Dear Colleagues

As summer draws near, there is much to celebrate alongside the challenges we face. The extended entitlement (30 hours) has shown how flexible and adaptable you are as providers when it comes to meeting the needs of families. Over 3,000 families took up extra hours in the spring term. Please keep in touch about any pressures.

We want childminders offering funded places to see take-up increase, and further partnerships develop. It’s fantastic that the work of Mel Negus and other childminders in Whittlesey (see p.30) was recognised with a National Award for partnership working.

Your hard work can also be seen in improving Ofsted judgements: 87% of settings, 94% of childminders, and over 80% of Early Years judgements in school inspections are Good or better. Our quality framework documents, provided free to schools, early years settings and out of school clubs, support Cambridgeshire practitioners to meet the challenges of inspection.

Our Early Years Conference reminded us of the challenges in improving outcomes for children experiencing disadvantage. The CASEY system and Shared Assessment Matters Moderation programme are key to spreading best practice. Do try and get to our CASEY roadshows this term to find out more. We hope you will join in with the new Talking Together in Cambridgeshire project, promoting language development in specific communities. Look out for local events and opportunities to bid for funding – partnership working is encouraged!

Thank you to everyone who contributed to our recent market research: our new membership offer will be with you imminently.

I wish you all a happy, safe and successful summer.

Karen Hingston
Head of Early Years and Childcare

Hi everyone,

Halfway through the summer term – it doesn’t seem possible! March was our Safeguarding Awareness month – I hope the drop-ins and information helped you to review your setting’s safeguarding practice. Life has been very busy delivering 30 hours! It has been around for almost a year, and been well received locally and nationally. You are probably now focused on supporting children to make an effective transition into reception year. We hope our START leaflet is giving you practical ideas to help children arrive at school ready for their next steps. The summer can seem a long time without access to a setting. Some great work took place last year offering sessions in partnership with schools, Children’s Centres and health colleagues during the holidays. If you would like any support with this, please contact one of the team. The Practitioner Development Programme contains new courses and formats for the coming year. We hope you will find something fresh to develop your provision in it. Have a good summer – in the autumn, we will be holding a conference bringing together early years practitioners and reception staff. Thank you again for your hard work.

Karen Hingston
Head of Early Years and Childcare

As summer draws near, there is much to celebrate alongside the challenges we face. The extended entitlement (30 hours) has shown how flexible and adaptable you are as providers when it comes to meeting the needs of families. Over 3,000 families took up extra hours in the spring term. Please keep in touch about any pressures.

We want childminders offering funded places to see take-up increase, and further partnerships develop. It’s fantastic that the work of Mel Negus and other childminders in Whittlesey (see p.30) was recognised with a National Award for partnership working.

Your hard work can also be seen in improving Ofsted judgements: 87% of settings, 94% of childminders, and over 80% of Early Years judgements in school inspections are Good or better. Our quality framework documents, provided free to schools, early years settings and out of school clubs, support Cambridgeshire practitioners to meet the challenges of inspection.

Our Early Years Conference reminded us of the challenges in improving outcomes for children experiencing disadvantage. The CASEY system and Shared Assessment Matters Moderation programme are key to spreading best practice. Do try and get to our CASEY roadshows this term to find out more. We hope you will join in with the new Talking Together in Cambridgeshire project, promoting language development in specific communities. Look out for local events and opportunities to bid for funding – partnership working is encouraged!

Thank you to everyone who contributed to our recent market research: our new membership offer will be with you imminently.

I wish you all a happy, safe and successful summer.

Annette Brooker
(Interim) Head of Early Years
Outstanding Ofsted judgements in Cambridgeshire*

Dawn Until Dusk Before School Club and After School Club, St Neots 07/03/2018

Number of settings with

‘Good’ 6
‘Requires improvement’ 1

*Since spring term

Outstanding Ofsted judgements in Peterborough*

Number of settings with

‘Good’ 5
‘Requires improvement’ 2

*Since spring term

Cambridgeshire’s spreadsheet tool for providers to model costs and occupancy was recognised with a national award in London on 20 March 2018.

The tool, which was shared with local authorities across England through the Knowledge Hub and regional workshops, received the Local Authority Sharing Practice Award in a short ceremony as part of the Childcare Works National Progress Sharing meeting at the Queen Elizabeth II Conference Centre in Westminster.

Graham Arnold, Sector Development Manager, who received the award from Michelle Dyson, Director of the Department for Education, said afterwards: “I’m delighted that the work of the local authority has been recognised in this way. In the early days of the 30 hours policy, there was a lot of uncertainty about whether providers could afford to offer the new extended entitlement. Although funding is still a major challenge, the tool helped settings to make an informed decision. This is really an award for all the providers who have turned their business models upside down to make this new policy work for parents.

There was further cause for celebration in Cambridgeshire, as childminder Mel Negus won the Partnership Award for her work in bringing together providers across Whittlesey town to plan their response to the 30 hours extended entitlement. Clare Buckingham, 0-19 Place Planning and Sufficiency Manager, accepted the award on Mel’s behalf. For more on Mel’s award, see the article on page 30.

Childcare Works Awards

It’s a small world

Regular readers of Nursery World may have spotted a familiar picture on the cover of their 2-15 April 2018 edition. Whilst it would be great to claim the photo credit, it is the trainer and creative star Pete Moorhouse who supplied us with the pic as part of his recent training in Peterborough. Great minds think alike, and if a photo’s worth showing, it’s worth showing twice…
African Storytelling Day goes down a storm at King’s Ely Acremont and Nursery

A taste of Ghana came to Cambridgeshire when African Activities paid excited children at King’s Ely Acremont and Nursery a visit.

The school hall was transformed with stunning West African textiles and vibrant materials by Kwame Bakoji-Hume, founder of African Activities, who launched the pupils’ African Storytelling Day with an inspirational assembly all about his childhood in Ghana.

Throughout the day, Kwame led a whole host of different workshops which involved traditional West African storytelling, African drumming and West African dancing, with the children playing their own drum to accompany the stories he retold. Varying the pitch and tempo set the tone for each African animal character and the highlight was a drumming rainstorm!

The workshops not only proved an exhilarating and enriching experience for the pupils but also fantastic for teaching the children to work together as a team.

Interim Head Celia Etchegoyen said: “Kwame thrilled the children with stories of his childhood experiences in Ghana. He explained that he was one of nine children and was the only one in his family who had been able to attend school. Dressed in vibrant clothes, Kwame brought us a wonderful demonstration of African drumming and dancing.

For more information about African Activities, go to www.africanactivities.org.uk.

Membership survey and offer for 2018-19

Our recent member survey showed providers are making the most of the support available from the local authority, but would like more for their money.

Over 100 providers took the time to complete the online survey, asking questions about many aspects of our work, including support visits, communication, training and conferences. Responses reflected a good balance of members and non-members, different parts of the sector, and a geographical spread across the county. CPD training and conferences were widely taken up and highly regarded, with leadership briefings also popular.

When it came to membership, saving money was the main reason, with many providers especially valuing the training discounts and a number referring to the extra savings from buying additional bundles. Equally, many members value the relationship with an adviser and the support that brings.

When it came to the future, two-fifths of respondents were still considering their decision for next year, and two-thirds of replies referenced cost/value for money as a key factor coming to a view.

Feedback is being analysed and reviewed with the Early Years and support teams at present, to inform a revised support and membership offer from September 2018.
New Team Member…

I would like to take this opportunity to introduce myself. My name is Anna Igglesden and I am the newest member of the Cambridgeshire Early Years Improvement Adviser team.

I am an experienced teacher of fifteen years and will still be working part time as Foundation Stage Leader and Nursery teacher at my setting in Cambridge. I’ve predominantly taught in the Foundation Stage throughout my career and I am extremely passionate about giving our youngest children high quality learning experiences that will enable them to become lifelong learners.

In the past I have worked in both the maintained and private sector and have had experience of working internationally. I am experienced in working with parents and children from a range of diverse backgrounds. I believe in supporting the unique child and providing outstanding teaching and learning for all. My particular strengths are working as a Nursery based SENCo, establishing brand new settings, outstanding teaching and learning, assessments and assessment analysis (including Tapestry), leading a large team and delivering training to colleagues and parents.

I look forward to meeting some of you soon.

Anna Igglesden

Beep Beep! Day

Beep Beep! Days are a great opportunity for early years educators to introduce children to road safety basics, with fun activities and resources provided by Brake.

Settings can register online for a free e-pack or purchase other Beep Beep! resources at www.brake.org.uk/beepbeepday.
Mother’s Day Stay and Play

Mother’s Day Stay and Play at Shining Stars Pre-school, Peterborough.

Getting parents to attend events can be tricky. This time around we changed our approach. Instead of inviting parents in for the last hour of the session, we did the first hour, consequently, when they dropped off their children they just couldn’t resist staying. It was a lovely turnout!

We presented mummies with the bracelets and photo frames their children had made, then together they were able to take part in making tissue paper flowers, decorating biscuits and sharing stories – lots of literacy fun without realising it!

Smile Month in Peterborough

Between 14 May and 14 June 2018, National Smile Month is the UK’s largest and longest-running campaign to promote good oral health.

Barnardo’s Children’s Centres will be promoting National Smile Month’s three key messages and supporting families to maintain a healthy mouth:

• Brush your teeth last thing at night and on at least one other occasion with fluoride toothpaste;
• Cut down on how often you have sugary foods and drinks;
• Visit your dentist regularly, as often as they recommend.

Smile Month in Peterborough
Peterborough Early Years and Childcare Facebook group success

Our closed Facebook group, ‘Early Years Peterborough’, now has almost 200 members. It is becoming a fantastic platform to share your good practice.

Some recent highlights include seeing how you have been having fun in the snow, celebrating World Book Day and the awesome creations from Pete Moorhouse’s woodwork course. Do carry on sharing your good practice and if you are not yet on the group, do sign up.

“...really enjoyed the woodwork and photography course... would definitely recommend it”

Safina Akthar

Mothers Day at Bright Bambini Montessori
On Friday 23 March, playworkers from across Cambridgeshire attended playwork training delivered by Meynell Walter of Meynell Games at Hinchingbrooke Country Park.

Playworkers arriving on this fresh Friday morning were welcomed with Chai tea bubbling away over a fire pit. They were encouraged to consider what they wanted to get from the day whilst sipping freshly made chai tea.

The day was full of practical, theory and discussions on what is playwork, what is a playworker, playwork principles and play spaces.

A fun, physical ice-breaker with balls and names left participants laughing and out of breath! More games were introduced throughout the day, engaging playworkers and encouraging them to share with children at their settings.

Meynell’s car was full of playwork treasure (loose parts) with which playworkers were challenged to set up a play space using the inside and outside environments. They actively engaged in creating play spaces using; flags, canes, plastic, mirror card, sheets, cloth, paper, cones, needle cones, corks, metal rings, hose pipe, chairs, climbing clips and much more.

On inspection of the play spaces, Meynell reminded playworkers not to oversubscribe the space. In playwork, you just need the environment to ‘spark’ play and let the children continue to create the space through their play.

Armed with lots of ideas, motivation and some loose parts playworkers left the training to return to an afternoon of work. One playworker quoted ‘the best training I have ever been to in ages!’

For more information or offers of help please contact Violet Loveridge, Lead Playworker violet.loveridge@cambridgeshire.gov.uk or Diane Fenner, Manager diane.fenner@cambridgeshire.gov.uk.
All out of school settings in Cambridgeshire should have received the revised Playwork – Beyond Quality Framework by now.

Only some parts of the Framework have changed. It still remains a very good self-evaluation toolkit based on the Playwork Principles.

The changes are:

- A new Safeguarding and Welfare Requirements Checklist, updated from the statutory Early Years Foundation Stage Framework 2017
- The Useful Websites section has been updated, as there have been some changes to organisations and links
- The Bibliography has some additional books that have been published since the last edition.

The Quality Areas and Standards are still the same and are a valuable tool to support you in reflecting on and improving your play provision and practice.

John Fitzpatrick, who was instrumental in developing the Quality Framework, is now working in Cornwall and colleagues met him at a national Play Conference earlier this year. His in-depth work is showing that the standards are still current and supporting improvement of play practice.

The out of school sector remains a focus for us, and we hope to find more ways of engaging with you in the future. Look out for the new membership offer coming out with the Training Programme later this term.

If you have not yet received the Framework, please contact the Early Years Service, EarlyYears.Service@cambridgeshire.gov.uk
The Department for Education and Department of Health and Social Care expected local authorities to implement the Integrated Review for 2-year-olds in childcare provision from September 2015.

Cambridgeshire County Council and Cambridgeshire Community NHS Trust have been working together since early 2015 to find the best way for carrying out the assessment, combining the Healthy Child Review by Health and the Progress Check at 2 carried out in childcare provision.

National pilots showed that there were very different ways to implement the Integrated Reviews and Cambridgeshire carried out two pilots in the county to learn what could work for us. The findings from this made us decide to have a Cambridgeshire Integrated Approach based on the following:

Cambridgeshire’s size and county structure

The diversity of being a large county was shown to have an impact on how the review could be carried out. The national pilots, one in a London Borough and one a shire similar to ours, showed very different outcomes.

The smaller unitary authority was able to co-locate all partners and carry out the reviews in the same location at the same time. Although, following the pilot, they decided to focus on funded 2-year-olds in future work, as there was not capacity and funding to continue the review in this way with all 2-year-olds.

The shire came up with two assessments happening separately, asking parents to share the information with Health and the early years provision.

Coordination and logistics

Trying to get Health professionals, early years practitioners and families in the same physical location at the same time was found to be very time consuming and difficult. The issue of the key person coming out of settings and ratios was a major problem.

Timing

The Healthy Child Review is carried out when the child is 27 months. Most early years providers do not have the child at this age; we found early years settings more often make the Progress Check nearer 36 months.

Children’s Centres

The unitary authorities had Children’s Centres as hubs, and were able to use them as geographical locations for the reviews. Cambridgeshire’s size and the offer is very different, especially now as Cambridgeshire has moved to Child and Family Centres, targeting the age range of 0-19.

We built a really good relationship between the County Council and Health and we have come up with an approach that works for the county. We have an information sharing agreement in place and settings have a named nursery nurse.

Childminders have a system to refer to their Childminding Support and Development Officer (CSDO), who will be the link with Health.

Promotional events, materials and communication have been developed and a Steering Group is monitoring the impact and effectiveness of the approach.

Surveys of providers show that:

- 76% of settings know about Cambridgeshire’s Integrated Approach.
- 55% of providers ask for the Red Book for parents to share the Healthy Child Review. Many of the settings said that parents were sometimes reluctant to share this information and there needs to be more work to raise awareness with parents to show the benefits.
- 27% of providers had built up a relationship with their named nursery nurse. There are issues around the communications coming from Health teams, which is still not reaching the right people in settings.
- 43% of providers had seen the benefits of the Integrated Approach and when referrals have been made the appropriate support and advice had been in place.

If you would like to read more about the process and how it works for settings and childminders, please visit https://www.cambslearntogether.co.uk/early-years/observation-planning-&-assessment/integrated-review/.
On 20 March 2018, Forest School practitioners from across Cambridgeshire gathered at Wildawood Forest School near Newmarket for an evening of networking and sharing ideas.

Wildawood is a dedicated Forest School hidden away on a five-acre site in Chippenham, near Newmarket. The site, which has a stream running through it, offers both dense forest and open forest areas, and both are used to embed a Forest School ethos into their provision.

The inside space consists of a yurt with cosy bean bags and a log burner, a bell tent which houses a range of freely accessible resources, and a further tent for rest and relaxation. The setting currently offers a range of sessions for children from 8 months up to whole Family Days.

Practitioners from pre-schools, day nurseries, schools and independent provision were given the opportunity to explore the setting and engage in a variety of experiences including creativity, stargazing on the ‘silent bridge’ and blind-fold and reflective trails. The Forest School ethos of support and using ‘the more knowledgeable other’ was evident from the start as some individuals worked collaboratively to make their creations.

The group were keen to see the seasonal changes to this woodland and to have the opportunity to explore in the daylight. Darren has offered to host future events in the summer months so that everybody can experience the growth of spring and full tree canopy (dates to be confirmed).

Further opportunities to link with like-minded practitioners and network followed over hot drinks, including a hearty soup, and a dessert of homemade cookies dipped in a warm chocolate sauce. Relationships were formed, and partnership working was established. 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 the car park.

Thanks to Darren and his team for hosting the event and all those that turned out on the cold, starry night to make it such an enjoyable and fruitful occasion!

Everybody is welcome to join the network events at any time – just contact Heather Jebb, Early Years Adviser (Forest School) on heather.jebb@cambridgeshire.gov.uk to be added to the specific Forest School mailing list.
Kidz at the Fitz

Babies, toddlers and pre-schoolers in museums and art galleries – what are your first thoughts?

Are museums interesting for such young children?

Won't they want to run around and touch the artworks?

Aren't those places meant to be quiet?

What would we do there?

At the Fitzwilliam Museum, we believe that EVERYONE should be able to enjoy great art, no matter what their age. For many years, we have been working with children and their families and early years settings to make sure their early experiences of museums are happy ones.

There are rich opportunities for children to develop their learning right across the EYFS as they meet objects from around the world perhaps made hundreds, or even thousands of years ago. However, practitioners tell us that just as valuable is the chance for their children to be out and about, participating in community life. They might be sharing the incredible museum spaces with elderly visitors, university students, tourists to Cambridge or artists sketching the works on display. We want our very youngest visitors to feel that this is an experience that they can be a part of.

Specialist early years trained teachers at the museum work with groups using storytelling and sensory play to engage the children with the objects and themes on display in ways that connect with their interests and personal experiences. We also have a dedicated art studio where children use artist-grade materials to create their own responses to what we have seen together.

Additionally, settings are welcome to visit independently and explore for themselves – just let us know if there are going to be more than ten people in the group so that we can make sure things won’t get too crowded.

To find out more about how young children experience not just museums but incredible outdoor spaces too, we recently worked together with the Cambridge University Botanic Garden to host children from ACE Nursery School as a ‘nursery-in-residence’ for a whole week! You can read all about what we got up to here:


This project has really inspired us to think about how we can all work together to engage children with the amazing stories in our collections. More detailed reports and new developments to our practice are still emerging from this research, so keep an eye out!

We hope to build a network of practitioners who are interested in creative approaches, and introducing children to the exciting world outside the nursery gates.

If you would be interested in joining us, or would like more information, please contact Nicola Wallis, Museum Educator at the Fitzwilliam Museum on nlw30@cam.ac.uk.

You can also find out about events and activities at the museum on our Facebook page https://www.facebook.com/fitzeducation/ or Twitter @FitzMuseumEduca
Ready to…START in Peterborough!

A year ago, we launched our START campaign to help children be ready for school, ready to learn and ready to succeed! Events at Serpentine Green, Hampton and Queensgate Shopping Centre have been a resounding success with parents, with wonderful partnership working between School Improvement, Early Years, Children’s Centres, Health, local colleges and local charities. Settings have taken the time to share the START leaflet with parents, and many have hosted their own parent events, sharing school readiness tips in a welcoming and familiar environment.

The final phase of this year’s transition to school is now well underway. Here are some top tips from January’s Early Years Outcomes conference…

Partnership with Parents

- Encourage parents to visit the school’s summer fayre or other community events
- Talk to parents about what’s needed and not needed, for example, expensive lace-up trainers (not practical) and pencil cases (schools may not allow children to bring their own).
- Stress the importance of labelling everything – think of PE lessons and 30 identical bags!
- Host themed workshops, such as healthy lunchboxes.
- Provide tasks to carry out with their child between leaving the setting and starting school: can they get quicker at getting themselves dressed?

Consider what the child may be wondering...

- Will I see my friends?
- Will I know anyone?
- Who will the grown-ups be?
- Will they be nice?
- Who will pick me up?

In the setting...

- Start the transition process early
- Increase responsibilities for older children
- Practice the local school walks
- Encourage children to carry belongings
- Share photos of new school/setting

From the May half term

- Adapt provision, considering role play area, displays and uniform dress up.
- Send letters to feeder schools requesting an opportunity to visit with the key person, follow up with phone call
- Adapt transition forms to meet the needs of the child
- Complete the transfer to school document and deliver
- Obtain feedback after the child starts school – was the information useful, accurate and relevant?

Look out for our ‘Ready to START School Practitioner Guide’ which we will be distributing to settings very soon.

Gladstone Park Pre-school visits a mosque

Last year, our pre-schoolers went to visit a mosque. For some of these children, it was the first time they had been inside a mosque.

Our pre-schoolers had a lovely tour from the mosque volunteers and saw some of the Islamic calligraphy in Arabic which was hung around the walls. The children found this extraordinary and showed a keen interest in this. They also had the opportunity to sit on the main chair which is used by the Imam to lead the prayers.

The pre-schoolers were able to learn how to cleanse the body (wudhu) before prayers and were even given a practical demonstration. They followed instructions brilliantly and showed a keen interest in this. The mosque volunteers were very welcoming and had even prepared soft drinks and biscuits for the pre-school.

This visit was the first of many and we hope to visit more religious buildings in the future so children are able to gain more knowledge on other faiths they may not be aware of.
Child-led learning – Going to space!

Everyone knows how important child-led learning is. But how often do the youngest children have control over the experiences they receive, are they truly listened to as intently as the oldest children?

At Cambridge Day Nursery we have always aimed to follow all our children’s interests, and have embraced project-style learning even within the baby room. However, for the first time we genuinely believe there was no staff influence involved in this interest (maybe the parents but not staff lead).

The babies (under 2s) have been exploring the moon, after several babies were pointing it out watching from the window. We decided to follow this interest and provide opportunities to explore the moon further. The babies have had the opportunity to create their own moons using a wide variety of resources, explore light and dark using torches and fairy lights in the black out den.

We read the story ‘The way back home’ – about the moon and then provided material around different ways of getting to the moon, leading to watching a recording of a space shuttle “rockets” going to the moon which has become very popular, in turn we then provided the story ‘Whatever next’ to continue the idea of rockets and sang songs about rockets.

Staff then organised a space-themed day, creating a spaceship with tin foil and bubble wrap covering the floor, moon sand, erupting moon dust and provided cardboard boxes to make their own rockets with colanders for “space hats”. We then projected recordings of space shuttle launches and the solar system onto the wall. All of which has allowed staff to cover all the areas of learning in a new and exciting way for the babies.

This has been completely designed around the babies’ own developing interests, with staff providing provocations and creating experiences as close to real life as possible. We have seen the impact in the high levels of engagement and the way they keep returning to these experiences. We are continuing to follow this interest to see what else we can discover.

Rachel Patman
Deputy Manager / Baby Room Leader
Cambridge Day Nursery
CASEY evolves

CASEY continues to form an important part of our work to support providers with management systems. More users means a better and earlier overview of how children are progressing, and gives our team improved information on which to base our support.

For anyone who doesn’t yet know CASEY, or who has questions about how to make CASEY work for them, there will be four roadshows across the county in the summer term. Details are on the CASEY page on the Learn Together website (go to Early Years and Childcare – Business Support, Tools and Systems – CASEY), where you can book your own personal surgery slot to discuss any questions.

The big news is that the new module of CASEY designed to support staff management and supervision is now in its final stages of testing. The new screens will allow you to track staff training and development, assess skills against people’s role and job descriptions, and capture key issues from supervisions. It will also capture details of when training is due, and can be used for committee members, so it can track EY2 details.

We will contact all providers shortly with details of how to get set up to use the new screens, with a view to rolling out to an initial group of settings this summer.

In the meantime, keep sending us your feedback, and we will continue to seek to make the system better for you.

CINDLE… and Re-CINDLE?

Over the period 2004-06, Cambridgeshire worked with Cambridge University Faculty of Education on a project to explore and develop children’s capacity to manage their own learning.

The project involved learning sessions for practitioners to develop their own skills and awareness, linked to children’s attitudes and dispositions to learning.

This work was led by Dr David Whitebread, and supported by early years advisers from the County Council team. It gave rise to professional development courses within the County programme, and specific learning packages offered by the Faculty of Education under the Cambridge INDependent LEarning (CINDLE) banner.

This thinking has gained influence, sometimes as self-regulation, and was influential in forming the Characteristics of Effective Learning in the 2011 review of the Early Years Foundation Stage. Until this time, self-regulation was seen as the province of older children, and not relevant to the under-fives.

Fourteen years on from the start of the original CINDLE project, Cambridgeshire is seeking funding to undertake a formal evaluation of this approach. We would love to hear from anyone who was involved in the original project, or its subsequent roll-out between 2006 and 2010. How has it influenced your practice? Is it still part of the way your setting operates?

If successful, we will be seeking volunteer settings to undertake training in the CINDLE model during the next academic year (2018-19) and be part of an evaluation of the approach during 2019-20. In order to fulfil the research requirements, settings will need to meet certain criteria. More details will be made available if and when the project seems likely to be funded.

To share your experiences of CINDLE, or to express an initial interest in the research project, please email eycinfo@cambridgeshire.gov.uk.
Easter at Orton St Johns

Orton St Johns Pre-school in Peterborough got Easter week off to a fab start with Easter-themed Stay and Play sessions and were delighted that over half of our parents were able to attend.

Everyone had a great time decorating biscuits and Easter nests, and hot cross buns too! We unleashed our creative side, making bunny ears, sheep and daffodils. We decorated eggs, and couldn’t miss out an egg and spoon race! It was great to have our whole pre-school community involved, with lots of our different cultures enjoying our event! We are already planning our next one!

Emma Butcher
Manager

Parents told us...

"I enjoyed seeing what my child does at pre-school and the different friends he has made. It was nice to see other parents too. I had a lovely time. Would come again"

"It was lovely to spend some time at pre-school with my daughter today. She was extremely happy doing all activities with my little help and also to meet her new friends. She then showed all the pictures she made to her dad and her sister. Thank you so much to all the staff and the manager for preparing such a fantastic time for us."

Staff Comments

"It was lovely to see the number of parents who joined us in this event, to see them involved in their children’s learning, it was amazing!"

"It was lovely to see parents engage and getting involved with all the activities with their children. Lots of dad’s came along too, which was great."

“What an egg-tastic day! We felt very lucky to have so many parents come and join in the fun with their children. Staff, children and parents all really engaged in the Easter spirit.”
The Day Nursery in Peterborough achieves national Good Food Award

The Day Nursery in Peterborough has achieved a prestigious national award in acknowledgement of their commitment to providing outstanding food and food education for children in their care.

The Soil Association Food for Life Early Years award is given for providing tasty, nutritious meals and an environment that encourages good social skills and healthy choices. It also acknowledges support for the development of good food habits for life through practical cooking and growing activities and food-based learning, both for children and their parents and carers.

Lauren Linskey, Early Years Manager at The Day Nursery, said:

“It has been a fun challenge for our Nursery Chef, Denise Bridges who threw herself into taking part in the wonderful training sessions. The feedback gave all of us at the nursery further inspiration to get the children into the kitchen to learn about food and have a go at cooking. It has been a great opportunity for Denise to become more involved with the children’s early learning in regards to food. Thanks to Jenny Avill, our Business Manager, for all her hard work sourcing suitable fresh healthy foods to help us complete this accreditation successfully.”

Siân Creagh-Osborne, Food for Life Awards Programme Manager added:

“I am incredibly proud of The Day Nursery for their hard work in achieving a Food for Life Early Years award. By meeting all of the criteria they are demonstrating that they are not only providing the nutritious food that plays such a crucial role in a child’s development, but are enriching the curriculum through growing and cooking, giving every child in their care the best possible start in life.”

90% of parents say the provision of healthy food is an important choice factor when selecting an early years provider for their children. I hope the award will guide parents and carers in the process of choosing a nursery, as it verifies The Day Nursery are meeting clearly laid out criteria.”
Grow your own – Butterflies!

Everyone knows about ‘Grow your own’ and growing fruit and vegetables is popular in many early years settings. The Butterfly Kit is incredibly simple, comes with exact instructions, and fascinates the children – and parents too.

The Butterfly Kit is less expensive than you might think, but after the initial purchase, which includes the ‘Butterfly House’ for the developing chrysalis, there is an outlay of around £15 each time you decide to do it again, for the live caterpillars. The ‘House’ is re-usable.

The caterpillars come in their own little micro-environment pot, and you do absolutely nothing except watch them grow. They then hang upside down from the lid of the pot. Once the cocoons are hardened, you remove the lid and place it in the butterfly house. Then, you wait for the butterflies to come out.

There is an enormous wealth of things you can do. We have made caterpillars with all kinds of different materials, looked at length and measuring, made life cycles and looked at other life cycles too. We have painted lots of butterflies, made it part of a mini-beasts project and grown butterfly-friendly plants. We have hunted for caterpillars in the garden and used it as a talking point for food and nutrition; What do the caterpillars eat? What do butterflies eat?

We have based movement sessions on being a caterpillar or a butterfly, visited a butterfly farm, face painted butterflies, made butterfly-shaped sandwiches, and of course, there is also the Hungry Caterpillar story.

The Butterfly Kits are available from a lot of places, but beware – many don’t contain the live caterpillars, and you then have to order them as well. Insect Lore are specialists in this sort of thing, and very helpful and they also have lots of related resources. They guarantee at least three live butterflies from every set of 5 caterpillars, and if you don’t get your three, they will replace them with a new set. We have been doing this for at least 15 years, and have only needed a replacement set once. You can order at any time, and specify the date you want your caterpillars despatched. You need to make sure that they aren’t going to hatch in half-term or the school holidays, but they will give you advice on the length of time you need.

We are about to order our caterpillars for the summer term. We know the children will gain an enormous amount from the project, and it fosters an interest in, and respect for, other living things as well.

Susan Lister
Playlanders Playgroup and Pre-school
Fundraising Matters in Werrington

For The Village Playgroup in Werrington, Peterborough fundraising not only provides extra funds; it creates lasting relationships with the local community, raises the pre-school’s profile, provides social events for its families and builds a strong working team.

Fundraising does matter. For a small voluntary managed setting such as ourselves, balancing the books at the end of the year is always a concern, especially when income from fees doesn’t always cover overheads, let alone the extras we provide the children. Year after year, we continually manage to attract a small dedicated team of parents from the thirty families registered with us to both administer the pre-school and to take the lead on fundraising. Having a regularly changing committee does have its advantages, bringing in both new fundraising ideas and contacts.

We are fortunate that The Village Playgroup has been established in Werrington, in one form or another, for around 50 years, and we are now an integral part of the community. Many will have had their children, and even grandchildren, pass through our doors, and they continue to want to support us.

Businesses such as our local pet shop, tearoom and fish ‘n’ chip shop, have chosen us as their charity partners for special events they have run. For us, these are often simple events to organise, such running a Valentine’s raffle over a shop counter or a children’s game at an opening event. It is great for us and the business, providing publicity and enabling the local businesses to give back to their community.

Over the years we have tried numerous different fundraising events – keeping them fresh and tapping into the skills on the team is vital. It is also important to know when a fundraiser has run its course, and what else is happening in the surrounding community. We’ve run successfully Wedding Fairs, Pamper Evenings, Nearly New Sales, Bingo Nights, Easter Egg Hunt, Family Fun Days in addition to our Christmas and Easter Fairs which are the regular features on our fundraising calendar.

Whilst reaching our fundraising target for the year is always on our mind, it is not the main focus of some of our fundraising events. Our disco and bingo evenings are about bringing staff, children and their families together in a fun and relaxed environment; for some families, having an evening out with young children is not always possible, and we fill that gap.

Running larger events does take time and organisation, but you quickly discover people’s strengths within your team, how they like to work and what contacts they have, so events run smoothly. Fundraising is immensely rewarding, not simply in terms of money raised and knowing the benefits it will bring to the group, but also in the enjoyment the events give to others.
Staff Training in the Wild Place

On a hot and sunny Friday last May, all staff from Sunflower Nurseries in Cambridge and Cambourne, spent the afternoon at the Wild Place, a purpose-built forest with fire and wood cabin located in the park at Milton, near Cambridge.

After collecting kindling and firewood for the fire whilst the chefs amongst us fried sausages and burgers as part of a delicious lunch, our first activity was to find an object that represented our feelings then bring it back to the fire circle and discuss our objects with each other – what we chose and why. This is a lovely activity for children in a circle, similar to ‘show and tell’ which will build confidence, encourage speech and language and enable the child to express their feelings through a chosen object.

The games chosen could be used with the children, but also offered an excellent opportunity for staff from both nurseries to build their confidence, as well as gaining trust and respect for each other.

Our ‘wild place’ also allowed for den building, making fairy houses and exercising our imaginations through role play and storytelling. This reflects the opportunities we offer children to develop their imagination, and exploring and learning through play.

This fantastic occasion was a perfect way of involving nursery staff, away from the setting encouraging working as a team and building self-confidence and leadership skills.

Our ‘wild place’ also allowed for den building, making fairy houses and exercising our imaginations through role play and storytelling. This reflects the opportunities we offer children to develop their imagination, and exploring and learning through play.

Kristen Dutton – Nursery Manager
Sunflower Nursery Cambridge
Kristen.dutton@chsgroup.org.uk

Peterborough Early Years Outcomes Conference

Over 70 early years practitioners met at The Fleet in January to look at the outcomes for our youngest children, and identify ways in which they could support the children in their setting to improve those outcomes.

The opening address from Wendi Ogle-Welbourn (Executive Director: People & Communities for Peterborough and Cambridgeshire) highlighted the importance of high quality early years provision in our children’s future success, and the absolute priority of closing the ‘attainment gap’ at an early stage.

Wendi highlighted the importance of partnership working. Providers who forge strong partnerships with parents and carers, and work in partnership to develop the home learning environment, help them to improve their child’s progress and make a better start at school.

A presentation of the Early Years Foundation Stage Profile data for last year sparked consideration of particular cohorts of children and how they could best be supported. Short presentations on areas identified by the data, including EAL, Writing, Parents as Partners, Early Years Pupil Premium and Transitions, provoked lively and interesting table discussions, with practitioners sharing ideas and practice.

Attendees left having identified 3 ideas or suggestions they were going to take away from the day to implement. The Conference helped everyone to look at their children, identify vulnerabilities and look at ways to improve outcomes for all of them, including the most vulnerable, ensuring they start school ready to learn and achieve the best outcomes.
Gateway to Childcare Careers

The Training Team are continuing to work with secondary schools and supported two significant events at different schools.

The first event was for the Sixth Form at Parkside School in Cambridge, where students met representatives from different organisations and spent 20-minute blocks talking about the different professions. Our Training Officer was able to talk about the different career options and pathways that could be taken within childcare and the qualifications they would need to work within the sector. A quiz was organised and the students had to identify ‘personal qualities’ they felt applied to them now and which qualities they would like to work on. These ‘personal qualities’ were then related to working as a practitioner with children to highlight the vast number of qualities, skills and attributes needed.

The second event was at Neale Wade Academy in March where the Training Team had a stand and our Training Officer was able to talk to students from Year 9 upwards about the different job opportunities within Early Years and the different career routes they could take. Later in the day, students and their parents attended, and it was a great opportunity to talk to both about childcare as a career.

We are happy to report that future events are planned with schools within the county. If your school would like a representative from our Training Team to attend any of your forthcoming events, please contact our Training Team on at eyctraining@cambridgeshire.gov.uk. Further details of how we can support schools can be found on our website www.cambslearntogether.co.uk.

The Gateway Course is a short course designed to introduce people to childcare as a career. During the course, attendees are required to consider roles and responsibilities, health and safety, risk assessment and safeguarding. These courses are delivered county wide.

New Level 3 Diploma for the Early Years Workforce

(Early Years Educator) course in Ely area

The Early Years Training Centre are happy to announce that they are starting up a Level 3 Diploma for the Early Years Workforce (Early Years Educator) [QCF] qualification at the new Littleport Leisure Centre (CB6 1EW).

This unique opportunity will offer training sessions which will delivered over three school terms (*from the start date) on Tuesday evenings, 7pm to 9.30pm, term-time only.

We are offering four induction dates so that learners have a choice of dates when they are able to join the course.

When?

Induction 3: 4 September 2018 at 6pm to 7.30pm then
Enrolment 3: 11 September 2018 at 7pm to 9.30pm

Induction 4: 18 December 2018 at 6pm to 7.30pm then
Enrolment 4: 8 January 2019 at 7pm to 9.30pm

Learners must attend both the induction and enrolment when they wish to start their qualification.

Ely inconvenient for you?

The Early Years Training Centre offers courses in various venues in Cambridgeshire.

Contact us to add your name to the waiting list and we will inform you when the next location is available.

Apply now!

To apply contact the Early Years Workforce Development Team: 01223 706349 eyctraining@cambridgeshire.gov.uk

*three school term times from the initial start date
I joined the Early Years and Childcare Workforce Development Team in mid-January as an Early Years Training Officer.

When I left school, I did a BTEC National Diploma in Nursery Nursing followed by many other professional development courses. I worked for a chain of nurseries in Peterborough as a nursery nurse, across the age range from birth to five years old. I loved being part of a team providing opportunities for all the children in our care to develop and thrive.

When I married, I worked as a nanny to be nearer to home and my husband Marcus (my husband’s work requires him to move from time to time). When our first child was born, I took a break from paid work and number two and three came along in reasonably close succession. Not one to sit at home, I took on various volunteering roles and became actively involved in the committee for our local playgroup.

Once all three children started school, I began work at a pre-school in Northampton. The pre-school was busy and a great learning environment and a great place to work. It had a good outside area and planning was done thoroughly to ensure each child had the best outcomes with a fantastic ethos of the unique child.

After another move, I registered as a childminder, and was soon fully booked with children aged 0-8. Having my own childcare business was a brilliant challenge. The children thrived in the home environment and my free flow, and the relaxed environment was efficient, the children and parents were happy!

I was then asked to consider a job as an Early Years Assessor, and got excited about helping people to become excellent early year’s practitioners. I applied, was successful, and I loved the role, guiding people through their training.

One year later, another move to March in Cambridgeshire, and here I am! I am enjoying the challenge and all that the role brings.

I look forward to meeting you.

Jane

---

**Increasing and Upskilling the Childcare Workforce in Peterborough**

We are very excited to be hosting an information day showcasing opportunities, career paths and possible routes into childcare, this will be across a range of partners from the Early Years Service, City College, Peterborough Regional College, Early Years Providers, Childrens Centres and Cambridgeshire County Council Qualifications and Training Team.

The event is being held at the Reception Room in the Town Hall, Peterborough on 20 June 2018. There will be two sessions, 10am – 4pm and 6pm – 8pm, to allow those currently working to attend, as well as students who are looking to move into childcare.

A wide variety of individuals will be welcome to attend. This can include:

- Those with no qualifications who wish to start working in childcare but require some basic skills (maths and English).
- Those wishing to look at working in childcare via the Apprentice route, or undertaking a childcare qualification.
- Those who already hold a lower or higher level childcare qualifications who wish to improve these to allow them to progress in their career.
- For those who hold overseas early year’s qualifications, what and how could they transfer to be eligible to work in the UK childcare sector.
- Also students who might be thinking of entering the childcare workforce and would like an idea of the routes and qualifications available.

There will be a variety of stands showing all available options and opportunities.

- Available qualifications and requirements.
- Costs and possible funding sources.
- Examples of pathways and progression routes, including potential salaries.
- Information on support with childcare costs

Please look out for flyers, posters, social media and radio for more information.
Qualification requirements

ATTENTION! Are you a manager, owner or committee member responsible for employing staff or have staff currently working toward their Level 3 Diploma for the Early Years Workforce (in Peterborough)?

Please read this:

What to check?

It is your responsibility to check if your staff members have full and relevant qualifications. Level 3 practitioners must have English and maths Grade C or above. Some practitioners are able to study for Maths and/or English GCSE or equivalent whilst working towards the Level 3 Early Years Educator Diploma. It is up to the employer to check that the practitioner has been certified for the subjects they are studying to ensure they can be counted in the ratio as a Level 3 practitioner.

This means: they could be certified for Level 3 Diploma in the Early Years Workforce but may not have achieved their Maths and/or English GCSE or equivalencies, they are not able to be counted in the Level 3 ratios and only counted as a Level 2 practitioner until they have been achieved.

Also please be reminded all newly qualified staff Level 2 and Level 3 from June 2017 must also have achieved a 12-hour Paediatric First Aid Certificate to be counted in ratio.

Where can I check qualifications?

At www.gov.uk search for 'Check early years qualifications', and click on the first search result. Direct link to page: https://www.gov.uk/guidance/early-years-qualifications-finder#level-2-literacy-and-numeracyqualifications

Qualifications ‘full and relevant’ prior to 2014 and from September 2014, including overseas qualifications. Search for 'DfE approved qualifications', and click on the first search result. Direct link: https://www.gov.uk/government/publications/eyfs-staffchild-ratios-dfe-approved-qualifications

Keep a record

Once you have checked your staff requirements make sure you have copies of all their certificates and have seen the originals and add to their personal profiles.

Ensure this is repeated for all new staff members and those engaging in qualification training.

Not just jobs…

Our new website for potential recruits and providers, eycJobs, has now been enhanced to include advice and information to help you in your recruitment and retention of staff. Advice and links to tools to support you in how to recruit fairly, how to plan and manage induction and how to retain staff can be found on the Employers pages.

We welcome feedback on the new pages and on the site as a whole. https://www.teachincambs.org.uk/eycjobs
The Level 4 course was delivered every 4 weeks in a classroom environment at a local college from 7pm to 9.30pm, and required the completion of five units. My responsibility was to attend the classroom-based evenings to ensure knowledge was gained to complete each unit by the participation in professional discussions, and to gather the necessary work products to support and complete each unit.

The course was delivered by three individual assessors, who each had a named group of learners to support. The assessors took turns in the course delivery by rotating the professional discussions each month, this ensured each learner was at ease and comfortable to approach any assessor for advice.

Once a unit had been covered within the classroom the learner received the necessary tasks on their online ‘One File’ account to complete the unit at home, and gather documents to support their research. I personally found the classroom sessions very informative, attending every 4 weeks was a balanced period of time to enable completion of each unit before receiving the next one.

My assessor was in regular contact via my One File account, responding quickly to any questions or feedback, which embedded confidence in my approach and ability to complete each unit within the given deadline.

One frustration in the classroom environment at times was the number of learners without manager roles or designated responsibilities, who then found some course units not relevant to their present roles, and struggled to stay focused. The tutors dealt with this well, quickly dissolved any unwanted classroom disruptions causing difficulties for other learners.

**Tutor support**

Course information and handouts were well organised and easy to follow, giving ideas and suggestions for areas requiring research, and how to gather evidence. The tutors were very helpful in ensuring that after each new unit was issued onto our One File accounts with the corresponding resource documents to support the tasks within the online library. When each task was fully completed with sufficient evidenced, I received positive feedback from my assessor.

On some occasions more research was required and my assessor was very supportive in signposting me to the correct areas to find sufficient research to fully complete the task. If I required any further information or an explanation to a task my assessor was always available online to answer any query, ensuring the trust and confidence that support was always a click away.

**Change projects**

Throughout this course we needed to do a research project to implement change. My chosen area was implementing a new opening procedure on our weekly gym mornings.

The new procedure ensures that individual children with different abilities and levels of self-confidence, have the support in making the new transition into the setting on a very busy morning. Parents have welcomed the change – they now feel confident to leave their children to adapt in a much smoother process and quieter environment, enabling them to participate more readily in the learning experience of a gym session.
Colleagues have also noticed how much calmer the children are, entering the setting in a more controlled procedure, which supports their individual wellbeing and willingness to progress in their physical development.

Another area where change was implemented was adapting an area within the setting to increase progress in mark-making and independent use of creative materials and tools. This involved allocating enough space for all children to have complete access to all resources independently, and opening up work surfaces to encourage further investigation. Colleagues have noticed an increase in boys now enjoying using this area, and individual progress in the learning areas of Literacy and Expressive Arts and Design when completing key children’s termly progress trackers.

**Changing me!**

Since completing the course and gaining my Level 4, I have noticed an increase in my professional confidence to challenge barriers and justify reasons for implementing change. I now feel I listen more to others, support my colleagues to reflect on planning within the environment, and to adapt independently where necessary to offer the best learning opportunities.

I am much more aware of the need to coach and model to individual colleagues to support and further their own professional development in areas of teaching or supporting learning development in children.

Completing the course was a success for myself, colleagues and setting, as the research and knowledge gained has been used to support and create a happier and more enthusiastic learning environment for everyone, constantly evolving to support the needs of the children, parents and other colleagues, creating an enabling environment to learn and work within.

On a personal level, gaining my Level 4 has certainly made a positive difference in receiving further job opportunities, well worth the commitment and sacrifice of a social life for a relatively short period of time.

---

**Follow us on Instagram @CambsEYC!**

**We are excited to announce we now have an Instagram account!**

Our vision is to reach out to everyone who engages in continuous professional development to share photographs of their learning experiences. We will also post flyers of forthcoming events such as conferences and master classes.

**Come and follow us at @cambseyc**

To share your photographs please send to eycinfo@cambridgeshire.gov.uk and we will upload onto our Instagram account. Please ensure you have permission to share your photographs with us stating this in your email.

*We look forward to receiving your photographs.*
The Early Years Annual Conference ‘Building Children’s Futures’ 2018

Director of Education Jonathan Lewis opened the conference, sharing the vision for Cambridgeshire and Peterborough’s children; to empower, to develop, to help you create and sustain high quality provision. Jonathan invited delegates to put aside their challenges, dream bigger and to talk to each other including us!

We were extremely excited to invite keynote speakers, Penny Tassoni and Jean Gross CBE have many years of expertise within the childcare sector. Penny focused on how to support and provide experiences for children who were a risk of disadvantage to enrich their life journey. Jean, reinforcing Penny’s messages led the audience in understanding the importance of communication with young children and building their resilience.

Both Penny and Jean reminded the audience how their professional skills play a huge role in young children’s lives.

Feedback from delegates included:

“Thought provoking, food for thought for transitions into year R”

“Very interesting to reflect on an enabling environment regarding encouraging talk”

“ Inspiring!”

“Interesting to look at more beneficial ways to use praise for the child”

“Practical elements that will be easy to implement”

After two keynote speeches and lunch, delegates were able to choose from a range of workshops to attend. They included Storytelling, The power of Block Play, Planning in the moment, Behaviour – do you consider the full picture?

Delegates were invited to provide evaluations on their learning experience from the day.

‘Stories from the heart – helping children to develop emotional resilience’  
– workshop by Marion Leeper

“Interesting ways to make stories come alive!”
– delegate

‘The Power of Block Play’
– workshop by Jane Vass

“Really helped me to see the value of blocks and how to use them in different ways”
– delegate

Photos from Early Years Conference 2017
Reflection from Lucy Frain
Early Years Adviser

Claire Warden is a leading Educational Consultant with a passion for Nature Pedagogy, whose international experiences have taken her to countries such as Australia and Norway.

Her inspiring Masterclass explored extremely different countries with commonalities which link to Great Britain. These were summarised as "Climate, Culture, Curriculum and Community", the main areas to look at when considering a pedagogical approach to working with nature.

The opening session asked practitioners what they wanted from the session: staff motivation and confidence, access to natural environments, engaging with reluctant parents who prefer their child to stay indoors, and time allowance for being outdoors. Claire referred back to the concerns in the afternoon to see the progress we had made during the Masterclass.

Based on benefit-risk assessments from the midges in Scotland to the brown bears in Canada, there are ways to ensure that children can access around three hours a day with nature – indoors, outdoors and beyond. This would include “beyond the setting”- families accessing local Parks, Forests, Gardens and other places such as Nature Reserves.

Claire believes in the “can do” attitude for outdoor clothing, and had even acquired protective headgear and hand mittens in Scotland to tackle the problem of the Midges!

Cultural heritage

We were asked to consider our childhood experiences of walking along walls and climbing trees as “cultural” experiences, and asked the question: “What is your cultural heritage for Cambridgeshire?” This really made us think how much cultural heritage we incorporate into our EYFS Curriculum. Do we give meaningful experiences of seasonal changes and care of the natural environment, through activities like pruning hedges and planting vegetables?

The masterclass explored the adult’s role as a mindful pedagogy – watching, learning and thinking all the time about the children they are supporting. A Pedagogue was a Greek educator who walked alongside the child, listening and supporting the child’s learning and experiences. Best practice is a pedagogical dance where the adult and child begin to learn the dance steps together, and tune in to each other to create the best dance.

Practitioners considered time spent in their settings in the indoor, outdoor and beyond environments, and how to find ways to spend more time outdoors, or to bring more nature indoors.

Here are two of my favourite stories from the day:

• small trees were planted indoors in pots where children could care for them, be close to them and create a greener positive indoor environment, and then were "wheeled" outdoors each day by the children to create their own forest as they didn’t have access to one nearby.

• The second story was how children in Norway are learning to build, design and create their own skating rink working with the ice and snow!

Remember it was all about climate, culture, curriculum and community.

For more information, visit www.claire-warden.com

Something new…

Qualification Surgery

If you would like some advice on career progression please contact the team. We have different options to meet your needs which include

• coming to your setting if you have a few practitioners who would like to explore career progression and options,
• or phone consultation,
• booking a meeting in our office or on one of our open days,
• meeting at your local library or
• a Skype call.

For more information please contact euqqualifications@cambridgeshire.gov.uk.
Using data to support children in their early years

Observing and monitoring children's progress is a key element of the role of an early years practitioner working in any setting. Using the information gathered helps to form a picture of how the child is developing and indicates how we can support their learning further.

In a new book, The Datafication of Primary and Early Years Education, the authors Alice Bradbury and Guy Roberts-Holmes provide a critical analysis of the growing use of data in early childhood settings and the impact on practitioners. But relish it or dread it, gathering data and using it is both important and valuable. How else can you ensure that a child's level of skill is increasing in line with age/stage expected development or ensure that a child who needs additional support is accurately identified?

There are a number of online tools designed specifically for the early years sector, in Cambridgeshire we use CASEY. Systems should enable practitioners to focus on the needs of the individual whilst also providing a view of the development of the group. Precise, accurate assessment and reflection on children's progress is most effective when used to make a difference for their learning. Julian Grenier (Sage, 2017) reminds us that 'the whole point of assessment is to make sure you provide the provision, teaching and care a child needs to develop their learning'.

We know through county data that over the past three years growing numbers of children have achieved a good level of development (GLD) in the EYFS. However, whilst we are similar to the national average we must increase our aspirations for Cambridgeshire's children, many local authorities have a much higher level of GLD at the end of the EYFS. The picture is not positive for children, in Cambridgeshire, in receipt of free school meals (FSM) where the data indicates fewer children achieved GLD meaning that the gap is widening. The data also shows that we need to focus on supporting children with special educational needs.

In 2016 there were 855 children in the county who just missed GLD by one area, this dropped significantly to 153 children in 2017. These 'cusp' children reduced in numbers because they were identified early as being at risk of delay and support strategies were put in place effectively accelerating their learning. There is no magic formula, but this is an example of how we can use data to have a positive impact on children's learning and development.

Jackie Pitman – Early Years Narrowing the Gap Adviser

For further support with CASEY, assessment and your data please contact your Early Years Adviser.
Making the most of Early Years Pupil Premium

My name is Paula Wright and I work for Family Action Peterborough, where my role is that of Lead Practitioner.

I am a Graduate Early Years Professional with Early Years Teacher Status. I have worked in early years education for a long time and my background includes time spent working in a fantastic school for children with Autism, Montessori education, Foundation Stage classrooms and pre-schools across Peterborough and Huntingdon. I have also worked privately supporting children with Autism in their homes.

My role with Family Action is by far my favourite: I plan, create and deliver intervention activities to support the development of children who are in receipt of Early Years Pupil Premium. I work across 6 Family Action settings – soon to be 7 – and see approximately 50 children over the week.

Diversity

Peterborough is a culture-rich and diverse city, which is reflected in the children I work with. I have large numbers of children who are learning English as another language but happy children will learn regardless and I simply adapt the activities to be inclusive. I use a lot of visual prompts and model language for receptive understanding and expressive skills.

A lot of children I work with have challenging backgrounds and so they need to learn to trust me. Calmness and consistency empowers the children to have a sense of control and we always start by greeting each other. I explain there are two jobs and what they are. For some children, sitting still for a small amount of time is an achievement. There are always two stickers on offer: one for listening and one for trying. For those children who are more intrinsically motivated, a high five and a smile is enough for them to feel happy.

In action

We work in small groups of no more than three children and I carefully consider the social dynamics so everyone has a voice. Our activities are always embedded in language development and there is a lot of modelling and repeating. We cover all seven areas of learning but for children who are heading off to school, we focus on lots of mathematics, literacy and science activities. Personal, social and emotional development alongside communication and language are threads that run through all of our learning. In small groups in quiet areas, children are more confident to share their life experiences and this time is precious.

We spend lots of time looking at large print traditional tales and children use wooden props to retell the stories or they can record on whiteboards. Our children are never happier than when we give them a whiteboard, a whiteboard pen and some wipes. We use the whiteboards for all of our work. I never present the same activity twice in the same way, although a lot of the skills the children learn are repetitive, such as number work. Finding varied ways of teaching these skills encourages children to be inquisitive and engaged.

Impact

I know the work Family Action fund has a positive impact on children because we have good levels of development, and through continuous assessment and tracking tools we have statistical data for evidence. One setting recently told me that my EYPP boys were achieving more highly on the tracking scales than non-EYPP boys in ‘shape, space and measurement’. The wider impact is that children are more ready to transition to school.

A part of my role is to support that transition; I support practitioners with concerns regarding development and offer ideas for improving outcomes. I organise and support training opportunities.

I know my role is beneficial because I see the children’s level of engagement in the activities. When they see me arrive in a setting, they want to know what their jobs are going to be. An interesting prospect will always produce curious children. It’s my job to turn curiosity into learning.

Paula Wright
Lead Practitioner, Family Action Peterborough
PACEY Childminder Conference – save the date

The Cambridgeshire PACEY Team would like to invite you to a

Conference for Childminders and Nannies

Saturday 29 September 2018
9.00am – 4.00pm

Wood Green Animal Centre, Kings Bush Farm,
London Road, Godmanchester PE29 2NH

Keynote speaker:
Peter Moorhouse – Working with Woodwork in The Early Years

Look out for the booking form which will be coming by email or contact your Childminding Support and Development Officer for more information.

Save the date…
20 November 2018

We are very pleased to be welcoming Kay Mathieson back to Peterborough. On 20 November 2018 we will be holding a conference on Preparing Children for School. This will bring together early years practitioners and reception staff; Kay will be delivering two sessions ‘Exploring the school readiness agenda’ and ‘SEN: early identification and intervention in the EYFS’.

Anyone who has heard Kay before will know how motivational and inspiring she is!

There will also be a selection of short workshops which will provide practical ideas and support in relation to effective transitions, moderation plus much more... watch out for further details and booking information which will be sent out over the summer term.

Award for All
in Whittlesey

Whittlesey childminders got together in April to celebrate the national Childcare Works Award for Partnership working (see page 3).

The award was given to childminder Mel Negus for her coordination of local providers in the town in preparation for the 30 hours extended entitlement. With typical modesty, Mel was keen to share the award with other providers and their minded children at this drop in at the Whittlesey Children’s Centre.
I have attended weekly Forest school sessions since Summer Term last year run by our local Children’s Centre.

It has opened my eyes to the practical learning that is offered to the children that I care for who range from 9 months to 4 years. One of the little boys that I care for (2 years old) took weeks to settle. Fast forward almost 9 months and he is transformed – we started at a new local Forest school session and he was confident and eager to start exploring.

The children have gained so much confidence to try new things as they are given the freedom, time and space to learn. One little boy was struggling to climb onto a hammock but after watching someone else and almost giving up he did it – the joy in his face as he swung happily was magical.

Outcomes

Communication and social skills are enhanced greatly as they work with others to complete tasks, sharing tools, finding ingredients to mix in their stew, talking about how they climbed the tree or what they heard in the tree.

Their understanding of rules and boundaries become second nature to them as they remember that they are not allowed inside the fire square without “tapping in” with the Forest School Leader, or that the only things allowed in their mouths was either their tongue or something given to them by an adult.

Being able to use real tools is something that the children loved; using hammers, saws, drills and helping to light a fire all helped develop their gross and fine motor skills. The uneven ground is very frustrating for a one year old, but helps them build up their stamina and balance for walking.

The groups that I have attended have been paid sessions, but parents have kindly contributed towards these. I have used some 3-4 year old funding to pay for all-in-one suits as well as waterproof booties for the babies so that we can all access the outdoors fully.

Going forward

I am now looking at Forest School qualifications, and have made a commitment to spend even more time outdoors, ensuring that the children learn to appreciate their environment, and the wildlife, too.

The biggest tips I can give anyone wanting to do more Forest School type activities is allow unhurried time, give lots of encouragement and keep your hands in your pockets! This one was so difficult, but children need to work things out for themselves – including balancing on a log or trying to climb a tree.

Tracy Loughlin

There is no such thing as bad weather – only bad clothing!
Chinese New Year is such a lovely celebration.

Myself and another childminder chose some activities for the children to enjoy and take part in. This year was the year of the dog so we spoke to the staff at our local library and they said at the story time they would cover Chinese New Year and read some books about dogs to link into the theme.

The children loved it, they had masks of the 12 Chinese animals that are part of the 12 year cycle. Each child held a mask of an animal and proudly held it up in the air when their animal was referred to in the story. We also made dogs out of red paper plates and children’s footprints.

We decided to visit our local Chinese restaurant for lunch so that the children could experience different types of food and enjoy the social experience of eating in a restaurant. They enjoyed being able to help themselves to the range of food available. It was great to see the confidence the children had to try new foods.

The children also enjoyed the fortune cookies, finding a piece of paper inside a cookie was most unexpected and although they didn’t really understand their fortune, it was still fun for them.

We have used our Chinese food set in the home resources and books in the book area to continue our Chinese New Year experiences.

Nicola Parrott, childminder
Peterborough

Sawtry Childminding Group at fire station!

We visited the local fire station where all the children enjoyed the experience of taking turns in the driving seat of the engine and squiring the water hose.

Before they helped to pack away the hose the fireman showed them how to make it rain so their childminders could get wet, this caused great amusement among the children.

The children all left the fire station with crayons and pictures about fire safety to colour in. A lovely fun morning was had by us all.

We followed this up with our own bonfire celebrations the next week when we could reinforce what they had learnt the previous week.
Cambridgeshire childminders Clare and Rachel share their journey

In January 2017, we started our third round of IVF. We discussed with the children how our bodies work better when they are healthy especially when you are trying to help a baby grow inside of you.

The children made it their aim to get Rachel’s body healthy and ready for a baby. They made sure Rachel ate healthy foods, such as fruit and vegetables, and they would take her on walks to help her fitness. They even poured her water to drink throughout the day, teaching us everything we had previously taught them on our healthy lifestyle topic.

At 12 weeks, we told the children and their parents that we were in fact having a baby! The older children were so excited and told their school friends and teachers straight away. Throughout the remaining 6 months we planned many activities in relation to having a baby and preparing the children for the changes.

Some of the children’s favourite activities were:
- Bathing the dolls and changing their nappies
- Listening to the baby each week using a sonograph
- Many discussions on how same-sex couples can have a baby and IVF / IUI
- What the baby would call us both being females.
- Trips to the library to read books on how the baby grows and develops inside of you.
- Measuring Rachel’s belly and discussing bigger / smaller and comparing it to how the children in our settings grow
- Having a mini baby shower and revealing the sex of the baby to them (some were more happy than others it was a boy!)
- Learning how to be gentle when touching a baby and stroking its head
- Bringing in baby photos from home and discussing what makes them the same or different.
- Drawing predictions of what they thought the baby would look like.

We planned with the parents that we would be off for 2 weeks and we worked closely with other childminders in the area to help provide care until we were back. Everyone was fantastic at working together, which made it so much easier for us.

We had 2 weeks off work before coming back and was welcomed with very excited parents and children all bringing cards and gifts and wanting to meet Clayton.

Our first week back flew by, and was mainly about introducing the children to Clayton, and us getting into a routine and becoming immune to the sleepless nights along with long days at work. Then we had ‘The Call’ from Ofsted, asking if they could come and do our joint inspection the following week! This was the last thing on our minds, but our inspection went very well and we were both Graded Outstanding!

We are now all back to normal and the children have made Clayton a big part of their lives. They love to sing him songs and read him stories, and often draw pictures of their family and include him.

We are very lucky, and grateful to have wonderful parents and childminders around us.

Clare and Rachel
Soham

Indoor gym

After much planning we have a new space in our setting!

In September I changed the garage into a gym area for all the children to use.

Babies to school age children have fun doing physical exercise, role playing and working together in this space.

Sometimes we clear the area of equipment and they play football and develop number and writing skills marking down the scores.

It is a great additional space for the children to do physical exercise and have fun!

Emma Bishop
Happy Hands Visits to Care Home

Myself and other childminders from the Over area visit Over Day Care Centre in Cambridgeshire every other week. We alternate Tuesdays and Thursdays so the majority of children we look after, ages ranging from one to four, can attend.

Each visit, we take our coats and shoes off, and then enjoy some playtime with push and pull along vehicles, colouring in and stickers. This helps the children familiarise with their surroundings and then enjoy their play date as much as possible.

One week, we had residents making paper aeroplanes, and flying them across the room. This led one resident to tell the children how he used to fly aeroplanes when he was younger. The next we had a resident drawing for one of the children, this resident hadn’t shown an interest in writing or drawing until then.

Reactions vary – some children are a little apprehensive to start with and others get stuck straight in. It’s lovely to see the residents’ faces light up when the children walk in. Some residents like to watch and others like to really interact with the children. By the end of the session all the children are fully engaged, socialising, communicating, dancing and interacting with the residents.

The staff are very accommodating and give us a lovely welcome, we have to risk assess to make sure we keep the children as safe as possible and vice versa for the Day Centre.

To end the session we hire Sharon Stevens (Owner of Parafunalia) to come and read stories, sing and dance with the children. She often brings musical instruments and props for the children to dance and play with. The residents often join in with the singing, some even get up and have a dance!!

We celebrate special occasions with the day centre such as Christmas. For the last 2017 session, we donned our Christmas jumpers on and sang festive songs!

We are also hoping to support the day centre through 2018, as they do lots of fundraising events that we are hoping to involve the children in. A big fundraiser is “The Five Pub Challenge. We are planning on involving the children in this by doing a “Five Group Challenge” with stickers for attendance.

It’s a great way to get out and about (without having to spend lots of money), give back to the community, develop the children’s socialisation skills, and network with other childcare professionals.

Clare Clarke
Happy Hands Childcare

Spurgeons Chatter Matters

Studies show that parents have more impact on their child’s learning than school does. A child’s development score at 22 months can serve an accurate predictor of educational outcomes at 24 years.

Research suggests that 4-year-olds who are spoken to frequently in simple sentences have experience of approximately 45 million words, whilst 4-year-olds who are only spoken to when being told to do something have experience of less than 13 million words.

We are offering workshops for parents which offer tips and advice on how they can give their little ones a flying start in learning to talk.

If you have families that may benefit from our workshops please email abarraco-merritt@spurgeons.org for further details

If you have families that may benefit from our workshops please email abarraco-merritt@spurgeons.org for further details
New look for Cambridgeshire’s Child and Family Centres

Our new approach to supporting Cambridgeshire families which was agreed at Full Council in October 2017 launched in April 2018.

The redesigned Child and Family Centres are designed to meet the needs of our growing and rural county with activities and events taking place in a range of new locations across the county and an extended focus on families with children of all ages.

Activities will be run from new communities at Northstowe and Clay Farm for the first time as well as outreach in other new locations across the county. Adaptions have been approved to transform a youth centre at Scaldgate in Whittlesey into a new Child and Family Zone and a new space for families with children of all ages is planned for Sawtry. Centres will create better links with and provide a base for other services including adult learning, health visiting, midwifery and social care.

Buildings that will no longer be operating as Children’s Centres will be used to boost childcare provision with up to 325 new places provided for under 5s. Changes will also allow much-needed school expansions to take place in Sawtry and Whittlesey.

Councillor Simon Bywater, Chairman of the Children and Young People Committee, said: “I’m pleased to share more information about our new Child and Family Centres with families. We worked with staff, local families and young people to get their views on the new branding and updated What’s On information.

“Work has been going on behind the scenes to ensure that the redesigned service is more responsive to the needs of our rapidly changing county whilst delivering the agreed savings target of £900,000 with no cuts to frontline delivery budgets.

“We will continue to further develop the programme with additional activities, including more for older children and in new outreach locations, during the summer term.”

What’s On guides for the summer term are available here www.cambridgeshire.gov.uk/news/new-look-for-cambridgeshire-s-child-and-family-centres

Spurgeons Together for Families Project

We are supporting local churches to develop services for families with children under five in Peterborough.

We support work that is already happening or work together to develop new groups and activities. The project is also a way of reaching out to areas of Peterborough and the surrounding villages that do not have easy access to children’s centre services. It is not restricted to a particular denomination.

Churches in Stanground, Eye, Fletton and Hampton are currently engaging with the project.

In Stanground the ‘Little Cherubs’ group is for mothers and their babies under 9 months. This group begins with a structured learning time, a different play focus each week, followed by a time for mums to meet and chat. The church volunteers are keen to reach those mums who particularly need support to improve their sense of well-being and mental health.

We also provide the networking and training opportunities for people working in church groups for children and young people.

Who do we work with?

Our focus is working with families with young children under 5 years with a special focus on those who find life difficult because of:

- poverty and financial hardship
- mental or physical health issues
- language or cultural barriers
- single parent / young parent
- lack of confidence
- limited or no family or friendship networks of support
- geographical isolation including lack of transport

If you are interested, please get in touch: Ruth Filsak, Together for Families worker
rfilsak@spurgeons.org
Safeguarding and Child Protection

**News and updates – relevant for all professionals working in early years, after school and childminding settings**

The safeguarding articles offer all staff relevant knowledge and information to enhance their role. The articles build on key information gained at basic or designated child protection training. If you have any further content you would like included we would be pleased to hear from you.

With best wishes,

Gemma Hope (Early Years Safeguarding Manager), Fiona Fletcher and Allison Box (Safeguarding Children Advisers) Education Child Protection Service, Cambridgeshire County Council:
ecpsgeneral@cambridgeshire.gov.uk

Alison Riley Early Childhood Specialist and Safeguarding Lead, Peterborough City Council
alison.riley@peterborough.gov.uk

---

**Cambridgeshire Bespoke Safeguarding Training**

The Cambridgeshire Education Child Protection Service is able to run bespoke safeguarding training sessions at your setting.

This includes Basic Child Protection for your staffing team (2- or 3-hour sessions) and Committee Safeguarding Roles and Responsibilities Training. Training can run at a time and date convenient for you (including evenings and Saturdays). For further information on fees please contact:
ecpsgeneral@cambridgeshire.gov.uk

Meghan Bonner, Committee Chair, Ladybird Pre-School, Thriplow:

‘The Committee safeguarding training was very informative and pitched at exactly the right audience. It gave an insight into our safeguarding responsibilities as Committee members in an area which can be daunting. It demonstrated the seriousness of the role while giving hands-on, practical, step-by-step means of carrying out our duties. A small group like this allowed pertinent questions to be asked to ensure we fully understood and yet was still excellent value for money. As committee members it is vital we access to high quality training like this, in order to fully appreciate the needs of the early year’s children and staff we seek to support.’

Kimberly Griffiths, Nursery Manager, St Ives Nursery:

‘As a manager I found that completing Basic Child Protection training as a staff team, with familiar colleagues, promoted more feedback as staff felt comfortable sharing experiences. Even after a full day at nursery, staff were very engaged on the as the course was very interesting and encouraged involvement from everyone. The next day staff felt very knowledgeable and confident that they were doing their job well to safeguard children in our care.’

Diego, Cambridge Kids Club

‘Arranging bespoke Basic Child Protection training for our staff has helped us greatly from a logistical perspective to ensure all staff have up to date knowledge and skills to safeguard children in our care. The training offers the right balance of safeguarding knowledge for both new and established staff.’
Introduction of Family Safeguarding Team in Peterborough

Peterborough City Council was successful in a bid for £2.8million of funding to pilot the team, which works with the entire family unit, in the family home. The service is a continuation of an approach piloted in Hertfordshire, which became the overall winner of the Guardian Public Service Awards 2017.

The Family Safeguarding Team will tackle the ‘toxic trio’ of domestic abuse, substance abuse and mental health issues, the main factors that put children at risk of significant harm. Its main aim is to reduce the number of children needing to be subject to child protection and to avoid care proceedings and children coming into care wherever possible.

It delivers support within the family home and encourages families to tackle issues together, as a family. It also uses motivational interviewing to empower parents to think about what they want to change in their lives to meet their children’s needs.

As highlighted in last term’s Jigsaw, Peterborough Early Years sector has been supporting Safeguarding Awareness Month, organised by the Cambridgeshire and Peterborough Safeguarding Children Board.

Throughout the month settings and childminders were invited to raise awareness of safeguarding issues. Emails were sent out signposting settings to information for specific themed weeks, which were:

- raising awareness of the Prevent Duty and promoting British Values
- safeguarding in settings – raising staff awareness
- promoting health and safety in the home and online safety.

The information was used by settings to reflect on practice and inform staff, parents and children to develop awareness of safeguarding issues.

“At Stepping Stones we found the Prevent quiz really useful at our last staff meeting, also we have completed the safeguarding audit sheets which we found a really useful tool.” Kay Nichol – Proprietor Stepping Stones Day Nursery, Peterborough

Drop in sessions were also available to provide opportunities for providers to discuss with members of the Early Years Team their safeguarding paperwork, policies and procedures, recording of safeguarding concerns, setting up child protection files and record sharing.

The official launch of the Family Safeguarding Team, a completely new approach to child protection, was held 10 January in Peterborough.

To find out more about the scheme and its success in Hertfordshire visit: https://www.gov.uk/government/publications/family-safeguarding-hertfordshire-evaluation
The Graded Care Profile – Cambridgeshire Settings

One in ten children in the UK have experienced Neglect (NSPCC, 2016). Neglectful parenting can manifest itself through medical, nutritional, emotional, educational, physical, and supervisory aspects.

Childhood neglect can be difficult to identify and research shows that professionals sometimes struggle to know when and how to intervene. The impact of neglect is known to be harmful and long-lasting with serious and potentially life-threatening consequences particularly for very young children.
Being clear about what the child’s lived experience at home and the possible harm that may arise will allow for preventative safeguarding, rather than waiting for the impact on the child to become irreversible. The Graded Care Profile (GCP) provides Cambridgeshire professionals with an objective measure with which to identify and assess the presence and nature of neglect within a family. The GCP is designed to be used by any professional, in any agency, working with a family where there is a concern about the care of the child. Early Years and Childcare settings are uniquely placed to identify and support families in need of additional support.

Designed originally by a GP in Luton, the GCP is based on Maslow’s Hierarchy of Needs and helps professionals and parents to focus on the key areas that need intervention. It supports open discussions with families, and enables a very clear baseline of current functioning within the family to be gained.

The GCP has the following strengths:

• It identifies needs of each individual child within a family
• It can be used to work with and engage the family to address concerns
• It can be used to formulate a ‘Targeted’ Action Plan
• It evaluates changes (positive or negative) for children over time
• It can be used as supportive evidence for further intervention at a later stage as required
• It is an objective and holistic Assessment Tool

Cambridgeshire and Peterborough Early Years

Safeguarding Conference 2018
Saturday 24 November 2018
9.30am – 3.30pm
at The Hallmark Hotel, Bar Hill, Cambridge CB23 8EU

Designated Persons for Child Protection from Cambridgeshire and Peterborough have a unique opportunity to expand their Safeguarding knowledge and skills by attending this informative local conference. Join us to hear two expert keynote speakers in their field, who promise to inform, inspire and influence our thinking about our safeguarding practice.

Keynote Speakers:
Dr Graham Hill – Child Sexual Abuse: The Perpetrators Perspective
Dr Pooky Knightsmith – Building Resilience in the Face of Adversity

Afternoon Workshops:
Workshops expanding on the morning themes from Dr Graham Hill and Dr Pooky Knightsmith;
Domestic Abuse – Safety Planning Support and Guidance for DPs;
Applying Serious Case Reviews to our Day to Day Practice
(Keynotes and workshops may be subject to change)

Refreshments and hot lunch included. Ample free parking.
To reserve your place and enquire about fees, email: ecpsgeneral@cambridgeshire.gov.uk

LSCB Neglect Pack: https://www.cambslscb.co.uk/child-neglect-main/lscb-neglect-pack
The Graded Care Profile: https://www.cambslscb.co.uk/child-neglect-main/the-graded-care-profile
Additional Resources (Child & Adolescent Neglect): https://www.cambslscb.co.uk/child-neglect-main/additional-resources-child-adolescent-neglect
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 be 300-500 words and smaller contributions and news items are also welcome. Please include as high-quality photographs as possible, with the size ideally more than 1 megabyte. All photos 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 Friday 7 September 2018

Only one Jigsaw, many people? You can also find Jigsaw online at www.cambridgeshire.gov.uk/eyc

Are we reaching you? Let us know of any changes in your contact details. Email us at eycinfo@cambridgeshire.gov.uk.

Production

Editors
Tina Krunniniva

Editorial team
Graham Arnold, Elaine Baker, Mary Barnes, Allison Box, Annette Brooker, Mary Connor, Amanda James, Shelley Kingston, Pirjo Mudd, Jackie Pitman, Helen Walls

Designed by
Samantha Masters • sam@2dgraphic.com

Printed by
Clanpress 01553 772737
Printed using soya-based inks and paper from suppliers with Forest Stewardship Council (FSC) accreditation.

Published by
People and Communities

Website
www.cambridgeshire.gov.uk/eyc

Peterborough Early Years and Childcare Service

Articles, letters and contributions, along with any queries should be sent to syreeta.payne@peterborough.gov.uk.

Peterborough editorial team
Karen Hingston, Laura Hyde, Syreeta Payne, Alison Riley, Nicola Dos Santos, Catrina Storey

Cover pic: King’s Ely Acremont Nursery African Activities

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 and Peterborough City Council.

If you need support to access the content of this document, please call 01223 699880 or email eycinfo@cambridgeshire.gov.uk