GOV.UK DLA forms and instructions

<https://www.gov.uk/government/publications/disability-living-allowance-for-children-claim-form>

Claiming DLA Contact a Family Guide

https://contact.org.uk/media/744270/claiming_dla_for_children.pdf

Sky badger - A Useful website for parents for information and guidance

https://skybadger.co.uk/2017/01/15/dla-for-children/?gclid=EAlaIQobChMly5XaseHa3AIVz7DtCh2VRwRMEAAyAAEgLh_D_BwE

Please remember, once the parent is notified of their DLA claim they will receive an award letter telling them how much and for how long they can claim. This award letter is what we need to see a copy of when you claim the DAF.



Local News: 2, 3 and 4 Year Old Funding

Our Early Years Website is regularly updated to keep providers aware of portal opening and closing times, termly funding dates and key documents. Including the Autumn 2018 FAQs. To ensure that you are up to date please access:

www.nottinghamcity.gov.uk/earlyyears/funding/early-years-funding-for-2-3-and-4-year-olds/

Monthly Payments: The new payment process is now underway and you will have received your first monthly payment by now. Please remember that the first few months are still estimate payments and your balance payments are paid towards the end of term. For more information, please refer to the monthly payment information sent out previously.

Autumn Term Important Funding Dates:

- **Payments:** Your first part of the estimate payment was paid on 1st September; this will be followed by two more parts on the 1st October and 1st November. Your actual payment will be on 15th December (*this differs slightly to the date stated in the provider agreement, but it was agreed via our consultation group and was stated on the monthly payments information sheet*)
- **Portal Opening and Closing:** The portal opened for claims on 30th August and will remain open until 27th September. If you have not received your portal task email, please contact us asap on 0115 8764693.

Please remember that the portal is always open for 30 hour code checking and updating.

- Once the portal has closed for claims, please make any amendments/additions when you receive the confirmation report.

Adjustment Form: Thank you to those who used the adjustment form last term to inform us of any changes to your claim. Please remember to **only** use this form after the portal closure and confirmation report stage as these are classed as late amendments and will not be included in your main payments. The form can be accessed on the funding page of our website:

<https://www.nottinghamcity.gov.uk/earlyyears/funding/early-years-funding-for-2-3-and-4-year-olds/>

- **Early Years CAPITA Portal Workshop:** Please book on to this training if you are new to the funding process or just need a refresh. The next training date is 15th November, details are in the Statutory and Core section of your 2018/19 EYFS Statutory Framework brochure, page 51 and on our website. To book your place go to: www.nottinghamcity.gov.uk/earlyyears/cpd-training/pvci-nurseries-pre-schools-childminders-and-oosc-practitioners/early-years-capita-portal-workshop/
- **Save the Date - Business Meeting:** You may also have noticed from your brochure that a date has been set for 2019 Early Years Business Meeting which is Tuesday 5th February, more details to follow. To ensure you get a place on these vitally important meetings book now! www.nottinghamcity.gov.uk/earlyyears/cpd-training/pvci-nurseries-pre-schools-childminders-and-oosc-practitioners/early-years-business-meeting/

Local News: 30 hours

This newsletter marks the first year anniversary of the introduction of the 30 hour offer for working families of eligible 3 and 4 year olds, so it seems a good time for an update on how the first year of implementation has progressed and what is coming up.

Participation has increased in both the school and PVI sector, term by term and overall from reaching 866 (42%) eligible children in the Autumn 2017 term, up to reaching 1,570 (75%) by the Summer 2018 term.

As we move into the second year of operation, we will continue to mainstream the 30 hour offer alongside the other free early education entitlements as part of our core work. We will be refreshing marketing materials, both for parents and professionals, to reflect all the entitlements over this term.

This September will also mark the introduction of the 30 hour entitlement for Foster Carers. More information on this can be found on the 30 hour pages of the My Nottingham Early Years and Ask Lion websites. Revised Operational and Statutory Guidance, which primarily reflect the introduction of 30 hours for Foster Carers, is also on the My Nottingham Early Years website. Other key points highlighted in the revised guidance are;

In relation to applying...

- Encourage parents to apply well in advance of deadlines and to bring their code in as soon as they receive it
- Verify parents codes as quickly as possible and remind parents they can't take up a 30 hour place until the code has been verified
- The 'validity start date' is the date the parent has been made eligible by HMRC and issued with a code.
- A child is only entitled to start their 30 hours place the term following the child's 3rd birthday or the term following receipt of a valid 30 hours eligibility code, whichever is later

In relation to access...

- Reminder that parents cannot compress their hours into more than 30 hours a week over fewer than 38 weeks per year
- Children are not entitled to a 30 hour place once they are taking up a full time place at school

In relation to reconfirming and the grace period...

- Remind parents they need to reconfirm their code every 3 months.
- That the 'validity end date' is the parent's 'deadline' for reconfirming and the date their code becomes invalid if they do not reconfirm or are found ineligible.
- The 'grace period' date is the last date on which the parent should receive their 30 hours places after falling out of eligibility. This date is generated by the ECS.
- Children should not start a new 30 hours place at a provider during the grace period. This includes in the following scenarios:
 - Where a parent falls into their grace period before the child has started a 30 hours place
 - Where a parent falls into their grace period whilst their child is in a 30 hours place, and the parent seeks to move the child to a different provider

For further information check out:

www.nottinghamcity.gov.uk/earlyyears/funding/extended-entitlement-30-hour-offer/

Local News: Maths Update

EYFS Teacher Research Project: Developing Early Number Sense- An update

Wow! What a busy year it has been!

Caroline Vissani (Early Years Specialist) and Martin Tillbrook (East Midlands South Maths Hub) have worked with 23 schools and practitioners, from across Nottingham City, to develop their subject knowledge and understanding of Early Number Sense (focusing on the development of Comparison, Counting, Composition and Change).

F2 - 'Take 2'

After the success of the Maths Teacher Research Project in 2016/17 we were lucky enough to be given additional funding from the EIB to support a second year of the project. Schools were invited to apply to be part of the project, and 12 schools were selected for the academic year 2017/18. There was no charge to schools for taking part in the project, schools just needed to agree to release teachers for 3 full days of training and 5 x ½ days for practitioners to participate in Lesson Studies.

Lesson Study continues to remain a central feature of the Teacher Research Project, it involves groups of practitioners planning lessons together, one person delivering the lesson, and then after the lesson; discussing the successes of the lesson, areas for develop and key learning. All Practitioners said how supportive they found this model and many of them are adapting the process to use in their own schools.

The F2 Teacher Research Project has looked at:

- Developing practitioner's subject knowledge
- Looking at the structure of a maths taught session
- Unpicking small steps in children's learning
- Using carefully chosen manipulatives to support children's thinking

Comments from practitioners who took part in the F2 Teacher Research

It has allowed us to deepen and explore children's understanding, providing them with reasoning skills to support their transition into the Key Stage One curriculum

We feel that the project has improved:

- *Our ability to assess the children*
- *Our mathematical teaching strategies*
- *Ours and the children's understanding of reasoning*

Comparing this year's cohort to last year's I feel that I have educated a class of budding mathematicians with a genuine enthusiasm for maths as well as meeting the ELG requirements

F1 Maths Teacher Research Project

The academic year 2017/18 saw the formation of a new F1 Maths Teacher Research Project following requests from those who had participated in the first year of the F2 project. We worked with 11 schools over the course of the year, following an action research cycle. This involved us looking at different teaching approaches used in F1 and considering the advantages of each through action research. We unpicked what good early years pedagogy looks like (acknowledging that there are many factors which can influence this).

As with the F2 Teacher Research Project, the F1 Teacher Research Project looked at developing practitioners' subject knowledge, we also explored the use of vocabulary and the importance of practitioners' interaction skills. We looked at the learning trajectories for children's mathematical development; identifying the small steps and what skills need to be in place to ensure that misconceptions do not develop.

The first year provided lots of learning which will inform the second year of the project.

Comments from practitioners who took part in the F1 Teacher Research Project:

I have adapted my teaching approach to maths throughout the project; I now use more meaningful activities and make sure that there are lots of activities where children can independently apply their learning.

My practice has developed, I now wait and watch to see what children are doing. I recognise that things might be done in a different way to how I may have expected them to be done. I have also started to think more carefully about the resources that I use with the children.

It's working really well now, the children are taking their maths learning into their own play, even when they are not asked.

I have really considered the importance of talk and I have learnt that children need to feel 'mathematically uncomfortable' in order to really grasp what they do know.....and for learning to take place.

I know how to extend children's learning by enabling them to go deeper.

The Future!

Next year (2018/19) we will be running a third F2 Teacher Research Project and a second F1 Teacher Research project, as well as continuing to work with those Practitioners who have already participated in projects. More details about how to be part of either the F1, or F2 teacher research project will be emailed to head teachers and FS leads.

Training

We will also be running some one day training to support the learning from both the F1 and F2 teacher research projects, and of course there is the **Early Years Annual Conference**:

Course	Date	Time	Link for further information
F2 Maths Mastery: An Introduction to Early Number Sense	14 th September 2018	9:00am - 3:30pm	www.nottinghamcity.gov.uk/earlyyears/cpd-training/schools-and-academies-eyfs-teaching-and-learning-cpd-opportunities/f2-maths-mastery-an-introduction-to-early-number-sense/
Annual Conference: Maths + Memorable Interactions = Magic!	28 th September 2018 (Bookings close on 13 th September)	8:30am - 4:00pm	www.nottinghamcity.gov.uk/earlyyears/cpd-training/early-years-annual-conference-friday-28th-september-2018/ Last chance! booking close 19th September 2018
F1 Maths: Key learning from the F1 Teacher Research Project	12 th February 2019	9:00am - 3:30pm	www.nottinghamcity.gov.uk/earlyyears/cpd-training/schools-and-academies-eyfs-teaching-and-learning-cpd-opportunities/maths-f1/

EYFSP 2018

Our EYFSP data has been submitted to the DFE, but it will not be verified until October. The table below shows our data at present and a comparison to the previous year. The good news is that we are continuing to close the gap between Nottingham City and National.

	Good Level of Development (GLD)		
	2016	2017	2018
Nottingham City	63.5%	66.2% (+2.7)	67.6 (+1.4)
National	69.3%	70.7% (+1.4)	71.5 (0.8)
Difference	-5.8	-4.6	-3.9

Friday 9th November

Free EYFS Briefing which will look at EYFSP data compared with National and Nottingham City

13:30-15:30

Nottingham Racecourse

To browse training available throughout 2018/19 and book your place please go to:
www.nottinghamcity.gov.uk/earlyyears/cpd-training/schools-and-academies-eyfs-teaching-and-learning-cpd-opportunities/

Training for NQTs/Practitioners new to the EYFS: Open Your Eyes to the EYFS

We are repeating our popular course to support practitioners new to the EYFS. These training sessions would also be suitable for TAs or any member of the SLT who would like to develop their understanding of the EYFS. There are only a few places remaining so I would urge you to book on quickly to avoid disappointment.

Open Your Eyes to the EYFS			
Date	Time	Venue	Book your place
*20 th Sept	9am – 3.30pm	Castle Cavendish	www.nottinghamcity.gov.uk/earlyyears/cpd-training/schools-and-academies-eyfs-teaching-and-learning-cpd-opportunities/
15 th Nov	9am – 12pm		
31 st Jan 2019	9am – 12pm		

Essential training for F2 Practitioners who are new to the EYFSP: Giving F2 practitioners an option to attend either a morning or afternoon session this training is essential for F2's who are new to the EYFSP. This will provide you with key messages about the EYFSP and statutory assessment process, an overview of the guidance and exemplification materials and ideas to support a smooth transition to Key Stage 1.

New to the EYFSP			
Date	Time	Venue	Book your place
25 th January 2019	9.00am - 12.00pm	Castle Cavendish	www.nottinghamcity.gov.uk/earlyyears/cpd-training/schools-and-academies-eyfs-teaching-and-learning-cpd-opportunities/
25 th January 2019	1.00pm - 4.00pm		

F 2 Agreement Trialling Dates: Please choose one of the sessions below and book via the link. **Please note** that all sessions will be held at Basford Conference Centre (formerly Basford Miners Welfare) 55 Goldcrest Road, Cinderhill, Nottingham, NG6 8PT. Parking available or 5 minutes walk from tram or bus stop.

Agreement Trialling Dates		
Date	Time	Choose one session and book your place
22 nd March 2019	9.00am - 12.00pm	www.nottinghamcity.gov.uk/earlyyears/cpd-training/schools-and-academies-eyfs-teaching-and-learning-cpd-opportunities/agreement-trialling-dates/
22 nd March 2019	1.00pm - 4.00pm	
25 th March 2019	9.00am - 12.00pm	
25 th March 2019	1.00pm - 4.00pm	
28 th March 2019	9.00am - 12.00pm	
28 th March 2019	1.00pm - 4.00pm	

Local Partner/Colleague News:

Focus on Bookstart and Local Libraries

Colleague Charlotte Blount keeps us up to date on: Bookstart

Nottingham Bookstart gifts over 7,500 free book packs to babies and preschool children across Nottingham City.

Every year we contact all early years settings to ask for the number of N2 children currently on roll and then we deliver a Bookstart Treasure pack for each of these children. Inside the Treasure pack is a picture book and a guidance booklet for parents. The picture book can be swapped for a dual language one if required- we stock over 30 different languages.

Bookstart also produce packs for children with additional needs. The Bookstart Star pack is available for children aged 3-5 who have disabilities that impact on, or delay the development of their fine motor skills. Each pack has two books, a finger puppet for playing along with the story and guidance sheets.

Bookstart staff are also available to come to early years settings to do singing and story sessions and can theme them to fit with the topic that you are studying.



Treasure Pack



Star Pack

Nottingham Children's Book Award

Earlier this year, we visited 100 settings to read the three Book Award stories to 2-5 year olds. Neon Leon by Jane Clarke and Britta Teckentrup was the winning book. If you would like a visit next year (the award runs from February to June), we would love to come to your setting. If you had a visit this year, we would be very interested in your suggestions about how we could improve the award for 2019.

Did you know?

Early years settings and childminders can have their own library card and borrow books for up to three months at a time. Just ask at your local library!

For information about either of the Bookstart packs, a singing and story session or the Nottingham Children's Book Award, please contact Charlotte Blount, Nottingham Bookstart Coordinator on 0115 9152844.

Small Steps Big Changes announce forthcoming launch of 'A Better Start' media campaign.



Next year will see the launch of an exciting media campaign targeting caregivers and parents of children aged 0-4.

The campaign has been developed in partnership with the National Lottery's 'A Better Start' programme, Frameworks Institute and www.23red.com/work a creative agency specialising in developing behaviour change campaigns.

Work on the campaign started with the Frameworks Institute over a year ago and builds on their research around Early Childhood Development which includes a set of important scientific insights into early brain and biological development. These insights have been translated into themes and metaphors which make them easier to understand for families.

Following a tender process, the creative agency 23red, were appointed to lead the creative element of the campaign with Ecorys as evaluation partners. The campaign aims to build caregivers' and parent's understanding of early social, emotional and language development and to promote more effective caregiving interactions.

The campaign will be launched in January 2019 across 'A Better Start' sites in Nottingham, Lambeth, Blackpool, Bradford and Southend under the heading of 'Big Little Moments' and between now and then we'll be sharing information as the campaign plans develop in preparation for the launch.

To see more about research done by Framework Institute go to:

www.frameworksinstitute.org/children.html

To keep up to date with the SSBC Programme please click on the link below to register for email updates and to receive the SSBC Newsletter:

www.smallstepsbigchanges.org.uk/home



The National Literacy Trust :

Read On Nottingham

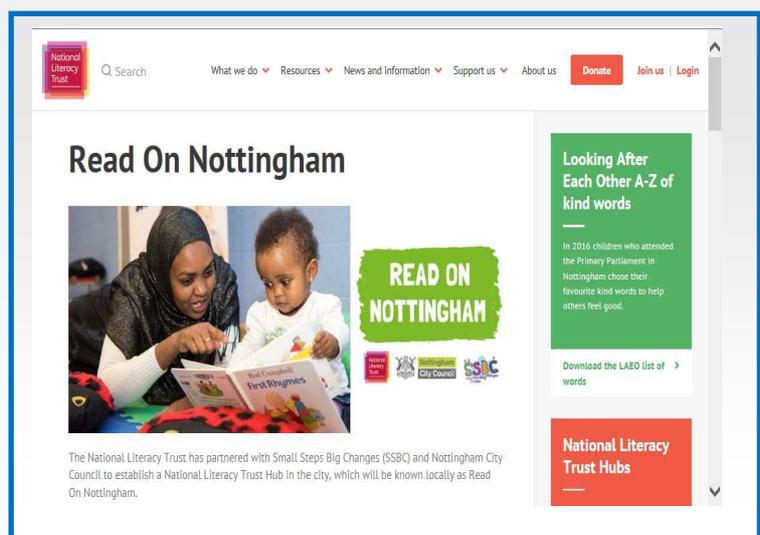
The National Literacy Trust Hub in Nottingham, known locally as the Read On Nottingham <http://readonnottingham.org.uk/> is extending its approach to help local families with young children to improve their home learning environment.



The National Literacy Trust's practitioner-led Early Words Together at Two programme will kick off in 12 early years settings in Aspley, Bulwell, St Ann's and Arboretum from September onwards, helping parents and carers become more confident in supporting their two-year-old child's language and communication development at home.

A key focus for the Read On Nottingham campaign, which is the result of a partnership between the National Literacy Trust, Small Steps Big Changes and Nottingham City Council, is ensuring local children are ready to start school.

To launch the campaign, a literacy-themed bus toured five local primary schools and early years settings to promote reading for enjoyment and the importance of sharing stories with young children. At each stop children climbed on board to enjoy a performance by local storytellers and collect a brand new book and Read On Nottingham bookmark. The campaign has also provided support at 'We're having a talk about...', a communication and language session in Arboretum, and additional books for the Bath, Book, Bed initiative.



The next Read On Nottingham initiative will be a competition to encourage dads and male carers to read with their children. The reading selfies competition calls on dads, grandads and uncles to post a picture on social media as they enjoy story time, using the hashtag #ReadOnNottingham, for the chance to win a bundle of books and a pair of football tickets.

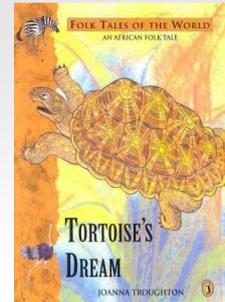
New Feature! – My Favourite Story Book

In this new feature members of the Early Years team write about their favourite children's story book. If you have a favourite story send a review to eytraining@nottinghamcity.gov.uk stating 'My Favourite Story' in the subject header and we will feature it in future editions where possible.

Tortoise's Dream by Joanna Troughton

I love this book! It is very old (first published in 1980) I have a copy that I picked up at a library sale many years ago that I used to read to my son and to many other children when I was a practitioner.

It is an African folk tale and the story is about a tortoise who dreams about a tree that is full of all the fruits from around the world, he believes that there is such a tree, he just has to find it. His jungle friends are very sceptical but go and see 'grandma' who proclaims that this is true but the tree has a very unusual name, I won't tell you this as it might spoil the fun! They have to look for the tree and remember it's name to be able to release the wonderful fruit from the tree. The moral of the story is that if you persevere, think about the task and take notice of guidance and you can achieve your goal.



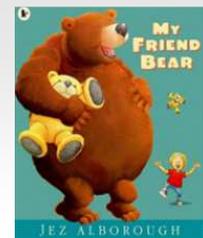
The resources you can use and extension activities are endless, finding out what a Cassava was never ceased to be great fun! Creating a tree with various materials, trying to remember all the fruits, sorting and counting, shopping for as many different fruits as we could find and getting the children to describe how they tasted and what the texture was like consumed many hours.

As you can imagine my original copy of this book is now extremely tatty but having had the idea to run this feature in our newsletter I was pleased to find that you can still get it and have just ordered another copy☺

Louise Meadows: Childcare WFD Manager

My Friend Bear by Jez Alborough

This is a rhyming story about Eddy who is feeling sad and big bear who is also feeling sad. They both wish they had someone to talk to. All they have is their teddies....Teddies can't talk, or can they?



I have read this book on numerous occasions and children I have read it to have always loved this book and showed every emotion. They were very sad for Eddy when they realised that he had nobody to talk to. I use my quiet voice for Eddy and Big voice for big bear. The children laughed when I used the small squeaky voice. They showed their sad faces when Eddy and Bear did not have anyone to talk to.

The children were fully engrossed and when I got to the part where Eddy giggles and the children giggled too. At the end of the story they clapped their hands and jumped up and down cuddling their teddies, a very happy ending!

I have used this story to introduce many games and activities including a Feelings game, Teddy bears picnic, Sizing game, home corner and have also created story sacks.

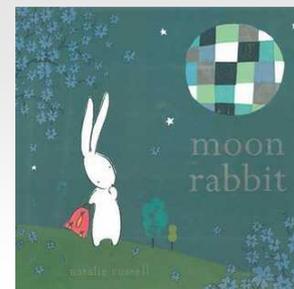
Susan Marong: EYFS Support Worker

Moon Rabbit by Natalie Russell

As a toddler, this was my son's 'go to' story at bedtime, he loved it, maybe because, when read, it is quite gentle and soothing to read.

It is a story about a little rabbit who lives in the city, she loves hustle and bustle, her little cafes, books and noise, but when she is on her own at night she wonders if there is anyone else out there like her, she does not know any other rabbits.

One day she goes to the park and falls asleep, waking at night time to see the city in the distance with its twinkling lights but she meets another little rabbit, who lives in the park.



This rabbit thinks the peacefulness of the park, away from the hustle and bustle is the most beautiful place. He plays the guitar (as all rabbits do!), and sings and dances and little city rabbit decides to stay with him and they enjoy being together. Then she gets homesick and the park rabbit can't do anything to make her happy anymore. She goes back to the city, but they visit each other and she is content knowing there is someone else out there, just like her.

The moral of the story being that it is okay to do what makes you happy, sometimes that is being with others and trying new things and sometimes that is being alone and doing familiar things and that you can find a compromise between the two to make you happy.

You could use two little rabbits to retell this story or think about different places or people that make you happy and why.

Now 7, my son classes this as one of his 'baby books' but not so much so that it's been allowed to leave his bookcase and although perfectly capable of reading it himself, he still likes me to read it to him when he's really tired ☺

Katherine Crossley: Project Officer

We hope you have enjoyed reading about our favourite books. We would love to hear about yours

So if you can find time, don't forget to drop us a line!

eytraining@nottinghamcity.gov.uk

Obesity, healthy eating and physical activity in primary schools



In August 2016, the government published Childhood obesity: a plan for action. As part of the plan, Ofsted has reviewed obesity, healthy eating and physical activity in schools. The review was published on 18th July 2018.

www.gov.uk/government/publications/obesity-healthy-eating-and-physical-activity-in-primary-schools

Education Policy Institute (EPI)

Launch Research into the Early Years

Workforce and it's Impact on Children's Outcomes



The EPI has launched a two-year programme of research into the early years workforce and its impact on children's outcomes.

The four research strands are:

- An in-depth study of the workforce, similar to EPI's March report, but using different data (the Labour Force Survey), which allow them to look into entry and exit patterns (e.g. for those who leave the sector, to see if they are retiring or leaving to work in other sectors). This research will run until the end of 2018.
- The impact of certain policies (e.g. the GCSE requirement and its repeal, the 30 hour entitlement) on the supply and demand of the workforce at different levels of qualifications. This will be completed by April/May 2019.
- A qualitative strand partnering with NatCen looking into recruitment and retention issues both from the point of view of Setting's Managers, as well as from the point of view of frontline workers. This will be completed by the end of 2019.
- Research into the impact of the workforce on children's outcomes, aiming to go beyond the graduate vs non-graduate impact and look at the workforce at different levels of qualifications (particularly Level 3). It will also look more in-depth at variations within disadvantaged children and will do more geographical analysis. To be completed by August 2019.

National News

**OUTDOOR
CLASSROOM
DAY**



Learning through Landscapes: Outdoor Classroom Day

What is Outdoor Classroom Day?

Outdoor Classroom Day is a global campaign to celebrate and inspire outdoor learning and play. On the day, thousands of schools around the world take lessons outdoors and prioritise playtime. In 2017, over 2.3 million children worldwide took part, more than 580,000 of those were in the UK and Ireland.

Outdoor learning improves children's health, engages them with learning and leads to a greater connection with nature. Play not only teaches critical life skills such as resilience, teamwork and creativity, but is central to children's enjoyment of childhood.

The Learning Through Landscapes are repeating their successful Outdoor Classroom day on 1st November 2018, to find out more or to take part please follow the link outdoorclassroomday.org.uk/

Learning through Landscapes also offer small grants to support schools with outdoor resources, read more at: www.ltl.org.uk/naturegrants/

Look out for Playgarden who are exhibiting at our conference in September and will be donating a super maths outdoor learning resource.

Check out our page 24 of this newsletter to see publications from:

Education Policy Institute (EPI) and the Early Intervention Foundation (EIF) on

Structural Elements of Quality Early Years Provision and Teaching Pedagogy and Practice in the Early Years

International early learning and child well-being study (IELS) in England: introduction to the research



Department
for Education

This report published in August by the Department for Education (DfE) provides information about the International Early Learning and Child Well-being Study (IELS). IELS is a new study by the Organisation for Economic Co-operation and Development (OECD) to understand children's abilities at age five. The main objectives of the study are to:

- Understand children's early learning and development at age five in international comparison
- Assess children's non-cognitive as well as cognitive skills in the following domains:
 - Social and emotional skills
 - Self-regulation
 - Emerging literacy
 - Emerging numeracy
- Analyse the influence on children's learning and development of:
 - Early childhood education and care (ECEC) experiences
 - Home learning environment
 - Individual characteristics
- Provide robust new evidence that can be used to help improve children's early learning outcomes and overall well-being.

IELS is being developed with input from a range of experts in international research and early childhood education and care. If the first round of IELS is successful in achieving the main research objectives, the OECD is expected to repeat IELS in future years with a larger number of countries. England is participating in the current (first) wave of IELS. The DfE expects IELS to provide valuable and internationally comparable evidence on children's early learning and development. The DfE has appointed the National Foundation for Educational Research (NFER) to carry out IELS.

Download the report:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/732341/International_early_learning_and_child_well-being-study.pdf

Calls for Evidence/Consultations/Publications

Education Policy Institute (EPI) and the Early Intervention Foundation (EIF) have published two reports examining the key features of quality in early years childcare provision that have the greatest potential to maximise child outcomes:

Structural Elements of Quality Early Years Provision

This report consolidates, summarises and analyses existing research with a focus on the structural elements of early years provision. The authors have focused on structural elements because they are the most directly observed, measured and regulated ones. In particular, they looked at the so-called 'iron triangle', namely: workforce training and professional development, child to staff ratios and group/classroom size.

https://epi.org.uk/wp-content/uploads/2018/08/Early-years-structural-quality-review_EPI.pdf

Teaching Pedagogy and Practice in the Early Years

This report is part of a programme of work by the Early Intervention Foundation (EIF) exploring the impact of early years childcare and education on children's outcomes, particularly those children at risk of falling behind their peers in terms of key developmental milestones from an early age. EIF has partnered with RAND Europe to produce a review of teaching and practice in childcare settings. The purpose of the review is to: provide an accessible overview of the research in the field for policy-makers and practitioners; identify those areas of early years childcare practice that are well evidenced in terms of effectiveness; and identify where the main evidence gaps remain. A better understanding of the early years evidence landscape is one way to start to improve the quality of childcare and ultimately lead to improved outcomes for children.

https://epi.org.uk/wp-content/uploads/2018/08/teaching-pedagogy-and-practice-in-early-years-childcare_Aug2018.pdf

Rapid Review to Update Evidence for the Healthy Child Programme 0–5

The Early Intervention Foundation (EIF) has published a 'Rapid Review to Update Evidence for the Healthy Child Programme 0–5', which summarised key evidence from systematic literature reviews conducted between 2008 and 2014 involving activities aimed at supporting young children's health and development in the early years. To download the review click on:

www.eif.org.uk/wp-content/uploads/2018/06/what-works-to-enhance-effectiveness-healthy-child_summary_June2018.pdf

Contact Us...

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Email: earlyyears@nottinghamcity.gov.uk

Website: www.nottinghamcity.gov.uk/earlyyears