Message from the Head of Early Years Service

Dear Readers

Welcome to a new year – we hope it brings new opportunities to do great things for the children and families of Cambridgeshire.

There are new things happening in our sector which we want to highlight in this edition of Jigsaw. CASEY, the Cambridgeshire Assessment System for Early Years, is establishing itself across the county. It is now in use by around 70 of our providers in the PVI sector, helping them to maintain an overview of children’s development and progress through its instant analysis of summary assessment information. If you are not yet using CASEY and would like to find out more, please go to www.cambridgeshire.gov.uk/learntogether/howpage/301/casey.

The need to keep children safe, and deliver high quality care and learning, remains as important as ever. In this issue we offer advice on good practice, and celebrate what’s best about provision in Cambridgeshire. Our Senior Adviser Pirjo Mudd offers insights from recent Ofsted reports and actions on pages 11 and 12.

As you will be aware, there are changes to funding and to policy on the way – the extension of funded care for working parents of 3- and 4-year-olds to 30 hours, and the new national funding formula, will have an impact on many of our settings, nursery schools and childminders. The challenge will be to think differently and to explore different business models. These changes will impact on the delivery of early years provision, and we are committed to keeping you up to date about national developments and providing practical support for you where we can. See pages 19-20 for more advice and information on this topic.

We hope you continue to find Jigsaw informative, practical and developmental. If you are looking for a new challenge in 2017, maybe a further qualification would be right for you. Please see our workforce development section for more information.

Jigsaw can only offer a flavour of the many good things that are happening – please see our web pages at www.cambridgeshire.gov.uk/learntogether/improvement for a fuller picture.

Finally, we are looking forward to seeing you at our annual Early Years conference on 2 and 3 March – a great opportunity to meet colleagues and be inspired by national speakers.

Wishing you a happy and successful year,

Gill Harrison
Head of Early Years Service

The views and opinions expressed in ‘Jigsaw’ are solely those of the original authors and other contributors and do not necessarily represent the views and opinions of Cambridgeshire County Council.
Early Years Offer to Schools

We have been overwhelmed with the positive response from schools to the introduction of the Early Years Offer to Schools. Thank you to all Head Teachers and Early Years Leaders who have signed up. We really look forward to working with each individual school during the coming year.

Details of the offer can be found on this page: www.cambridgeshire.gov.uk/learntogether/homepage/343/ey_element_16-17

Schools Adviser Team

Outstanding Ofsted judgements*

<table>
<thead>
<tr>
<th>Setting name</th>
<th>Ofsted inspection date</th>
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</thead>
<tbody>
<tr>
<td>Brampton Day Nursery</td>
<td>02/11/2016</td>
</tr>
<tr>
<td>Foxes Holiday/Breakfast/After School Club</td>
<td>03/11/2016</td>
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<tr>
<td>Round House Breakfast/After School Club and Pre-School 12/12/2016</td>
<td></td>
</tr>
<tr>
<td>Witchford Rackham Pre-School</td>
<td>13/10/2016</td>
</tr>
</tbody>
</table>

Number of settings with ‘Good’: 29
‘Requires improvement’: 5
‘Inadequate’: 4

*Since Autumn term 2016

Ely Cathedral Christmas Event

Cambridgeshire and Peterborough Pre-school Learning Alliance kicked off the Christmas season on 7 December with their ever-popular ‘Christmas Nativity’ at Ely Cathedral, now in its 14th year.

Hundreds of children and their families / carers joined the Alliance to watch Rainbow Pre-school, based in Ely, deliver the story of Christmas. Along with jingling bells and handmade stars waving in the air, the audience put on their best voices to join in with the Christmas tunes.

Following the excellent Nativity story with the grumpy inn keeper at Christmas, the countdown to the switch-on of the Christmas tree lights... wonder spread across the Cathedral as the tree lights came on; a truly stunning sight. After more songs around the lit tree and a blessing from the Canon, there was time for refreshments and networking, with photos by the tree.

Janette Sutcliffe from the Alliance, who organised the event, said: ‘We are so pleased to be able to deliver this event once again at Ely Cathedral. Seeing the children perform in this stunning location is always a good start to the Christmas celebrations. Thank you to the team at Ely Cathedral for their enthusiastic support, and to the staff and volunteers who make this event run seamlessly. Also thank you to the team and children from Rainbow Pre-school, who put on this year’s Nativity.

Each year the Alliance offers their members the opportunity to perform the Nativity at both Ely and Peterborough Christmas events.

For more information, please email cambsandpboro@pre-school.org.uk or look online at www.pre-school.org.uk
Duxford Preschool hit the road

Our topic in the setting this half term was Transport! We explored many kinds of transportation through all the areas of the EYFS and finished it off with a great trip to Welch’s Transport who have in recent years moved their offices and depot into Duxford, just off the A505.

Jim Welch was incredibly accommodating and shut down different areas of the depot as we went round so the children could have more freedom to explore. We were allowed to get into different vehicles like floor cleaners, forklifts and lorries from a range of eras.

The children were captivated by the automatic truck wash in action and loved seeing emergency vehicles being repaired in the workshop. We measured how big children were compared to lorry wheels, looked at letters and numbers on number plates, read signs around the workshop, figured out what tools might be for or how different parts of vehicles worked.

Find out more about the things we get up to via our website www.duxfordpreschool.org.uk or by ‘liking’ us on Facebook.

Longstanton setting finds a path to Northstowe

Until the Summer of 2016, Longstanton Pre-school and Out of School Clubs have been housed in the Community Room of the Hatton Park Primary School. An exciting expansion of the village school, along with a new purpose-built pre-school building, means a temporary move to the newly-built Pathfinder School on the proposed town of Northstowe.

The Northstowe developers have built the Primary and Pre-school building as part of their first phase of development and we are lucky enough to be able to use this facility whilst our own new pre-school is under construction.

We have very quickly settled in to our new home, and children old and new are very pleased with all our new equipment and extra space. Our old setting had capacity for 28 children, whilst our current playroom has space for up to 50! The two large storage cupboards in the playroom, one for pre-school and the other for out of school clubs, enable the children to self-select their toys, and offer somewhere cosy to play.

The children are making the most of all the learning opportunities on offer: the builder’s trucks and diggers are also providing lots of interesting observations! Some boys recently decided to make their own construction site within our wild garden.

Working and liaising closely with Hatton Park School over the new spaces has forged even stronger links for us. The temporary location and inevitable snagging list has also enabled us all to make sure we get the best from our move back in September 2017.

Tracey Leach, Manager

Longstanton is directly managed by the Cambridgeshire and Peterborough Pre-school Learning Alliance.

Longstanton Pre-school and Out of School Clubs, c/o The Pathfinder C of E Primary School, Pathfinder Way, Northstowe, Cambridge, CB24 1AA. Tel: 01223 491623
Arbury Pre-school Construction Site

At the beginning of the autumn term the children and staff at Arbury Pre-school opened a ‘construction site’. This had been planned during the summer term as the children loved using our small wooden work-bench and tools, making lots of noise with the wooden play hammers.

To enhance the children’s enjoyment of playing with the small role-play bench and tools we added real tools, a wheel barrow, wood, bricks and sand, following discussion with the children.

The children have completed their own risk assessment with quotes: “The bricks are very heavy, be careful”, “nails are sharp and pointy”, “with hammers you might bang your fingers”, “I need a hat and glasses to be safe” and “need to be careful of my head, I need to wear a hat”.

The construction area has been a huge success with both children and staff: children sign in before entering the area, putting on their hard hats and fluorescent jackets. They have had many hours of fun in this area, constructing walls and their own wood-work – with lots of nails in it!

Gail Crook, Arbury Pre-school Manager

Arbury Pre-school is directly managed by the Cambridgeshire and Peterborough Pre-school Learning Alliance

Tara Spicer

It is with great sadness that we inform you that one of our very well respected and totally committed teachers and Early Years Lead Practitioners, Tara Spicer, passed away in late December 2016. Tara was diagnosed with Leukaemia suddenly at the end of the Summer term. She was receiving treatment, but, following complications, she died peacefully with her family and fiancé with her on 30 December.

She will be greatly missed by the teaching community following very successful years of teaching at Yaxley Infants, and then moving to Eastfield last year. She will also be greatly missed by the Early Years Service team, for her help with EYFS Leaders Briefings, workshops, moderation, leading cluster work and generally being so engaged, positive and happy working alongside us.
Lifetime Achievement Award for Fen Drayton Pre-School Manager Diane Warboys

On 27 September 2016, Diane Warboys attended a celebration evening with finalists from a range of categories in this year’s Community Awards organised by the Cambridge Evening News.

Diane received a ‘Lifetime Achievement’ Award for her work with Fen Drayton Pre-School and the Village Hall Committee.

For 33 years, Diane has dedicated her career to supervising and managing our village Pre-School, nurturing, caring and teaching generations of children in the village. She takes particular pleasure in encouraging the children to have hands-on experiences with animals and the environment around them. Diane is truly committed to the survival of the Pre-School, not least through the Pre-School’s fundraising events which are critical in ensuring we remain financially viable.

In addition to managing the Pre-School, Diane is an active member of the Village Hall Committee, a role that involves being on call most weekends.

Diane is at the heart of any community event, running the kitchen and catering for community lunches and dinners, even donating her own resources. We’re all thrilled that Diane won the award, which we hope in some small way demonstrates our full appreciation for all that she does.

Philippa Storer
Fen Drayton Pre-School and Village Hall Committee

Photo by David Johnson, courtesy of The Cambridge Evening News

Diane collects her award from Andy Lucas from the Cambridge Building Society who were sponsors of the “Lifetime Achievement Award’ at this year’s Community Awards.

Nursery Manager of the Year

A local nursery professional has won the Nursery Manager of the Year category at the prestigious national NMT Nursery Awards 2016.

Lisa Weston is Nursery Manager at The Old School House Day Nursery in Stetchworth near Newmarket. She was nominated for the Nursery Manager Award 2016. Lisa Weston said: “I feel honoured to be recognised for my passion in supporting and inspiring others to make a difference for young children”.

Nursery Director Linda Baston-Pitt added, “This was so well deserved and we are all so very proud of Lisa. I’m sure we will be celebrating for some time’. Winners of the NMT Nursery Awards 2016 were presented with their trophies by Professor Robert Winston at the high profile Gala Night held on Saturday 26 November at the London Hilton Metropole Hotel, attended by over 600 guests.

Please contact Linda Baston-Pitt for more information on 01638 507178.
Swavesey Village College

On Saturday 12 November, nearly 100 playworkers from around the county attended the ‘Just Play’ conference at Swavesey Village College organised by the Early Years and Childcare Service. Staff from pre-schools, nurseries, reception classes along with childminders joined playworkers for a full day of workshops, keynote speakers and networking.

This annual county play conference celebrated play, its vital role in supporting children’s holistic development, and the importance of children playing ‘for play’s sake’. The overarching aim of the conference was to offer workshops to provide good practice ideas and information for playworkers and staff working with children from 4-11 throughout the county.

Our keynote presenters Ali Wood and Karen Benjamin delivered a fun and interactive session on ‘Why should children just play for play’s sake?’ In the end of conference evaluations, 90% of respondents classed their presentation as excellent or inspiring. Comments included: ‘Very insightful; fantastic way of putting a message across; superbly delivered keynote speech! Engaging and motivating; brilliant’

During the day, delegates attended two workshops of their choice, which included Playing behaviours and emotions, exploring older children’s play, creating sensory play, fun and games, team development, and empowering children to stay safe. 90% of delegates stated that the workshops they attended were either excellent or inspiring.

"Amazing what you can provide for next to nothing!"

Learner comments on the day

• “Fantastic! So much inspiration, so much fun! Fabulous ideas.”
• “Really enjoyed the creative part and being able to have a go – especially useful for children of all ages.”
• “Very good ideas and interesting use of resources.”
• “The most fun I’ve ever had on a course. Laughed so much but also learned lots of new games.”
• “Great ideas, well explained. Great session: lots of new ideas.”

Details of next year’s Just Play conference will appear in the 2017-18 Training Programme, out in the summer. Book early to secure your place!
Out of School Club Hub meeting

The first of the new style Out of School (OSC) Hub meetings for settings in South Cambridgeshire area took place on 30 November 2016. Twenty practitioners, owners and managers got together in a portable building at Harston and Newton Community Primary School.

After general introductions, the Early Years Advisers, who facilitate these meetings, reminded the group about the benefits of the OSC membership subscription. The agenda for the evening included an update on safeguarding issues and hearing feedback from two managers who have recently received ‘Good’ Ofsted judgements following their inspection.

Trudy Hooks, Playwork Manager at Cherry Kids Club, Bewick Bridge, discussed the areas of outstanding practice that the club was congratulated upon and outlined the area of further development that the Ofsted inspector suggested. She shared her recollections of the format of the inspection and offered a valuable insight into what the inspector focussed on in her setting. Trudy finds that “Hub meetings are an extremely valuable tool in the networking of groups. We are all working to the same goals, and sharing experiences is an invaluable way of reflecting on good practices and ‘borrowing’ strategies that others use.”

The Early Years Advisers made reference to the ‘Beyond Quality’ folder which is a play-centred quality framework published by Cambridgeshire County Council, designed to help out of school clubs, holiday play schemes and other playwork settings develop and improve their practice.

Nathan Graves, who manages the OSC at Stapleford School, shared his experiences of inspection and how he uses the ‘Beyond Quality’ self-evaluation as a working document to collate evidence of the self-reflection process. All staff are involved in the process, and opinions of children and parents are gathered using questionnaires in appropriate formats. The responses are analysed and fed into the action plan, helping him demonstrate the impact of continuous self-reflection on his provision.

At the end of the evening, the participants worked in small groups looking at recent Ofsted reports with the judgements removed. They discussed what judgements they thought were awarded and then identified common themes and trends of reports in each of the four categories.

Thank you to the Rainbow OSC at the school for hosting the event. Caldecote OSC and Stapleford will be the venue for the spring and summer meetings. Look out for the flyers!

“We are all working to the same goals
Touch TVs hit the target at Queen Emma Nursery

Looking for new interactive whiteboards to be installed in our Nursery, we immediately thought of the issues that they present.

Imagine the child who excitedly approaches the interactive board ready to play the game only to be hindered by the shadow created by the overhead projector, or another child’s finger confusing the board completely. It can be an extremely disheartening and frustrating experience for a child and put them off trying again.

Then we thought of the whizzy large screens that Jamie Redknapp and Gary Neville use when analysing football. Those screens do not use a projector and the pundits can use multiple fingers at the same time. Wouldn’t one of those be brilliant! We began researching into possible interactive TVs and came across a number of Cambridge-based companies that were only too happy to visit our setting and give us a demonstration.

We were blown away by the multi-touch screen, the toughened glass (that the demonstrator punched in front of us), the option to purchase a mounted wall stand that could raise and lower the TV at the touch of a button, the Android option which allows you to run off the TV itself rather than a laptop, and the amazing picture quality. The cost (depending on the size of the TV chosen) was either similar or cheaper than an interactive whiteboard too.

The interactive TVs were installed in July and have improved our teaching practice and also improved the learning experiences of the children. Not only do they get to watch clips of snakes being born, or mechanics fixing cars, when researching their new fascination, but they learn to work together to create a collaborative picture, compete in a two-player game and can easily access the technology (rather than the mouse controlled computers) when touch screens are what they are used to using at home.

If you are ever in the market for a new interactive whiteboard I would urge you to consider an interactive TV instead. The children at Queen Emma Nursery would be only too happy to demonstrate why!

Anna Igglesden
Foundation Stage Leader and Nursery Teacher
Queen Emma Primary School
nursery@queenemma.cambs.sch.uk
Anna is a PVI Lead Practitioner

Reception age children in early years settings – the EYFS profile

Every year in Cambridgeshire, around 10 children spend what would normally be their ‘reception’ year (the final year of the EYFS) in a PVI setting.

In these circumstances, practitioners must complete the EYFS profile for each child, and make profile judgements based on cumulative observational evidence recorded over the course of the year. The assessment data is then sent to the Local Authority and DfE.

IF YOU HAVE A CHILD IN YOUR SETTING WHO WILL BE 5 ON OR BEFORE THE 31 AUGUST 2017, PLEASE CONTACT diane.small@cambridgeshire.gov.uk.

The Moderation team can offer you advice, support and training as well as ensuring you receive all the correct documentation to accurately complete and submit each profile.
The Impact of a “Rising Threes” Room

Queen Emma Nursery opened ‘The Den’ in April 2013. We have a Rising Threes room (called Cubs) and a Rising Fours room (called Foxes).

Before the Ofsted registration changes we were the only private, voluntary or independent nursery federated to a school in Cambridgeshire. Providing sessions for Rising Three children within a school setting had not been done before.

This is the first year that we have been able to analyse what the impact has been of children attending our Nursery setting for not one, but two years. Fifteen of our 2015-2016 Reception cohort have been with us since they were two years old. Of these children six were Funded Twos. This year our overall Good Level of Development for the Reception cohort was 72%. The children that attended our Nursery setting for two years achieved 87% Good Level of Development. It has clearly shown that these children have benefitted from being in our provision since they were two.

Children who attended our Nursery setting for two years:
- 87% Good Level of Development

Children who did not attend our Nursery setting for two years:
- 67% Good Level of Development

Overall cohort:
- 72% Good Level of Development

Why do we think this is? What do they gain from being in our setting for an additional year?

Communication and Language

We worked with the majority of these children on their communication and language skills through continuous provision and language intervention groups based on ECaT (Every Child a Talker) and ELKLAN (speech and language training). Every one of the fifteen children achieved Expected in Communication and Language at the end of Reception.

Physical Development

The Cubs room focused on the children’s physical development and planned gross and fine motor skill opportunities for their key children on a daily basis. All fifteen children achieved Expected in Physical Development at the end of Reception.

Work with Parents

We were able to develop an excellent rapport with the parents of these children from a very early stage of their children’s development. The school employs a Family Worker who organises generic and specific parent workshops focusing on behaviour at home, eating issues, sleeping problems etc. which some of these parents attended. We also planned learning workshops for parents, invited them in to work with their children in the setting and had informal chats with parents about their children’s wellbeing and learning. Having that relationship with the parents early on meant that parents had more information about how to support their child and we were able to identify parents who needed support in parenting from an early stage.

Readiness for Learning

As the Foxes Nursery Teacher I have noticed a huge difference teaching in a setting that has a Rising Threes room. The children come in more confidently, understand the expectations of a Nursery already, have developed good friendships with others and the transition from the Cubs room into my Foxes room is an absolute dream! I also know those children much better having interacted with them for a year before they come into my room and therefore transitions are extremely positive.

Anna Igglesden – PVI Lead Practitioner
Foundation Stage Leader and Nursery Teacher
Queen Emma Primary School
nursery@queenemma.cambs.sch.uk
Early Years Foundation Stage Profile 2017

Are you ready for the statutory Assessments (EYFSP) in the summer term?

- Have you downloaded the new 2017 Foundation Stage Profile handbook?
- Have you downloaded the new Assessment and Reporting Arrangements Guidance (version 2)?
- Have you got a copy of the Exemplification Materials?

All these documents are available on Cambridgeshire’s Learn Together portal or the DfE website.

- Have you booked onto Securing Judgement training in March?

Highly recommended for practitioners new to the EYFS/NQT’s or anyone needing a refresher. The focus for this year’s training is Communication and Language and Mathematics. This course can be booked online via Learn Together website (only 4 dates available this year).

- Will your evidence of children’s attainment match the criteria within the profile guidance?
  - knowledge of the child – Practitioners will make judgements by observing behaviour that a child demonstrates consistently and independently in a range of situations.
  - materials which illustrate the child’s learning journey, such as photographs
  - observations of day to day interactions

- Are you confident that your judgements are accurate and consistent?
  - Have you arranged time to moderate judgements within your school?
  - Have you arranged to moderate judgements with practitioners from other schools?

The Moderation team will be in contact with schools/ settings before the end of the Spring Term to inform you whether you will be receiving a moderation visit or whether you will be asked to attend Moderation training meeting.

If you have any questions or concerns regarding Moderation for the EYFSP, please contact Diane.small@cambridgeshire.gov.uk

Inspection pointers:
Don’t go down… go up!

Pirjo Mudd, Senior Adviser for Quality Assurance, analyses Ofsted reports from two perspectives, offering advice on how to avoid slipping down, and what might help you go up.

To avoid getting a ‘Requires Improvement’, or ‘Inadequate’ judgement, check you have the following in place:

- DB checks, and EY2s completed – keep an evidence trail if you are experiencing difficulties. It is vital, that committee members understand the urgency in completing the process. It is so upsetting for settings who would have otherwise got a ‘Good’ judgement to gain a lesser judgement because of administration.

- Effective supervision systems – the inspector will ask to see what has been recorded during supervision. This can link to the inspector observing inconsistencies in practice, such as teaching skills. The inspector will be looking for the management team having identified this, and evidence that they are putting training, and/or mentoring in place.

- Practitioners’ consistency with their teaching skills across the whole provision e.g. ‘provide all staff with support, training and coaching to raise the quality of teaching to a consistently higher level, in order to support all children to make good progress in their learning.’


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• Ofsted remind us that: “Teaching should not be taken to imply a ‘top down’ or formal way of working. It is a broad term that covers ... (adult) interactions with children... the equipment adults provide and ... the physical environment, as well as the structure and routines of the day that establish expectations”.

• Integral to teaching is how practitioners assess what children know, understand and can do, as well as taking account of their interests and dispositions to learn (characteristics of effective learning), and how practitioners use this information to plan children’s next steps in learning and monitor their progress’. Statutory framework for the Early Years Foundation Stage, Department for Education, 2014; so monitor the team and use the Ofsted guidance to ensure this is being demonstrated.

• Assessment – often linked to accuracy e.g. ‘ensure the information gained from assessments of children’s learning is used consistently, to understand their levels of achievement, inform planning and challenge them to make good progress in all areas of learning’. Ensure practitioners are supporting children with a developmentally appropriate environment.

• Behaviour – this has been an action for some out of school clubs, where inspectors have observed inconsistency in behaviour management, and respectful interaction. So ensure you are getting the balance right with Playwork, and respectful environments. All children need to understand the clubs rules, and if they have participated in writing them they are likely to take ownership.

Trends from Ofsted reports to improve further

Looking from the other perspective, there are some clear trends of actions that come through for settings that have received Good or Outstanding. So look out for:

• Assessment and tracking; make sure staff request sufficient, initial detailed information from parents about what their children already know and can do and about their home experiences. This can establish more precise starting points and enable next steps in learning to be identified more quickly and accurately, meet children’s needs from the outset.

Effective tracking of children in the early stages, to give staff the most precise understanding of where different groups of children are in their learning and development.

• The adult role; making sure staff always take account of the difference in the levels of concentration of younger children during adult-led activities. This helps staff expectations of what children can achieve not to be too high, and means they can adapt quickly to support younger and less able children to achieve intended outcomes.

Encourage staff to develop the skills and confidence to spontaneously adapt routines and activities for children to provide consistently rewarding learning experiences.

• Staff development; especially in ‘Outstanding’ settings, to ensure staff supervisions focus on staff practice and the quality of interactions with children. Promote sharp evaluation of teaching practice to inform a focused programme of ongoing professional development to the highest level and pursue more in-depth reflective practice.

Member settings could consider some of the themes above for the Quality Framework visit. Non-Member settings can buy in a visit as pay-as-you-go.

It would be a good opportunity to have a professional dialogue about how your setting could improve further and some quality time for in-depth reflection.

Our course on Maintaining Good and Outstanding Ofsted Judgements, will be held on Friday 24 February at Cambridge FA Headquarters, Histon, and Friday 28 April at March Youth and Community Centre. See the Training and Support Programme for more details.

Information on the Early Years Offer can be found on Learn Together website, under “Improvement and Leadership” and “Early Years Offer 2016-2017”.

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CASEY – the user experience

I find CASEY – The Cambridgeshire Assessment System for Early Years – is proving a valuable tool for my setting to use to evaluate children’s progress and to track the progress of individual groups of children.

Ensuring that all the information is entered on the initial page for each child then enables analysis to be generated by groups. This is particularly useful for tracking and analysing vulnerable groups, for example whether children who receive two-year funding make as much progress as their peers. This can help identify vulnerable groups of children and to set targets to meet our obligations under the Equality Act 2010.

“I use CASEY to track the progress of a particular key worker’s children”

From a staff development point of view, I use CASEY to track the progress of a particular key worker’s children. This can help with performance management as it can highlight if a staff member has a weakness at developing or assessing children in a particular area. For example, if the whole group makes good progress in Number, but a particular key worker’s children are not making good progress in the area, it may highlight a lack of confidence for that worker in assessing that area.

Any difficulties with CASEY can be addressed by contacting the CASEY team, who reply swiftly with support and information.

Chris Barton – Little Wombatz

CASEY works well for first providers

In its first term of full operation, CASEY – the Cambridgeshire Assessment System for Early Years – has enabled 65 providers to record 4,000 individual assessments on children attending their provision.

Providers have used CASEY for summary assessment information on children’s development against the Early Years Foundation Stage and Every Child a Talker. They have benefitted from the instant feedback CASEY gives on children’s level of development in relation to their age.

There are 7,600 children whose details have been imported into CASEY, linked to the provider or providers where they take up their funded entitlement. We would be delighted if more of our providers were able to take advantage of CASEY to track the progress of their children. Access is free, the set-up is easy and telephone and e-mail support is readily available.

Following user feedback, we have improved the information to help in getting started, with our new setup guide and instructional screenshot videos to guide first-time users through some of the initial processes. We anticipate further enhancements to the system happening across the year, informed by our CASEY user group which will be getting up and running this term.

For a provider view of how the system is working for them, see the article above.

Sign up for CASEY at http://www.cambridgeshire.gov.uk/learntogether/hompage/301/casey and send your user feedback to casey.earlyyears@cambridgeshire.gov.uk.
The annual Forest School conference will be held at Grafham Water, and we are anticipating an exciting day with inspirational key note speeches and workshops.

The conference has had brilliant feedback from the delegates that have attended. This year Sara Knight, inspirational Forest School author, is back to deliver both a keynote and workshop. Sara’s new book, ‘Forest School in Practice’, including a Cambridgeshire case study, will be available to purchase, and Sara is happy to sign it for you on the day!

Our other keynote speaker, Elizabeth Swift, divides her working time between training and leading Forest School and lecturing on early years degree courses. In 2011 she set up Huathe (http://www.huate.co.uk) with Carol Middleton to help reconnect adults and children to nature.

As well as these inspirational keynotes, delegates can choose two workshops, network with like-minded people, enjoy a hot lunch and get lots of new ideas to take back. Workshops include:

- Paths and Places – Sara Knight, International Forest School Author
- Natural Movement in Forest School – Elizabeth Swift
- Sensory Play at Forest School – Jo Ling, Forest School Tutor and Practitioner
- No Tool Forest School! – Ian Henderson, Forest Owl Adventures
- What can you do with a ball of string? – Toni Rogers, Cambridge Forest School
- Grab your Nettles! – Vanessa Neville (MNIMH)

Feedback taken from last year’s evaluations:

I will use my new knowledge … “To be able to inspire others and think more about their emotional development”

“Wow, where to start! We have several children who have major reasons to experience anger and sadness and it is really going to help them to know that this is ok and that we can support them”

“Will use ideas in planning activities with the children and families”

Bookings are open for the conference, so to avoid disappointment book your place as soon as possible using the following website link: http://www.cambridgeshire.gov.uk/learntogether/homepage/66/ey_development
Forest School Autumn Network

On the coldest night of November (-3 degrees), Forest School practitioners from across the county ventured to West Wood, near Grafham village, for a Forest School evening in an ancient and pine woodland close to the site of Oliver Cromwell’s manor house in the 1600s.

Practitioners from preschools, day nurseries, schools and independent providers, met in the village and took a short walk to the woodlands to be greeted by Ian Henderson who owns the site. Torches were turned off, and time was allowed for our eyes to adjust to the light of the stars. As we walked up the frozen track to the basecamp, our senses came alive, we listened to the sounds of the forest which included the call of the owls, ‘barking’ deer and fleeting birds. Underfoot we felt the crunching of the iced autumn leaves which had fallen to the ground and the squelching muddy puddles.

Following introductions, the group set to work to find kindling to light two Swiss Logs and Kelly Kettles. The Forest School ethos of support and using ‘the more knowledgeable other’ was clearly evident, as some individuals celebrated their first spark from a flint and steel, and others were challenged to keep the fire burning using the natural woodland resources available.

The evening also included following a reflective trail that Ian had set up in the Grim Wood area of the site. Individuals and pairs shared the experience of walking through the darkness of Grim seeking the trail of fire tacks (reflective dots) with their torches to find the way back to base camp.

Ian offered to host future events so that everybody could experience the growth of spring and full tree canopy of the summer months (dates to be confirmed). Needless to say, everybody is welcome to join the network events at any time and should contact heather.jebb@cambridgeshire.gov.uk to be added to the Forest School mailing list.

There were plenty of opportunities to link with like-minded practitioners and network over hot drinks and toasted marshmallows. A Cambridge school found a volunteer at the network from one of their local nurseries to support their weekly Forest School sessions. The mutual benefits – to the school, the volunteer completing the Forest School qualification, and the children moving from the nursery to the school – reinforced the value of the connection made.

The feedback from the practitioners was extremely positive and the enthusiasm for implementing a Forest School ethos continued to be shared during the walk back to find our cars in Grafham.

I would like to thank Ian for hosting the event and all those that turned out on a cold starry night to make it an enjoyable and fruitful evening!
Food for Life Early Years Award in Cambridgeshire – Great progress in our pilot project

Since the launch of the Food for Life Early Years pilot in Cambridgeshire back in February 2016, three training days have been held: an introduction on nutrition in early years, cooking skills and growing food organically.

The early years settings involved have shown great commitment and enthusiasm. All have been great fun and everyone has learnt a lot from the training but also each other and the experiences of each and every individual and setting.

Food for Life settings are supporting families to live healthy lives, children are tasting new food, looking after fabulous gardens and allotments, sharing recipes with families, linking with neighbouring Food for Life schools, making plans for Grandparent Gardening Week in March and a whole lot more besides!

Thanks to everyone involved so far and happy springtime growing and food adventures.

Public Health has commissioned Food for Life until March 2017. For more information please visit online: http://www.foodforlife.org.uk/early-years or contact: Carine Bewick, Cambridgeshire Programme Manager, Soil Association Food for Life T: 07468 691278 E: cbewick@soilassociation.org.
Quote from a setting:
“We have made [our menu] far more diverse and interesting. We have reduced and replaced processed meats and cheese, removed up to 25% of sugar from cake and biscuit recipes, and increased our use of raw vegetables and lentils. We use Hairy Bikers’ spicy sweetcorn soup as a main meal and BBC simple tarka dal as a topping on pizza base for tea. Delicious!

The Food for Life project … most definitely helped us to achieve outstanding in our recent Ofsted inspection. We have updated our understanding of food labelling, developed recipes, introduced new dishes and a far wider choice of healthy and nutritional snacks. The children harvesting sprouts from the Nursery garden for our nursery Christmas dinner. They were lovely and sweet.”

Annette Woodhams
Sawtry Day Nursery

New surgeries offer free one-to-one advice to help Setting SENCos identify children with emerging needs

The first SEND Surgeries were rolled out last term and were incredibly well received by early years providers. Setting SENCos have the opportunity to discuss any initial concerns they may have about a child’s/children’s development with an Early Years Adviser. These 30-minute surgery slots explore how to use targeted observations and accurate assessments to identify children’s emerging needs and plan next steps. The Surgery sessions are being offered across the county to ensure that settings can access support locally.

The feedback from Setting SENCos who have attended a SEND Surgery has been overwhelmingly positive:

“I found it really helpful to be able to voice concerns, get advice and discuss strategies”

“We think the surgeries are a great idea. We will definitely attend again if they continue; it’s great to have this service available to us”

More dates coming soon!
Ofsted clarifies ‘nominated individual’ requirements

Early years providers can appoint someone who is not a member of their governing body to act as their nominated individual under certain circumstances, Ofsted has confirmed.

Nominated individuals, who act as primary points of contact with Ofsted on application and registration matters, must be able to properly represent and act on behalf of their organisation, and so have historically been governing body members.

However, Ofsted has now clarified that registered providers can appoint ‘an officer’ of their organisation to act as the nominated individual, provided that they have a strategic role and can act appropriately on behalf of the registered setting. This means someone who holds a position of authority in the organisation, and has the relevant knowledge, experience and seniority to be held responsible and accountable for all matters relating to the setting’s Ofsted application and registration.

According to Ofsted, it is likely that this flexibility will mainly apply to larger organisations, who have a number of early years settings under a single registration. Ofsted remains responsible for deciding whether or not a chosen nominated individual is suitable for the role.

The inspectorate has also confirmed that, while it is still only able to communicate with the nominated individual on legal matters related to the registration (such as suspension, cancellation, legal notices, or staff-related concerns), settings can appoint two additional named contacts, one of whom may be the manager of the setting, who can communicate with Ofsted on general matters relating to the setting.

Defining trustee and staff roles and responsibilities in voluntary managed settings

Knowing and understanding the hierarchy in the organisation is important to support communication, determining roles and responsibilities and preventing conflict situations arising.

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<thead>
<tr>
<th>Governance is...</th>
<th>Management is...</th>
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<tr>
<td>The responsibility of the Trustees</td>
<td>The responsibility of the staff</td>
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<tr>
<td>Ensuring the organisation has a clear mission and strategy</td>
<td>Implementing this clear mission and strategy</td>
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<td>Giving guidance on the allocation of resources</td>
<td>Working within the guidelines on the allocation of resources</td>
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<td>Monitoring performance</td>
<td>Measuring performance</td>
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<tr>
<td>Providing insight, wisdom and good judgement</td>
<td>Providing action to deliver services</td>
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<tr>
<td>Being the employer</td>
<td>Being the employee</td>
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<tr>
<td>The overall responsibility for the organisation</td>
<td>The day to day running of the organisation</td>
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<tr>
<td>Providing a framework to support the work of the managers</td>
<td>Supporting the work of those who have governance responsibilities</td>
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Often where there is confusion or lack of understanding about the roles of the committee and the roles of the day to day management lines can become blurred and wrong decisions are made or conflict situations arise. Staff cannot make certain organisational decisions or act on behalf of the committee as this can increase the personal liability of the committee, and staff are employed to deliver quality play and learning according to their job role and areas of expertise.

The committee
- are collectively responsible for managing the group.
- must be transparent and accountable
- must appoint a Chairperson, a Secretary and a Treasurer.
- must be aware of and comply with current legislation.
- must recruit and line-manage the staff.
- must ensure the financial stability of the group.
- must try to recruit future members of the committee

Having an organisation structure helps to define roles in the organisation.

What do you do if a school approaches you to propose to take over the registration and management of the pre-school setting?
- Contact your Early Years Advisor in the first instance who will provide you with impartial advice.
- This is an organisation decision not a school governing body decision.
- You have various options depending on your current legal structure.

Legal structure is the legal definition of your childcare business for e.g.
- Unincorporated charity
- Charitable Incorporated Organisation (CIO)
- Company Limited by Guarantee (CLG)
- Community Interest Company (CIC)
- School Run (Sec 27, charitable aims)
- School Run (maintained)
- Sole Trader
- Public Limited Company (PLC)

Understanding your legal structure and the roles and responsibilities of the management board is essential for future sustainability and to limit personal liability.

30 hours free childcare

With only two terms to go until the implementation of the new 30-hour entitlement for working parents of 3- and 4-year-olds, the pace is hotting up in terms of preparation.

Here is some news of the work that is being done by the local authority, and what you can do to get ready.

Read all the latest information online at: www.cambridgeshire.gov.uk/eyc – click on ‘Early Years funding consultation’.

Making a difference for working families

The pilot areas of Portsmouth and Staffordshire are currently reporting that the 30 hours childcare is making a significant positive difference for working families.

Places Planning update

The Place Planning Team has identified several areas across the county which are likely to have a shortage of places when the 30 hours free childcare is introduced in September 2017. If you want further information on where the demand may be or would like to discuss the possibility of expansion or setting up new provision please email the Place Planning Team: PlacePlanningReferrals0-19@cambridgeshire.gov.uk

Delivering 30 hours free childcare

The government has confirmed the following details about how 30 hours free childcare will be delivered:
- Local authorities are expected to work with childcare providers to enable parents to stretch their free childcare over the full year.
- Funded hours can be delivered from 6am to 8pm.
- The maximum session length of 10 hours remains unchanged but the minimum session length has been removed.
- Children can take up their free childcare in up to two settings in a single day.
- It is anticipated by September 2018 Local Authorities will be paying settings and childminders monthly unless they request an alternative payment model.
- Statutory guidance will be published at some point in the Spring Term which will confirm the final details of the scheme.
What can you do now to prepare? (✓)

- Understand the implications of offering 30 hours based on your current take-up by parents, your fees and your costs, especially your break-even rate.

- Use the sustainability tool to analyse your costs and plug in the funding rates once they are confirmed. The tool can be accessed via: www.cambridgeshire.gov.uk/learntogether – click on ‘Improvement & Leadership’ – under ‘Early Years Support’ please click ‘Support for Childcare Business and Governance’.

- Make your business decision based on the likely funding rates and communicate this to the local authority. Include any assumptions you have made about funding or charging, in case of any developments in local or national policy.

- Ask for business support if you want to implement the 30 hours in your setting but you are struggling to make it work financially.

- Send out a survey to parents of current 2- and 3-year-olds to find out how many families are interested in free childcare in September. You can find a survey template on the Learn together website.

- Look out for the HMRC online eligibility tool for parents. As soon as this is published, it will be signposted on the Learn Together website. Advertise this to parents so they can start planning for September, too.

- Check for the most up-to-date information on the local funding consultation and delivery guidance: www.cambridgeshire.gov.uk/eyc – click on ‘Early Years funding consultation’.

Want more information about business sustainability?
Read the governmental guides on early years business sustainability. Please follow the link below: https://www.gov.uk/government/publications/early-years-business-sustainability-guides-for-providers
Believing in Achieving!
Making it Happen
The Early Years Conference 2017

The aim of this conference is to celebrate and build on children’s achievements. There will be a focus on supporting children’s development and closing the gap, highlighting research, different approaches and best practice.

Due to popular demand, the Early Years Conference will be arranged on two dates:

Thursday 2 March 2017 or Friday 3 March 2017 • 8.30 am – 4.00 pm
Marriott Hotel, Huntingdon

Conference keynote speakers:
• Sally Goddard Blythe: ‘Is every child ready to learn? How neuromotor skills support children to learn’
• Stella Louis: ‘How children learn through play: including mark making, schemas and child-initiated writing’

Workshops include:
• Why movement and music are a child’s first language
• Schemas and characteristics of effective learning
• Challenging children to succeed
• Working with vulnerable groups
• Developing creativity to stimulate achievement

Cost
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<td>Early Years Membership-Member</td>
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<td>Schools Non-Member</td>
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<tr>
<td>Early Years Non-Member</td>
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Light breakfast on arrival, lunch and refreshments will be provided.

Book your place online at
http://www.cambridgeshire.gov.uk/learntogether/homepage/66/ey_development
An Overview of Qualification Delivery

In part 1, we examined the qualification process and part 2 demonstrated the qualification timeline. In part 3 learners give feedback about different ways of providing the evidence used to work towards their qualification.

Gathering evidence for your Qualification

Professional Discussions during visits or by phone
“It was useful to have telephone discussions instead of visits, although the visits were well observed and useful”. P. Eccleston, Duxford Playgroup

Written tasks set as homework and completed on-line
“I would never have thought I would be able to study the way I have, and I now have much more faith in myself that I can and will carry on learning more” R. Collett, Hardwick Pre-school

Work Products such as risk assessments and Policies
“I found I learnt a lot about the policies and legislations”. R. Ryan, Patacake Day Nursery

Workplace assessment to observe practice
“Overall, I feel the observations in the setting went well. I felt I prepared well and benefitted from the experience of planning an activity myself for the future.” T. Sloot, Linton Granta Playgroup

For information about qualifications see the Training Programme on Learn Together www.cambridgeshire.gov.uk/learntogether/homepage/66/ey_development
Early Years Gateway, L2 and L3
Learner journey
Rosana Galdo
Playworker and Nursery Assistant, currently a Nanny

“The courses were delivered weekly in a classroom. My Gateway and L2 were during the day and my L3 was in the evening. Evidence of my work was collected in different ways, depending on the task requirements. Most of it was writing tasks but I also had professional discussions on a one-to-one basis, and observations were done at my place of work. This worked very well for me, I personally liked that I can show my knowledge and development in different ways.

The work was exactly what I expected, but it helped that on the first day of class the tutor explained how the course would develop and how to manage the work. This helped me a lot to organize my study time, and I was able to work around my work and family commitments.

The support given by the tutors was invaluable. My tutor was always available to help, either in person during class, by email or by phone. My tutor showed a great level of knowledge and experience, always gave me expert information and advice. She delivered the lessons in a very clear and understandable way.

I found all my courses very rewarding, I developed my existing skills and acquired new ones to the point that I was confident and very proud of my way of practice.

I received excellent feedback for the way I built relationships with parents by using communication in a consistent way, allowing us to work as a team to best support the child’s development. I was used as an example for the whole nursery team of how to give feedback to parents at the end of the day. I received a company award for this, and the votes came from the parents.

The courses provided me with great knowledge and skills to be able to develop my career. I was offered a promotion after just a little over a year of starting to work in childcare, but most of all I am proud of how I make a difference in such a positive way in the lives of the children I look after and their parents – and it is because of the exceptional work of the Early Years Workforce Development team.”

Reflective Accounts; reflecting to improve practice
“I feel more confident in my knowledge and understanding, I love that I understand how children learn and why they do things how they do”
Jenny Markham, childminder

Projects; carrying out studies on children
“By carrying out a longitudinal study, it gave me more opportunity to look closely at the child in order to find out about him as an individual. I am able to support him more effectively”
A. Tresedern, Monkfield Park
Early Years Training Centre Career Pathway

The Early Years Workforce Development Team is here to help you take the next step in your career.

Gain valuable knowledge and skills to improve your vocational prospects as you progress through this rewarding profession.

"I totally believe that this team is the best qualified to teach you up to high standards, and by the end of it you will be glad that you did the courses through the CCC team because you will see how good your practice becomes, how much knowledge you have gained and how many more opportunities you have" – Rosana Galdo

Rosana Galdo reflects on her journey through the qualifications experience from Gateway to Level 3: see page 23.

Training data in numbers

Autumn term 2016

Training events & courses
Number of CPD sessions delivered: 126
Cancelled CPD courses and events: 14
CPD sessions moved to spring term: 1
Number of people on CPD course autumn term waiting list: 69

Capacity
% of sessions ran that were full: 42%
Learner take-up compared to capacity: 72%
Total CPD places available: 2868
Places taken – autumn term 2016: 2064

Evaluation
No. forms received: 1375
% satisfied with training: 95%
% satisfied with trainer: 98%
% satisfied with booking process: 89%
% satisfied with venue: 88%
% satisfied with materials: 93%
% who stated that they would put what they had learned into practice straight away: 76%

Notes: % represent number of respondents who scored 4 or 5 (out of 5) when asked the above questions.

Career Pathway

Qualification | Jobs include
--- | ---
Level 4 Certificate for the Early Years Advanced Practitioner | • Pre-school Manager  
• Day Nursery Manager
Level 3 Diploma | • Pre-school Supervisor  
• Day Nursery Room Leader  
• Playworker/After School Club Supervisor
• Early Years Workforce (Early Years Educator)  
• Diploma in Playwork
Level 2 Certificate | • Pre-school Assistant  
• Day Nursery Assistant  
• Playworker/After School Club Assistant
• Introduction to Early Years Education and Care  
• Certificate in Playwork
Entry Level | These sessions are available to anyone who wants to find out more about working with children
• Gateway Taster session  
• Introductory Workshop
Early Talk Boost wins

Early Intervention Award

Early Talk Boost has recently won the Children & Young People Now ‘Early Intervention’ Award.

The award was for the initiative that has intervened early and most effectively with children and young people at risk from problems such as poor health, dropping out of education, homelessness, crime or substance misuse, and prevented the transmission of poor outcomes from one generation to the next.

A number of early years settings in the county have been trained to use Early Talk Boost which is aimed at 3-4-year-olds with delayed language development. The intervention helps to boost their language skills to help narrow the gap between them and their peers.

All settings that have adopted Early Talk Boost can enjoy a 5% online discount on additional ETB resources through their trainer. Please note, this does not apply to training materials.

For more information, please contact earlyyears.Service@cambridgeshire.gov.uk

Engaging Families

Gemma Hicks, a Day Nursery practitioner, offers some pointers on engagement

How do you engage families? Engaging parents isn’t just about being handed a child and handing them back at the end of the day with minimal contact. It’s much wider than that...

• Being honest is the best way to begin, and maintain, positive open relationships with families. This has been proven to promote inclusion and in turn supports individuals to resist radicalisation. Giving your families a sense of home and honesty is paramount to support the child’s development, but most of all their welfare.

• Engaging some ethnic groups can be challenging... but investing time, knowledge and understanding will combine to grow foundations for stronger engagements.

• For families with English as Additional Language, there are lots of things we have put into practice; visuals, translated newsletters, simplifying our language, avoiding professional jargon and even learning a little of families’ first spoken language.

• How do we include fathers? We invite them in on Fathers’ Day, make sure we can arrange a suitable time for both parents to be present when discussing the child’s progress, and throughout the year hold small events to grow bonds with the fathers as well as the mothers.

So how well do you know your families? We can make a real difference to a child’s future – it’s our responsibility to make sure it is a positive one.

Gemma Hicks
Working with Gypsy, Roma and Traveller Families

For the fourth year in a row, families in and around Wisbech from the Gypsy, Roma and Traveller community had the chance to take part in the 5-week project.

50 people from the Gypsy, Roma and Traveller community, supported by Family Workers from the Children’s Centres and the Cambridgeshire Race, Equality and Diversity Service (CREDS) enjoyed another wonderful Summer of swimming at the Hudson Leisure Centre.

Each week provided a one-hour adult learning session with a soft play opportunity for the children, followed by a one-hour fun splash session in the swimming pool for the whole family to enjoy.

The children also received free gifts each week including Sure Start reading bags, Gypsy, Roma and Traveller nursery rhyme books and CD. Some of the feedback from families;

‘Thank you for putting this on for us in the holidays, myself and the kids have really enjoyed it and they are now so much more confident in going in the pool on her own.’

‘This is a fantastic opportunity to meet people and friends. A great opportunity to relax with likeminded people. Children are more outgoing around people and more confident in water.’

Sadie Golding, Family Worker and Traveller Outreach Practitioner for Wisbech Children Centres said; ‘that enables us to positively bridge the gap and more importantly build the trust between our local Gypsy, Roma and Traveller communities and the services we provide.’

The Children’s Centres now have an outreach practitioner who works across all 11 traveller sites trying to build the trust of this community and bridge the gap between travellers and children’s services.

Sadie Golding (Family Worker) regularly visits the traveller sites offering outreach work, play sessions and support/advice around housing, finances, child development, children centres, service available and any other concerns the families may have. Sadie has also undertaken several visits with other professionals and continues to carry out partnership work within this role.

Early Years Pupil Premium Plus (EYPP+)

EYPP+ is paid directly to settings on a scale of £100 per term.

Looked After Children are eligible in the term after their third birthday, providing they are attending an early years setting. The Early Years Teacher will contact the setting and ask them to submit their bank details to the Virtual School’s Business Support.

EYPP+ spending must link to the targets set for the child and the impact on their progress must be detailed. Both of these will be closely monitored by the Early Years Teacher via the education plan (ePEP).

Settings are not required to pass anything that has been purchased to Foster Carers/Adoptive Parents. However, equipment and resources can transfer with the child if a setting and/or the Early Years Teacher feel that it would be of benefit. Equipment can be passed directly to the new setting or via the Early Years Teacher.

For more information regarding Early Years Looked After Children or EYPP+ please contact Cambridgeshire’s Virtual School Early Years Teacher Clare Hawking on 07469 377538 or email on clare.hawking@cambridgeshire.gov.uk.
Cambridgeshire’s Virtual School for Looked After Children – Early Years

Since September 2015 the Virtual School (previously known as ESLAC) have had an Early Years Teacher dedicated to working solely within this sector.

The Early Years Teacher is required to support Cambridgeshire’s Looked After Children (LAC) from just before the child turns 2 years old until they enter school, where the Primary Team take over. The role of the Early Years Teacher includes:

- applying for 2-year-old funding
- delivering universal Designated Person training to all settings or working with a setting to develop and undertake bespoke training around LAC

Since September 2015 eligible Cambridgeshire early years children have been benefiting from the Early Years Pupil Premium (EYPP). The aim of the funding is to make a difference, to help close the attainment gap between the most disadvantaged children and their peers.

County Foundation Stage Profile data this year shows that the gap has narrowed slightly but, the data also shows that 855 children just missed achieving a ‘good level of development’ because of one area. For 784 of these children it was because of writing or reading. We know that Communication and Language is key, it is recognised by being a Prime Area of the Early Years Foundation Stage (EYFS). Reading and writing, Specific Areas, depend on good language and communication. Supporting speech and language skills will also benefit children in a range of ways including behaviour, wellbeing and raising attainment.

Jean Gross in her book ‘Time to Talk’ (2013) maintains that the ability to communicate is fundamental to life chances. She invites us to reflect on the diagram below which suggests that while listening and speaking are learned first, and used most throughout childhood and adult life, they are taught the least.

What opportunities do you offer children to develop their listening and speaking skills? Could you do more?

A key challenge for settings is deciding how to spend the funding, as there are no stipulations on how the EYPP is used. It is however important to be clear about what will make a difference to your eligible children and why you have made the decisions you have.

There are a number of training opportunities in the current training programme supporting language development that you may wish to take advantage of: Every Child a Talker (ECaT); ECaT Refresher; and Having Fun with Phonics. In addition the Early Years Service can offer bespoke training on ICan’s award winning language development intervention for 3-4-year-olds, Early Talk Boost.

### EYPP: mind their language?

Since January 2015 eligible Cambridgeshire early years children have been benefiting from the Early Years Pupil Premium (EYPP). The aim of the funding is to make a difference, to help close the attainment gap between the most disadvantaged children and their peers.

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For more information please contact earlyyears.Service@cambridgeshire.gov.uk.
Bonfire party

Chilminders in the Sawtry and Alconbury area held their annual bonfire party where all the children learnt not just about the fun of bonfire night, but also how to keep safe around fires.

The children were encouraged to describe the colours, sizes of logs and noises that the fire was making. They got to eat marshmallows from the fire, as well as pulled pork rolls and beans. We had ice creams for pudding and birthday cake as it was one of our children's birthdays. So much fun to be outside and wrapped up warm in November!

Abigail Gray

Outstanding-rated childminders in Cambridgeshire:
Tonya Barton • Lisa Watson • Sadie Underwood • Karen Amey • Susan Morris • Kathy Murray • Andrea McHugh

Fire Station visit

On a very cold November morning, 15 adults and 35 children aged 0 to 4 years were warmly welcomed into St Neots fire station. Firefighter Paul Joy and local childminder Cheryl Wilkie coordinated the visit on behalf of the St Neots Support Group for Childminders and Nannies.

We went outside and Paul showed the children some of the equipment in the fire engine: the giant metal cutters looked like a crocodile, and the some children knew the name for axes from hearing the little red riding hood story.

Paul was great with the children – they all got to sit in the fire truck – and used references to TV shows, stories and their families to explain what everything on the truck was for.

We had a great morning and the children now wave or say 'nee-naw' whenever they see a fire truck. Childminders can offer children so much learning through experiencing new things, having adventures and doing and seeing things for themselves, connecting with the people in our communities that help us, and having fun.
**PACEY Local events**

**Macmillan Biggest Coffee Morning** was held on 30 September 2016 to help raise funds for this worthy charity. Childminders and parents baked and donated cakes and bought along pennies to enter our own ‘bake off’ competition. Everyone had a taste of all the cakes and treats on offer and judged their favourite, with a prize for the winner!

**Halloween** saw childminders and children come together for a special art and craft party held at Ely Library. The children enjoyed story telling by Ruth Cowan, children’s librarian, and then had great fun in wrapping the Mummy, pumpkin rolling, colouring and cake decorating, which were then judged by Ruth and a prize given to the winning setting.

**Tree Festival in Whittlesey**
As a group The Whittlesey & District Childminders Group annually take part in the local Tree Festival in one or local Churches, St Marys in Whittlesey. This year our theme was ‘All That Glitters’ so our children all made various sparkly tree ornaments and covered them in glitter. A few children then came to the church and helped assemble the tree for the display and it looked amazing.

Tina Vinn

**Road Safety Week**
Children came together for decorating cookies with icing and traffic light treats, as well as enjoying some simple role play with our ‘lollipop’ and pedestrian crossing and dressing up clothes... a great time was had and extended by childminders supporting children as they walk to school and encourage holding hands and traffic awareness.

**PACEY Annual Childminding Conference**

**PACEY held its annual Childminder Conference on Saturday 1 October at Wood Green, Huntingdon. The Conference was hugely successful and was attended by 84 childminders from across Cambridgeshire.**

The keynote speaker was Sam Wass, Psychologist on the TV programme “Secret Life of Four Year olds”. Everyone found him very inspirational, but we know that Sam is now much more knowledgeable about home-based childcare.

After the keynote speech, delegates were able to attend 2 out of 4 workshops, choosing from Internet Safety, Forest Schools – working with Fire, Risk and Challenge for Children, and English as an Additional Language. There was plenty of time to share and discuss good practice in these workshops, and the evaluations show that they all went away with plenty of ideas to use.

The conference finished with a session of Fun with Phonics and Music.

In between there were plenty of opportunities to buy resources from a variety of trade stands, and many childminders went home with very full cars! The evaluations show that the whole day was hugely successful and enjoyed by everyone. One comment:

“My 1st PACEY Conference and I loved it. Could’ve stayed even longer”
In summer 2016, North Cambridge Children’s Centres, approached Arbury Court Library and proposed co-facilitation of ‘Storytime’.

The North Cambridge area has high levels of under-fives living in poverty, 40% of children (in 2015) not achieving a Good Level of Development at the end of the Early Years Foundation Stage and one in five not reaching expected development in Communication and Language Skills (EYFS).

Looking at the EYFS data helped to gain support for the venture in challenging times.

The new venture at Arbury Court Library began in September 2016. Children’s Centre Worker, Sally McGivern co-facilitates the session with a variety of library staff including Library Assistant, Luke Oakes. Library and centre staff jointly deliver large group storytelling, singing, mark making and book borrowing. Families engage in a positive way with both services and develop an early love of books.

Numbers of children attending have increased by over 100 compared to last year. Children’s centre registrations and engagement are up, supporting child development and reducing isolation. The group has also boosted library membership, take-up of Bookstart resources, and children’s book borrowing. We hope it will support children to achieve higher levels of development.

To find out more about our Terrific Twos - Bookstart Birthday Celebration Events, please contact Sawston & Linton Children’s Centres:
Tel: 01223 706373 (Sawston) or 01223 893594 (Linton) 
Email: S&Lchildrenscentres@cambridgeshire.gov.uk

Sawston & Linton Children’s Centre
Terrific Twos – Bookstart Birthday Celebration Events

Sawston and Linton Children’s Centres have been having lots of fun with our Terrific Twos celebration events recently. Parties are held every half term at each centre, and invitations are specifically sent out to all local children identified as eligible for funded childcare, those turning two, and parents and other siblings.

The party runs for 1.5 hours – with helium balloons, decorations and bunting to get the party atmosphere just right! We use an animal theme for the event, right down to the table cloth and party plates, and animal-themed activities such as zoo/safari small world play, animal dress-up, and our “Elmer” group craft activity.

The sessions start with some free play, whilst we speak to the parents about the Children’s Centre and funded twos. Following this, an active, Bookstart-focussed story time, using lots of props and acting out some stories. Walking through the Jungle and Dear Zoo are ideal books for sharing and promoting participation. We introduce parents to the benefits of sharing stories and rhymes with their child, which they can do at home, as part of everyday routines, using simple props and puppets.

After a proper party feast (with lots of healthy options!), we round off with some party games, a quieter circle time and story, and the happy birthday song, with a big tray of cupcakes and candles.

The take-home party bag contains bubbles, playdough, a small Bookstart finger puppet and crayons. There’s also a Bookstart pack, with extra rhyme time resources to use at home – and, of course, a helium birthday balloon!

Feedback from parents has been excellent – many have since started to attend Stay & Play groups at the centres, and this has helped us engage the parents, find funded twos placements, and even deliver some Bookstart sessions on a 1-1 basis in the home, as a follow up. A fun time all round!

Storytime: A Children’s Centre and Library
Capturing the children’s voice at Ely, Littleport and Sutton Children’s Centres

Our challenge was how to capture the voice of the children, typically between 18 months and 2 years, some of whom are not yet speaking.

During our group supervision, the Children’s Centre team came up with the idea of having cameras in the room for the children to use. So, we ordered some small low-cost digital cameras and placed these within the activities set out.

We talked to our families about encouraging the children (rather than the parents!) to use the cameras, and not to worry if they got dropped. It immediately became apparent just how used to the phone cameras our children are – most posing straight away and smiling at the LCD screen on the back!

Encouraging the children to use our cameras was less easy. The older ones picked it up quickly, the younger ones needed more support - mostly with pointing and pressing the button at the same time, which was a challenge – we got a lot of floor pictures!

In each centre we have a mix of images - one child appeared to be fascinated by another child’s mummy, so we had lots of pictures of that mummy. One child took many pictures of the same jigsaw puzzle from different angles. We have displayed the images along with the children’s art work in our Ely and Littleport Children’s Centres.

The families have really embraced the idea - the images offer insight into their child’s play that parents and carers often don’t see. As practitioners, we have developed our planning to embrace what the children are enjoying from week to week, and used the feedback to develop the parents’ learning.

Parents have been encouraged to try out the activities at home: one mum has saved jars and pasta for her son to play with after seeing his photos. Within the centre, we have developed that play opportunity by changing the pasta to rice.

If we were to change anything, we would buy more robust cameras. We did talk about using a Polaroid for an instant picture, but the expense option, and the risk of the odd family taking a sneaky “keepie” picture featuring other children was too much, and breached our photo policy.

Emily Murdoch
Children’s Centre Worker
Ely, Littleport and Sutton Children’s Centres

Since the collaboration started parents have told us:

‘Rhymetime/Storytime has really improved … the smaller children are much more involved with the noisy touchy feelly approach… the storytelling with the puppets and play objects after are an excellent addition.

‘Love Rhymetime/Storytime as it’s done by such talented and dedicated people.’

Children’s Centre Manager Rachel Purdie: ‘this has been a great way of working between services … to support children’s love of books, songs and in turn their development. This is in addition to the reduction in isolation for families.’

Storytime takes place weekly from 10.30 am to 11.15 am for children 18 months or over. Younger siblings are welcome!

Rachel Purdie/Anne Worthington?
www.facebook.com/groups/northcambridgecluster/
Anne.Worthington@cambridgeshire.gov.uk

Five to Thrive

The St Neots Children’s Centres have recently completed a new course for parents, teaching them the principles of Five to Thrive. Parents attending the course now understand their infants more and have ideas of how to promote their development. They will be running the course again in spring 2017.

Babies exploring sensory play and treasure baskets
During basic child protection training sessions we spend time listening to staff and gaining their feedback about areas of safeguarding and child protection practice.

One aspect that has come to light recently relates to the completion of ‘logs of concern about a child’s welfare’. The perception sometimes appears to be that by writing a log of concern about a child and handing it to your Designated Person (DP), external intervention will always happen such as Children’s Social Care being involved. Whilst it is possible that external services may be referred to, this is not always going to be the case.

A log of concern should be written if you observe anything that impacts on the wellbeing of a child in your care. For example, consider the child who arrives at your setting who says they are hungry and informs you that they have not had breakfast because there wasn’t time this morning. If the child is feeling uncomfortable and are telling you that they are hungry, then a log of concern should be written and passed to your DP. The next step would usually be to speak with the parent/carer when collecting the child to gain more detail and understand the parent’s perspective. Your DP will guide you further about who speaks with parents and when. It may be a one-off issue or you may write further logs of concern in upcoming weeks. In both cases, it is important that staff members write a log of concern for each instance where the child is being adversely impacted by the situation that day.

The key message to remember is IF IN DOUBT, LOG IT.

DPs who would like to explore this and more aspects of setting record keeping responsibilities could attend the workshop: Achieving Best Practice – Record Keeping at the Early Years Safeguarding Conference on Saturday 20 May 2017 (see the information on page 35 of this Jigsaw for details of how to book places).

How often should staff log concerns about a child?

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Allegations against adults working with children

The role of the Local Authority Designated Officer (LADO), based at Cambridge Professional Development Centre (CPDC) in Trumpington, is to have involvement in the management and oversight of allegations against people who work or volunteer with children.

Normally, settings will initially make contact with the Early Years Safeguarding Manager, Gemma Hope, if an allegation is made (01223 714760). If the Early Years Safeguarding Manager is unavailable then the LADO should be contacted directly, without delay (01223 727967).

The LADO team is made up of Janet Farr, Lynn Chesterton and Ruth Edley. Janet is the manager and also LADO on Thursday and Friday, Lynn is LADO on Monday, Tuesday and Wednesday and Ruth provides full time business support to the team.

The LADO works under the Local Safeguarding Children procedures and the national guidance of Working Together 2015 and Keeping Children Safe in Education 2016.

This guidance gives the definition of an allegation as:

- Behaved in a way that has harmed a child, or may have harmed a child;
- Possibly committed a criminal offence against or related to a child; or
- Behaved towards a child or children in a way that indicates they may pose a risk of harm to children.

When a person contacts the LADO, we take all available information so that we are able to agree the next steps with the referrer. If the concerns indicate a criminal offence has been committed, we would share the concerns with the police. This may lead to a multi-agency strategy meeting, called a Complex Strategy Meeting (CSM), where the concerns can be shared. This meeting may result in further investigation by the police, with a referral made to Children's Social Care if there are concerns about the person's own children. The employer may undertake an internal investigation.

If there is no evidence that a crime has been committed, the LADO and the employer will agree that the employer will investigate the allegations to inform what, if any, further action is required.

Sometimes, in more complex situations, we hold a professionals' meeting to bring everyone together to share information in a multi-agency forum.

When we are discussing allegations, we always consider the protection of the children concerned and the employer's duty of care toward their staff member.

We welcome professionals contacting the LADO to discuss their concerns and to obtain advice on the most appropriate way to manage a situation. We advise that the person who is informed of the allegation makes a written record of what they are told but that they do not investigate it further until they received advice from LADO.

All settings should display a copy of the 'Allegations of abuse against adults who work or volunteer in a childcare setting' poster prominently and have a copy of the guidance information accompanying this to hand. Allegations should not be investigated by the setting until guidance has been sought from the Early Years Named Senior Officer or the LADO as set out in the poster. Documents can be found at: www.cambridgeshire.gov.uk/eyc (click on 'Safeguarding' link).

Janet Farr, Lynn Chesterton and Ruth Edley (LADO Team)

If you would like further information about the role of the LADO or need to make a referral or consult with the LADO please contact us on 01223 727967 or email us at lado@cambridgeshire.gov.uk
Domestic Abuse

Children are often the hidden victims of domestic violence or abuse.

Staff working in early years and out of school settings are in the unique position of having daily contact with children and their parent/carer(s) which provides them with the opportunity to look out for signs which could indicate that domestic violence or abuse might be taking place.

Staff in early years and after school settings need to be aware of the extremely high vulnerability of the children in their care who may not be able to understand or express their worries and/or fears about domestic violence or abuse in the home. Babies and younger children are at significant risk.

However, as with any type of abuse, the signs and indicators that suggest a child is either directly or indirectly being affected by domestic abuse are wide ranging. In babies, early years and primary age children these may include bruises, cuts or marks (for Early Years settings, please be aware of the LSCB’s additional guidance: ‘Bruising in pre-mobile babies protocol’), developmental problems, poor sleep patterns/lethargy, hypervigilance, poor social skills, attachment issues, repeated absence/poor attendance, aggression, lying or over/under compliance. Staff should record and act on concerns on a daily basis, including existing injuries, changes in behaviour, verbal disclosures made by the child and drawings, play or other activities which are not age appropriate or concerning for other reasons.

In Cambridgeshire, professionals work closely to provide timely intervention and support for the victims of domestic abuse and violence. Particularly high risk cases are heard on a daily basis at the Multi-Agency Risk Assessment Conference (MARAC). If any of your children’s families are due to be heard at MARAC, your Designated Person (DP) will be contacted by The Education Child Protection Service and asked for any relevant information.

Your DP will also receive a follow-up call or email, normally within 7 days of the MARAC meeting with an update on the case and any support or safety planning required for the child/ren. Between September and December 2016, The Education Child Protection Service team have worked with other MARAC professionals and settings to support outcomes for 333 high risk domestic abuse cases which involving children.

The importance of teaching children about the hidden nature of domestic violence or abuse and its unacceptability is widely recognised as an essential way of helping children to seek and then receive appropriate help. Where possible, children should be helped to identify protective factors in their lives and protective behaviours for example, being in nursery/school, having a safe person to talk to and having a safe place to go.

All staff can find out further information about Domestic Abuse or Violence via: www.nspcc.org.uk

DPs may also want to attend the workshop: ‘Domestic Abuse – Understanding the MARAC’ at the Early Years Safeguarding Conference on Saturday 20 May 2017 (see the information in this edition of Jigsaw for further information on how to book places).

Knowledge Hub group for Designated Persons for Child Protection

The Education Child Protection Service has developed a new way of keeping Designated Persons for Child Protection (DP) in settings up to date. The Knowledge Hub group is an online tool for DPs working in the private, voluntary and independent Early Years and Out of School Club sector. We are adding documents and event information which we believe you will find informative. We will continue to build on the information and resources over time.

All trained Designated Persons for Child Protection can request to join the group by using this link www.khub.net/learntogether and clicking on the ‘Join Groups’ section on the home page. This will take you to a list and you will need to click on the ‘Cambridgeshire Early Years Designated Person for Child Protection’ icon to request membership. We advise that you set your email notifications, which inform you of new information that we post on the Hub, to weekly rather than daily. To do this you will need to click on your name on the top right of the screen (once you have joined the Hub) and click on ‘Change notification settings’. On the left of the screen you will then need to click on each option and change notifications to weekly rather than daily.

If you have any questions regarding the Knowledge Hub please email us: ECPSGeneral@cambridgeshire.gov.uk
Early Years Safeguarding Conference
Saturday 20 May 2017, 9am – 3pm
Grafham Water Centre, Perry, Huntingdon, PE28 0GW

The conference is relevant for all Designated Child Protection Persons (DP’s) in Early Years, After School Club & Holiday Scheme settings

Keynote Speakers
• Understanding Neglect, Patrick Ayer, Independent Child Safeguarding Consultant
• Domestic Abuse: Supporting Families, Simon Kerss, Domestic Abuse Partnership Manager, CCC

Workshops
• Understanding Social Care Initial Assessments
• Neglect – Exploring the Graded Care Profile
• The LADO – Managing Allegations, What Happens Next?
• Domestic Abuse – Understanding the MARAC
• Achieving Best Practice – Record Keeping

Hot lunch and refreshments provided
Ample parking

Fees
EY Members: £70
EY Nonmembers: £85
Out of County: £120

Please note that if you have purchased the training and support bundle (C) you can use one of your two free spaces for this conference, subject to availability.

To secure a place book online at: www.cambridgeshire.gov.uk/learntogether/homepage/66/ey_development

Early Years Child Protection Information Networks (EY CPINs) – Spring 2017

We recommend that Designated Persons (DP) refresh their safeguarding knowledge and skills at regular intervals, and at least annually (in line with the recently updated Ofsted guidance document ‘Inspecting safeguarding in early years, education and skills settings’, August 2016). Certificates will be provided as evidence that you have attended an update event. The CPINs will provide DP’s with key information and updates to share with staff, owners, committees and governing bodies.

The Autumn term EY CPIN events were well received with very positive feedback from those who attended. Please attend the network that is most convenient for you (content will be the same across all CPINs) – we are offering three dates to ensure more DP’s can attend.

Spring Term Dates
• Monday 20 March, 1.30 – 3.30pm, Stepping Stones Pre-School, Leverington Primary School, 104 Church Road, Leverington, PE15 5DE
• Thursday 23 March, 6.30 – 8.30pm, Abington Pre-School, The Annex, Great Abington Primary School, High Street, Great Abington CB21 6AE
• Wednesday 22 March, 6.30 – 8.30pm, Phoenix After School Club, Houghton Primary School, Chapel Lane, Houghton, Huntingdon PE28 2AY

To secure a place please book online at: http://www.cambridgeshire.gov.uk/learntogether/homepage/66/ey_development

There is no charge for attending the CPINs. All Designated Persons are welcome.
## Diary dates

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<td>SENCo Surgeries, venues across the county</td>
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### Acknowledgements

#### Articles, letters and pictures

We are keen to receive all contributions. Please send to Jigsaw Editor, Early Years Service, Cambridgeshire County Council, Box OCT 1215, Shire Hall, Cambridge, CB3 0AP / email: eycinfo@cambridgeshire.gov.uk

#### Notes for contributors

Ideally, articles should not exceed 500 words and smaller contributions and news items are also welcome. Please include photographs where possible; these should have parental permission to print, for any children shown. To request a guidance note for contributors, please email the Early Years Communications Team: eycinfo@cambridgeshire.gov.uk

The editors reserve the right to edit articles for length and content in order to best meet the needs of the audience

**Copy deadline** for the next edition of Jigsaw is **Thursday 6 April 2017**

**Only one Jigsaw, many people?** You can also find Jigsaw online at [www.cambridgeshire.gov.uk/eyc](http://www.cambridgeshire.gov.uk/eyc)

### Production

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