Dear Colleagues

This issue of Jigsaw marks a change for us, as our Head of Service, Gill Harrison, has left us after 8 years at the helm of the Early Years team. Gill left us with many achievements and many fond memories. She asked us to convey how much she loved her role and working with the sector, particularly admiring the resilience of our providers to keep children’s best interests at the heart of their work.

We said goodbye to Gill at a friendly twilight session at Shire Hall at the start of term, with a valedictory speech from Keith Grimwade, recently retired Director of Learning, and a host of colleagues. There was a cake with icing in Italian colours (to mark her departure to Venice!) which was enjoyed by everyone present!

Annette Brooker will be the interim Head of Early Years during the transition period, stepping up full time into the role from her deputising responsibilities. Colleagues will be supporting her as she manages the intervention function alongside the new responsibilities. She is known to many in the sector through her work in supporting settings to improve, and in Cambridge City and South Cambridgeshire.

This issue of Jigsaw has some strong social messages, with a number of articles about directly engaging children in charity and voluntary action through their settings. It’s heartening to see the wider perspective being so strongly reinforced across Cambridgeshire and Peterborough. Let’s hope that the next generation, once they can read and write, will read and write about the needs of others and the social issues we are all faced with in our daily lives.

Karen Hingston
Head of Early Years and Childcare

I hope you all had a good Christmas and New Year – it feels a long time ago! In this new term, demand for the additional 15 hours is growing, and we are pleased to have so many settings offering this. Our aim in this is to ensure any provision to children across the city remains of a high quality.

In this issue, you will read how settings in Peterborough are working to ensure they continue to deliver quality. Using self-evaluation effectively and reflecting on your practice is so important: the Peterborough Early Years team is there to support you in this.

A hot topic currently is ‘School Readiness’, how you, as early years practitioners, are supporting children on their journey into school. It was so good to see so many Peterborough providers at the recent conference on improving outcomes in the early years, and I hope you took away lots of ideas. If you have practice you have found successful, please let me or one of the team know.

As we near Easter and spring, I wish you all a very good term and look forward to seeing you at some point.

All the best

Karen Hingston

Changing times in Cambridgeshire

Annette Brooker
(Interim) Head of Early Years

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Initial Teacher Training in Cambridgeshire

Teaching School programme has a vision for excellence

Now in its third year, our SCITT (School Initial Teacher training) programme from Cambridge Early Years Teaching School gives trainees the opportunity to become outstanding teachers within Early Years and Key Stage 1, in just one year. The qualification awarded is QTS (Qualified Teacher Status) and 30 credits towards a Masters.

In this school-based programme, the trainees spend 3 days per week in placement nurseries and primary schools, and 2 days studying face-to-face with tutors such as Professor Chris Pascal and Helen Moylett. The qualification is at Primary level, with an Early Years specialism and led by outstanding tutors dedicated to early years research and pedagogy.

Ofsted’s 2017 review concluded that “SCITT leaders have established a compelling vision for excellence which is focused on producing highly competent and well-trained early years specialist practitioners and future leaders”.

The Cambridge Early Years Teaching School Alliance links trainees with highly skilled teachers, TAs and mentors in good or outstanding schools. This work is underpinned with professional and theoretical training to ensure a deep understanding of teaching young children.

Entry requirements for the programme are an Undergraduate degree, 2.2 or above from a Higher Education Institute or equivalent, with grade C or equivalent in English, Maths and a Science subject.

To find out more visit www.cambridgeearlyyears.org or contact Kay Blayney, SCITT Programme Manager, at info@cambridgeearlyyears.org

Gill Roberts – some sad news

It is with great sadness that we let you know that our former colleague, Gill Roberts passed away shortly before Christmas. Gill worked with us as an Early Childhood Pedagogue for several years, supporting settings and childminders across the city.

We send our condolences to Gill's family at this sad time.
Early Years Lead Practitioners in Cambridgeshire

Lead Practitioners work in schools and PVI settings in Cambridgeshire, and are quality assured by the Early Years Service to work with the local authority to support EYFS in early years settings across the county.

They offer a wide range of skills and experience to suit individual needs and requirements, typically through hosting visits or supporting practitioners in their own settings. Visits so far have included support with provision within a school-based pre-school, developing the outdoor environment, phonics teaching and developing continuous provision.

Lead Practitioners also work within their own local areas to develop clusters with pre-schools and schools.

The Cambridgeshire Early Years Service would like to say a huge ‘thank you’ and send our very best wishes to David Whitebread on his recent retirement from a career in teaching and research.

David began his career as a primary school teacher, which led to more than 30 years as an academic at the Faculty of Education at the University of Cambridge, culminating in the formation of PEDAL a research centre that examines the role of Play in children’s Education, Development and Learning funded by the Lego Foundation. David worked in early years initial teacher training at Homerton College and then the Faculty Post Graduate Certificate of Education course. Over the last 15 years he has supervised over 30 PhD students from all corners of the world. David has published widely in academic journals and book chapters and has edited or written a number of reports and books.

Thanks to David’s continued commitment to early years education within Cambridgeshire, The Early Years Service is delighted to be continuing our partnership with the Faculty of Education through future membership of the PEDAL Advisory Board.

David is a developmental psychologist and an international expert in early childhood education. His research has focused on self-regulation in young children and the roles of play and oral language in its development.

David worked closely with the formerly named Cambridgeshire Care and Education Partnership (now Early Years Service) on a joint research and training package to develop self-regulated learning in children aged 3-5 years. Throughout Cambridgeshire and beyond, the Cambridgeshire Independent Learning Project (CIndLe) has challenged thinking about the term ‘independence’ and how very young children learn, enjoy and achieve.

Thank you and best wishes for a long and happy retirement.

If you would like to arrange some support from an Early Years Lead Practitioner please email jane.vass@cambridgeshire.gov.uk for further details.
Kester Pre-School Christingle

The children at Kester Pre-school in St Neots have been talking about Christmas for many months.

Listening to their conversations we realised that it wasn’t just about the presents and the magic of Christmas they were excited about, two children got into a conversation about what they do with their families, they spoke about how they attend church and the songs that they sing. With this in mind we decided to do something different alongside our yearly Christmas concert.

We were going to celebrate Christingle.

We invited our local chaplain Helene Tame in to teach the children about this celebration, she spoke to the children so that they were able to understand the meaning and make their own Christingle. The children enjoyed decorating their Christingle using sweets, raisins, ribbons, sticks and candles. Once completed they became very excited when the candles were lit.

The children then proudly took them home to show their families and the feedback we have received has been really positive.

“They haven’t stopped talking about it, we’ve even had to go and buy some oranges to do it at home.”

“It was lovely to see them joining in and getting so much out of it.”

The children have continued to talk about Christingle, sharing their experience with their other friends and families, even recreating play dough Christingles.

The feedback from children has been:

“Can we do that again?”

“I liked doing it and putting the sweets on the sticks.”

This activity has proved to be highly successful and we are planning to get the local community involved in many more of our forthcoming celebrations.

Katie Lyons
Manager, Kester Pre-school

Old School House Nursery wins National Training Award

The Old School House Nursery in Cambridgeshire received a national Training and Development Award from TV presenter Ben Fogle at the 2017 NMT Nursery Awards.

The judges chose The Old School House because of their exceptional commitment to creating a culture of staff learning where strengths are celebrated through an original and robust training and development programme. The judges felt that the key to the success of this team is their continued evaluation at all levels that impact on practice.

Furthermore, their aspirational and holistic approach results in a magical connection between the team and children, which achieves amazing results.

Linda Baston-Pitt Director said: “we’re all incredibly proud of the award which represents a culmination of many years of hard work. It also serves to inspire us to continue striving as a leading early years organisation and training provider, not just in our sector and our region, but in the whole of the UK.”
Personal Safety, Empowering Children

Reflections from Duxford Pre-school

At Duxford Preschool we take safeguarding seriously and have an ethos of protecting children and empowering them to protect themselves.

We allow risk-taking during play, where children learn to use real tools and equipment, with guidance through our Forest School sessions as well as day-to-day in the setting, such as using real knives to prepare their own snack.

We also empower children within the setting to talk about their emotions and bodies, and answer their questions honestly. Each spring term, this is celebrated in our annual two-week PANTS campaign, based on the NSPCC model. Talking PANTS teaches children important messages, like their body belongs to them and they should tell an adult if they're feeling upset or worried. We use some of their resources to support this:

Evaluation of the first year of the national rollout of 30 hours free childcare within Peterborough

Peterborough City Council is one of 12 local authorities specifically selected to take part in an evaluation of the first year of the national rollout of 30 hours free childcare.

The aim of the study is to generate evidence to help refine policy as it enters its second year, and to provide insights on the effects on both parents and childcare providers.

The evaluation involves two elements which will require some sector participation (not all providers will be contacted as this will be a random sample):

1. A survey of providers between February and March 2018
2. Case studies between February and April 2018

The evaluation will be undertaken on behalf of the Department for Education by a joint team of researchers from Frontier Economics, the University of East London and NatCen Social Research. The team has extensive experience of early education policy and recently undertook the evaluations for the early implementation and early rollout of 30 hours free childcare.

We hope that you will support both us and the Department for Education with this study. If you have any questions, please do not hesitate to contact me.

Laura Hyde
Childcare Market Facilitation Officer,
Peterborough City Council
Within this fortnight, all our activities are in some way pants related! Last year, we had a ‘Dinosaurs love Underpants’ tuff tray for sensory and small world play. We had the ‘Pants Olympics’ with lots of races and physical activities that involve pants in some way. We sang songs about pants, decorated and designed our own very jazzy pants, and used play-doh to model our own aliens in underpants! We share lots of stories and opportunities to talk about sensitive issues: what to do if you are feeling worried or scared, how to protect yourself and others. We talk about and name our body parts, so that children know how to talk about sensitive issues with others. Last year we introduced an evening workshop for parents to learn more about the PANTS campaign and have a go at some of the activities. We included a question and answer session with our Designated Person for Child Protection on how to empower young children to keep themselves safe or speak out if they are feeling scared or worried. We also discussed signs and indicators of abuse and neglect, and what to do if you are worried about a child. This was a great success, and we had amazing feedback from the parents who attended.

The new Community Literacy Team!

Tara Hebditch (Community Literacy Project Manager) and Helen Wootton (Early Years Literacy Adviser) are now in post, and in the process of launching the new Community Literacy Project. Both bring a wealth of experience to their new roles, having worked alongside children and families in Children’s Centres (Tara), and Speech and Language Therapy (Helen).

The project will focus on young children, their families and communities in identified areas of need, drawing on information about children’s early language and literacy development. Special funding opportunities will be set up in each area – initially, Wisbech, March/Chatteris, North Cambridge and Huntingdon – to encourage local initiatives to promote language and literacy activities.

Further information will be in the next issue of Jigsaw. Look out for information about launch event and regular updates on https://www.cambslearn together.co.uk/early-years/community-literacy-proje ct/, where you can also find out more about the Community Literacy Project.
CASEY: new for 2018

Following our first roadshows in Cambridge and St Neots (sorry Wisbech – we will be back), we are pleased to report that CASEY is working well for lots of providers in the county, supporting them to manage assessments and analyse the development and progress of thousands of children across Cambridgeshire.

The even better news is that an improved and updated version of CASEY will be available in 2018. The new version will show more information about children’s progress and level of development in a more helpful way, and offer improved printing and saving facilities for information you need to view offline.

There’s more – early years advisers are now set up to access CASEY, too, enabling them to provide better support to you on children’s development and progress.

CASEY is the perfect tool to support your work on the progress of priority groups. The new release has improved features to get straight to the data you need on your cohort.

So, if you need to know how your boys with English as an additional language are doing in speaking (or other areas of the EYFS), then you need CASEY. Please come and find out about CASEY at the spring term roadshows: don’t wait for other people to tell you how good it is!

Women Leaders Peterborough

Deborah Cobb, manager of Blackberry House Day Nursery was a finalist at this year’s Women Leaders Peterborough awards – a brand new event celebrating the hard work and achievements of women working or living within the Peterborough postcode area. Deborah was nominated in the categories of Professional Services and Community Impact.

You can sign up straight away at this page on Learn Together https://www.cambslearntogether.co.uk/early-years/business-support/cambridgeshire-assessment-system-for-early-years-casey or book a support visit at casey.earlyyears@cambridgeshire.gov.uk (but sign up first!).
Cherry Kids give back to their Community

Cherry Kids’ Club has often asked for help from the community so were delighted to give something back!

For Strawberry Fair, we designed two bins at very low cost, collecting the bins and using some fairy tale pictures which the children coloured in.

The project involved researching Strawberry Fair facts: it attracts over 30,000 visitors each year, it has been running for more than 40 years, it is run entirely by volunteers and is a not-for-profit organisation, just like our Club.

Cherry Hinton Festival contacted us to ask if they could use our bins at the Festival. Pleased that our efforts would get a second outing, we offered our Club’s help with any art work that the festival might need, hence the “Welcome” banner. We chose to include some of the activities that would be at the festival – Minecraft, Under the Sea, a Virtual Cave, Archaeology and Lego.

These projects helped the children to understand that it is good to give back to their community. We are very proud of all the hard work the children put in to help others.

When we shared the bins on our Facebook page, a very nice person known as “Heron Heron” (a graffiti artist) visited our playground, and added some real sparkle! Children and parents alike were impressed, so a big THANK YOU to Heron Heron.

Trudy Hooks
Playwork Manager
Cherry Kids’ Club, Cherry Hinton, Cambridge
Get up! Get Out! Get Active!
Just Play Conference 2017

On Saturday 11 November, Swavesey Village College hosted playworkers and early years practitioners to update their professional development at the annual ‘Just Play’ conference. The conference theme, ‘Get up! Get Out! Get active!’, picked up the current national policy themes of mental health and the importance of physical play.

Keynote: Sue Palmer Outdoor Play! – The No. 1 ‘Behaviour Management Technique’
Sue Palmer, author of ‘Toxic Childhood’, opened the conference by examining the decline in outdoor play and challenging delegates to critically consider their play spaces. Sue’s thought-provoking keynote explored and discussed biological and cultural roots of this phenomenon, particularly the development of self-regulation skills and emotional resilience in the under-8s.

Delegates said:
‘Amazingly inspirational, I am going away to challenge the world!’
‘Very enjoyable, great to be an adult of a certain age being able to play in the woods’
‘Amazing ideas, learned so much!’

Delegates chose two interactive workshops inside and outside to update their professional development.

The state of play in the 21st century – Sue Palmer
Sue led open and honest discussions with delegates on the state of children’s play in the 21st century. The discussions explored barriers to play and how playworkers can be advocates of play within their communities.

Practically free games inside and outside
Cary and Trudy Hooks from Cherry Kids’ Club in Cambridgeshire provided interactive games to get delegates thinking and moving and remind them that children can lead these activities and adapt them to their play needs.

Give me space
Lucy Frain, Early Years Advisor delivered this light-hearted workshop using resources found within the woodland. Delegates were encouraged to explore the space and look after the poorly dragon using their imagination to create their own magical play space. Reflection provided an opportunity to embed playwork principles and gather evidence for ‘Playwork – Beyond Quality’ (Quality Framework).

The theory of loose parts in play
Dan Mitchell from Cambridge Scrapstore delivered loose parts theory. Delegates were able to build dens using the range of ‘stuff’ provided, and considered their play environment and what they could provide for next to nothing. This led on to how to enhance opportunities for the children in their provision, linking physical play to playwork theory.
Earlier in 2017, Richard Hill, his wife Samantha and their son, Jackson, who used to attend King’s Ely Nursery, moved from Ely to Belize on the eastern coast of Central America to set up Realize Belize – a charity which supports children, young people and adults with disabilities to lead happy, healthy and active lives.

The charity organised a Christmas Big Breakfast event for its families, the majority of whom live in poverty, where children were able to meet Father Christmas and receive a present.

Aware that the Hill family were returning to Ely in October 2017 to visit family and friends, staff at King’s Ely Acremont and Nursery decided to organise a toy collection in aid of the charity and the families it supports.

Pupils, staff and parents went above and beyond to make the collection a success, donating enough new and used toys and books to fill four large boxes. Samantha and Jackson were invited in to collect the boxes and were genuinely overwhelmed by the amount of goodies that had been donated.

Samantha said: “We cannot believe how generous everyone has been, it’s unbelievable. The new toys and books will be given out to children who would otherwise be unlikely to receive a Christmas present due to their family’s poverty and the used toys that have been donated will be used in the sessions we run with families. We cannot thank everyone at King’s Ely Acremont and Nursery enough for their generosity.”

EARLY YEARS FOUNDATION STAGE PROFILE

For the attention of all Preschool / Nursery Managers

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

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

If you have a child in your setting who will be 5 on or before the 31 August 2018 would you please contact: diane.small@cambridgeshire.gov.uk.

The Moderation team can offer you advice, support and training as well as ensuring you receive all the correct documentation to accurately complete and submit each profile.
Bookstart in Cambridgeshire: what’s on offer

Bookstart Treasure gift – for all three- and four-year-olds

Pre-schoolers receive their special gift envelope from their nursery or other early years setting, including Childminders and Children’s Centres.

Inside is a picture book to share, plus a friendly booklet with tips and ideas for reading together.

Books should be ordered for all the three year olds that will be attending their setting during the academic year from September 2017- July 2018.

If English is not a parent’s first language, you may order a dual language book for them in that language as part of their Bookstart pack. From September 2017, we will only be able to supply a dual language book to those children whose parents/carers speak limited or no English. For a list of languages available, please see the order form or check the Bookstart website.

N.B: Early Years settings can order Dual Language books from Mantra through the library service with 40% discount.

http://uk.mantralingua.com/

Bookstart Baby pack (two board books, a rhyme sheet and a booklet of tips and ideas for sharing books).

The Health Visiting Team, or other health professional, should gift this purple bag in baby’s first year. Should a family miss out on this gift, it can be obtained through their local library.

Bookstart Corner – a targeted book gifting programme, offered by Children’s Centres to selected families who it is deemed would benefit from some additional support.

Resources for children with additional needs

Families who have a child with an additional need are entitled to any of these packs in addition to the standard Bookstart packs.

Bookshine for children who are deaf

Bookshine Baby (0-2 years old) and Bookshine Toddler (3-5 years old); two books, a rhyme place mat (with babies signing) and guidance around sharing books. The toddler pack also includes a bookmark showing British Sign Language.

Booktouch for children who are blind or partially sighted

Booktouch Baby (0-2 years old) and Booktouch Toddler (3-5 years old); two touch-and-feel books, a Bookstart Rhymetimes CD and booklet, and lots of guidance.

Bookstart Star for children with conditions affecting fine motor skills

For children aged 3–5: a copy of Off to the Park! (exclusive touch-and-feel book from Child’s Play publishers), Mouse is Small (board book), animal finger puppets for playing along with the story, and guidance sheets.

Sue Batchelor
Cambridgeshire Bookstart Coordinator
sue.batchelor@cambridgeshire.gov.uk

To order Bookstart packs, either complete the order form that is emailed to settings, or contact library.support@cambridgeshire.gov.uk
Or you can register with H-Pack – hpresources@cambridgeshire.gov.uk

Deliveries to EY settings are once a year, by area:

<table>
<thead>
<tr>
<th>Area</th>
<th>Delivery month</th>
<th>Order deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Huntingdon</td>
<td>December</td>
<td>–</td>
</tr>
<tr>
<td>Fenland and East Cambs</td>
<td>April</td>
<td>Monday 19 March</td>
</tr>
<tr>
<td>Cambridge City and South Cambs</td>
<td>June</td>
<td>Monday 21 May</td>
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Order forms will be sent to each area approximately 2 months before delivery, with the forms to be returned by the deadline date.
Daisy Chain: Reflecting on Practice

Over the past year, we have implemented a new SEF folder, set out in an easy way for staff and management.

It allows us to reflect and evaluate all areas of practice continually, taking on any comments given by parents, children and staff.

An annual questionnaire for parents’ feedback is used to update our action plan with things we can improve. We have introduced a “question of the month” for parents to answer, set out on a table, with bowls marked ‘yes’ and ‘no’. Parents are encouraged to answer the question by placing a coloured stone into the appropriate bowl.

A clipboard next to this means parents can add additional comments if they see fit. Questions can vary from asking about the nursery routine, to whether they understand our policies and procedures. As a nursery we believe that parents’ opinions and views enhance overall nursery development.

Children are also encouraged to give their opinions, by regularly asking how they feel, or what they like and dislike in day-to-day practice. In the past, children’s suggestions have included getting new resources for the garden, as well as discussing their favourite foods to incorporate into our menus.

Termly staff meetings give staff the opportunity to identify areas they feel need improvement, which are also added to the action plan. This gives them confidence and the opportunity to openly voice their opinions. We track and review these targets, taking pictures of things we have put into place, and tick off when we have completed each task or activity.

The same goes for actions from Ofsted and Early Years advisors. These next steps and feedback are automatically added to our action plans, with staff discussions on how we can achieve these ‘targets.’

As our reflection processes are all in one folder, it is easy to locate and means that it isn’t so time consuming! If any settings would like any guidance on how we use our SEF, or would like a chat about implementing something similar in their setting then we will be more than happy to help. The SEF should be seen as a “working together” document, and that is exactly what we feel we have been able to implement here at Daisy Chain.

Becca Pitchford
Acting Manager, Daisy Chain

Public Health Matters – Early Years Menus Launched

Public Health England has launched their new example menus to help early years professionals plan healthy meals for children in their care.

These menus can be found by visiting the gov.uk website, and searching ‘early years example menus’.

The government has also produced accompanying infographics to go with the early years menus. Further, the revised early years healthy eating guidelines to accompany the new example menus have been published. Both the infographics and healthy eating guidelines can be found via this link: https://www.foundationyears.org.uk/eat-better-start-better/.
“Movement Matters” – A visually impaired child’s best friend

In Peterborough, the charity Guide Dogs has been working on contract for Peterborough City Council over the last year to offer their “Movement Matters” habilitation service to visually impaired children and young people, including those with dual sensory loss, from the early years onwards.

The charity’s two Habilitation Specialists, Emma and Kate, work with children known to the Council’s Specialist Teaching Services team to teach them how to move around safely and independently, as well as focusing on the child’s individual development needs towards independence.

Emma says “For younger children in the early years, we work through play and songs to encourage early movement, gross and fine motor skills and to encourage tactile exploration. We also incorporate the early stages of body part awareness, concept development and directional awareness. We use objects of reference during the sessions to try to build a routine for the children so they know what is going to happen next.”

For early years children approaching school age, the Habilitation Specialists work on pre-cane skills, which can help them to navigate around safely. Depending on the level of sight loss, Guide Dogs’ staff may also start to introduce a long cane at this stage if the child’s family feel this could be beneficial. The support takes place in either the home or the early years education environment, and family and setting staff are encouraged to observe so that they can continue to reinforce the habilitation work with the children.

Guide Dogs also offers a free national helpline to help families with education and family support issues (such as emotional support), local advice and workshops for parents and carers. They can also offer training to educational settings around VI awareness or environmental audits etc.

Peterborough settings seeking support from the Guide Dogs team for a child within their setting can contact Teresa Quail (Head of Specialist Teaching Services) on 01733 454460. Guide Dogs’ free national advice support line is on 0800 781 1444 or email cypservices@guidedogs.org.uk.
In the Twos Room at Huntingdon Nursery School, we encourage our children to be independent and in charge of their own learning.

The room is carefully set up to enable our children to self-select the resources, with a find/use/return system in place. Each area has a set of core resources and through observation we add enhancements to different areas based on the children’s interests and developmental needs.

A recent addition to our provision came from an early years conference we attended, ABC does: Excellence in Early Years. We have been looking to develop and give the children more control in the easel area. Practitioners would choose the paints on offer, the brushes to be used and the papers to paint on; if a child asked for something specific we would provide it, but it required the child to have the language to do so.

The conference provided the inspiration we had been looking for. A self-selecting paint dispensing station is now in operation. The children have loved being in control, being able to choose the colour of paint (starting with the primary colours), the amount they use and the way in which they use it, one colour at a time or experimenting with colour mixing. Choices galore!

Sharon O’Shea, BA(Hons)
Room Leader

The Study of Early Education and Development: Good Practice in Early Education (National Centre for Social Research, Jan 2017) identifies three key steps to successful transitions as young children continue their learning journey into school.

Step One: Sharing information effectively
It is important that schools have sufficient information to prepare for their new cohort in order to build on what children already know and can do. To facilitate this, settings can share information with schools by providing transition reports and progress records so they have a complete picture of the child’s interests, progress and development including any specific needs.

Step two: Working with parents
It is important that parents know what information is given to the school about their child and have a chance to contribute to this. Also ensuring parents receive information to prepare their children about the move to school and helping them understand what to expect.

Step three: Supporting the child
Settings should support children with the transition to school by working in partnership with local schools, where feasible, children visiting schools to help them become familiar with the school environment and the staff. Regular contact increases the familiarity of the school environment as well as fostering effective communication between staff.

Mix well...

Effective transitions within the Foundation Stage depend largely on a commitment from teams to develop communication links with local settings. Regular meetings help to establish a cohesive approach and enable practitioners to get to know one another, making communications easier during times of transition.

In Cambridgeshire, we know that organising cluster meetings can be challenging. The Early Years Moderation team would like to support schools and pre-schools to hold joint moderation events during the summer term.

If you would like to receive more information please contact Diane Small (Early Years Adviser)
Diane.small@cambridgeshire.gov.uk.
Dogsthorpe Infant School is a community school with 300 pupils based in an area of high deprivation.

Almost half of our pupils have English as an Additional Language and over half are from a minority ethnic background. Our motto of ‘DREAM, BELIEVE, SHINE’ is inherent in everything we do; we want every child who comes to our school to have high aspirations and to know that they can SHINE!

We believed we had a good transition programme for our children, but we wanted to explore ways to enhance this. Following a meeting with Karen Hingston (Head of Early Years and Childcare Service) the concept of our ‘Summer Holiday Launchpad’ was born, to give our children and their families the opportunity to get to know the school before the new academic year started and dispel any fears and anxieties they may have.

Summer Holiday Launchpad consisted of four sessions held in school during August, led by staff and Governors. We worked with our local nursery and pre-school settings to connect with parents and invite them to the sessions. We were fortunate to have the support of staff from some settings at the sessions, as well as colleagues from the Early Years and Childcare Service, Barnardos and Family Action. We even invited our local church minister to come along, and he had great fun!

Each one-hour session offered children a range of activities with school staff whilst parents/carers enjoyed talks led by different professionals. Parents were able to ask questions about things such as lunchtimes and uniform, whilst the children had time to get to know the school adults. The hall was organised into zones focusing on Communication and Literacy, Expressive Arts and Design, Maths and Fine Motor Skills.

We started with parents and children enjoying books together and our ‘hello song’. After the activities, we ended with a story and our ‘goodbye song’. Every week children took home a book, thanks to the National Literacy Hub, which helped to embed our aim as a school to promote a love of reading with our children.

Across the four weeks, we met 31 of our new families which is a third of our cohort; a huge success! We feel that we have had a ‘head start’ with these families and the children have settled into school so quickly. Parents have been extremely positive and have given us ideas for how to develop the sessions next year!
Celebrating new beginnings

A new childcare facility for children aged from two to 12 years old, opened on 18 September 2017, and was officially re-named by Barnardo’s in Gunthorpe on Friday 27 October. The Play House Pre-School and Out of School club provides before and after school clubs, as well as a holiday club with plans to extend its provision for two to four years olds from January 2018.

A children’s drawing competition was launched to name the new service and this, along with the new logo, was unveiled at the official opening. Eight year old Dylan Williams’ design was chosen and worked on by designer Luke Allport. Luke gave his services free of charge for Barnardo’s but was unable to attend the unveiling due to work commitments.

Lynn McNish, Barnardo’s Children’s Services Manager said:

“We were delighted to celebrate the launch of our new service supporting families across Peterborough. Our highly trained staff will ensure that the children who attend have a fun and enjoyable experience and parents can feel reassured that their children are happy and in safe hands.”

The building and outdoor area have gone through a complete transformation over the past few months. Contractors have worked on the inside, from carpenters, builders, plasterers, painters and carpet fitters. The outside has undergone a complete makeover with volunteers from Barnardo’s corporate partners, Network Rail, putting hours of work in over a four week period.

The childcare facility, which has already started supporting children, has opened to positive reviews from parents and children.

Little Tigers – Developing our social conscience as a team

As a nursery we have always taken on fundraising activities, whether for nursery events and resources, or wider events such as Macmillan coffee mornings and Children in Need. We wanted to use the momentum to focus our fundraising efforts in other ways. We wanted to do more to encourage the youngest of our children to consider others and strive for a better community all round!

Our attempt to fundraise continuously in as many different ways as possible began with a collection for Peterborough Food Bank, something we had all seen while shopping in various supermarkets. With the help of the nursery Facebook page and Parentmail, we were able to put the message out for help from the families and staff who attend the nursery. We used the same methods to continuously update and encourage more donations when things quietened down.

We were very proud to deliver over 66kg of food to the bank last week and I hope that it may have encouraged families to help further as well as knowing that a significant number of the families in our nursery neighbourhood may need to use the food bank themselves as we are located in a particularly deprived area.

We are now onto a winter coat collection for adults and children. We will be taking the adult coats to an area of Peterborough where homeless adults and teenagers can come and take what they need. The children’s coats are going to a centre to be distributed to families who can come and help themselves if they have a need.

We want to be able to instil a compassion in our children, to consider others, to help where we can: while this means there is a messy pile of coats in the hallway at nursery, a little mess is very much worth it to make a difference to someone who needs it.

We have so many plans for 2018, we continue to ask the practitioners for their ideas and thoughts and we look forward to being able to continue to develop our links with the local communities and to be able to know we have helped each time to put a caring thought into the minds of children which we hope will forever grow!

Little Tigers Day Nursery
On 4 September 2017, Buttons and Bows Pre-School were handed the keys to their new purpose-built setting located at Sawtry Infant School.

Buttons and Bows was established in 1993 in the Old School Hall, Sawtry as a pack-away setting. The garden was situated across a car park, therefore free flow play could not be provided. This however was not a barrier to the setting receiving its first Ofsted Outstanding judgement in February 2011.

The setting began to grow, and could not accommodate demands for full day sessions at the Old School Hall. In June 2011, the manager sought advice from the Local Authority. With the support of the Headteacher at Sawtry Infant School, Buttons and Bows moved into a mobile classroom on the school site in February 2012.

Although a temporary measure, the mobile became ‘home’ for five years, during which time the setting secured two further Outstanding Ofsted judgements. As part of plans to improve the infrastructure of the village and implement the government commitment to 30 hours free childcare, Buttons and Bows secured a new build, funded by Early Years Capital Funding and the Education and Skills agency.

Julie Howells (manager) said “Our children’s voice was heard throughout this process. They played an active role in telling us what they wanted to see in their new setting, voting on internal colour schemes. A time capsule planted in the foundations contained pictures the children drew and our pre-school uniform, so that “When we get bigger, we might find it like treasure”. Observing the children thriving, hearing the community saying how fantastic it is, and seeing the staff motivated and excited is overwhelming. We now have a wonderful enabling environment for the children and families in our community.”

Buttons and Bows is a registered charity, community pre-school with a voluntary committee. If you would like to visit please do contact us on 01487 833010 / 07914278466 or e mail buttonsandbowssawtry@gmail.com
GDPR – the new Data Protection laws

In 2018, a major new piece of legislation is coming which requires anyone who handles other people’s personal data to review how they do it. The General Data Protection Regulation (GDPR) will replace the Data Protection Acts (DPA) on 25 May. It may be a European initiative, but it’s going to take full effect in the UK from day one.

In essence, the new legislation builds on the practices of the DPA, but it requires anyone holding data to be clearer about the reasons for holding it, and also to make sure permission is sought explicitly to hold particular data. Data subjects have enhanced rights under the new regulation, too.

Cambridgeshire and Peterborough Councils will be reviewing their key documents, such as Privacy Notices, to ensure they comply with the new legislation, and looking at systems such as CASEY to ensure that permissions to share and hold data are secured properly.

The Information Commissioner’s Office (ICO) has produced a very helpful graphic showing “12 Steps to Take Now”, which is reproduced below.

There is also material on our Learn Together website at https://www.cambslearntogether.co.uk/early-years/business-support/support-for-childcare-business-and-governance/ and available from the Pre-school Alliance and other organisations. You should also remember that images, videos and other media can also constitute personal data.
Reflections on Management

Leadership is not always something we look for. More managers than we think fall into the position almost by accident.

In my own experience, the people around me have always been wonderful, warm and hardworking, desperately wanting to be doing a good job, but lacking the experience and confidence to teach me how to manage.

The first thing I learned was to listen, to everyone. Listen to all sides, so you understand the situation, but remember to listen to yourself as well.

The second lesson was to forgive myself for not being able to please all the people all the time. Sometimes you just have to make a decision and stick with it. If you have listened and considered, trust yourself to act.

The third lesson was to step back and let people make their own mistakes and their own solutions. We would do that with the children in your care, but do it with the adults as well! That way, other members of staff can grow in confidence, and your reward will be an effective workforce who know you trust them to do a good job.

The fourth lesson was to accept responsibility as the manager. That can be difficult and even a little scary, but that is the job you signed up for!

The fifth lesson was to do things in a way that you believe in. That way, you can speak with conviction to parents, professionals and even Ofsted. Do not try to justify something that you do not think is correct.

The sixth and most important lesson was to keep things as simple as possible! Complicated does not mean better. Make your staff appraisals, your observations and your paperwork good quality, vigorous and effective without drowning yourself.

I am learning something every day, and I hope that continues as long as I am in this job.

Jane
Melbourn Pre-School

Leadership at Wendy House

When an Ofsted inspector commented, "The manager and leadership team are inspirational", we could not have been more proud! 2017 saw us being awarded Ofsted ‘Outstanding’ ratings in both of our Nurseries.

We are constantly striving for our practitioners to be seen as professionals in their own right. Just as many of our parents are classed as professionals in their respective fields, our practitioners are the professionals in the nursery and should be proud of the lasting and positive impact they have on each child in their care.

Success is very much dependent on the staff team and it is crucial from day one, that practitioners are thoroughly inducted into our settings. New staff joining us receive an initial week of induction at our headquarters in Shingay-cum-Wendy, when the history and background of the EYFS and the theory behind it are discussed in detail. We then move on to further key areas such as Policies and Procedures.

We embed key knowledge and expectations at the start, practitioners feel empowered, supported and are immediately in a good position to ensure that children receive the highest standard of care and education.

After the initial induction, our system is based on training practitioners in every area of practice, allowing them to build on this knowledge by applying this within the Nursery and then revisiting each area so that knowledge is retained. Practitioners can then start to see how all the dots join together, and the impact their practice, as well as their knowledge, can have on the children they are caring for. This has proven an effective system and we have built up confident staff teams as a consequence. Ofsted noted, "The quality of teaching and interactions is outstanding. This is because the dedicated team of practitioners are interested in everything the children say and do".

We see gathering ideas from staff as a key part in a practitioner’s development, as well as a way of re-energising the teams. We use 6-weekly supervisions in conjunction with our in-house training programme, reinforcing individual practitioner’s confidence and knowledge in their role and focusing training on their own needs and areas they feel require developing. Working collaboratively develops a mutually rewarding environment, where up-skilling and developing practice become part of our everyday routine.

Matt Darby & Jacquie Ellison
Owners of The Wendy House Nurseries
Our Intensive Support Programme experience

Just over a year ago we purchased the ISP (Intensive Support Programme) from the Peterborough Early Years and Childcare Service. It has brought out the best in our staff, the nursery and its future.

We decided to commit to the ISP to improve the outcomes for those children in receipt of EYPP (Early Years Pupil Premium), and, with those children in mind, we identified the subjects we felt could be improved from consultation with our ISP lead from the Peterborough Early Years team. We arranged ten visits to cover each area of improvement and away we went…

An area of significant impact was how our provision supported EAL children. From this session we introduced culture boxes and made several adaptations to our environment. We also introduced strategies for swiftly identifying and improving speaking and listening skills and as a result we are seeing children develop their English skills much quicker.

Another useful aspect of the ISP was the opportunity to visit to another setting in Peterborough with our early years specialist. This was based around our parent partnerships and what we could do to improve the nursery in regards to this. From this we introduced home learning bags which have been regularly used by the parents and children. We also planned a number of activities such as stay and play sessions, an Eid party, and a Mother’s Day tea party. These events are very popular and we intend to keep them going!

The ISP provides the opportunity to improve weaker areas of practice. A member of the Early Years team led an effective session on PSED in the setting, as we had identified this as an area that staff were struggling to observe and plan for. This session made a very noticeable difference in boosting the staff’s confidence and refreshed our knowledge of PSED to ensure appropriate activities and experiences were offered.

Another favourite element of our ISP journey has been the redevelopment of our garden. A member of the Early Years team supported us in this, observing practice to see what enhancements could be made. As a team, we reflected on our outdoor environment and after this session, we changed the garden completely. The garden is now used as an extension to our indoor rooms, adding richer experiences to the children. We are very proud of our garden now and the children love it.

Once the garden was complete, it was time to reflect on our indoor environment, this time we were supported in developing the provision in our rooms. The result was a more inviting and natural environment. This also empowered the room leaders to lead the change in their rooms and take responsibility for their own areas within the setting.

The ISP has been a reflective journey for us, helping to boost staff confidence and a culture of constantly striving to better ourselves, the nursery and the outcomes for our children.

Staff team of Busy Bunnies
New England Peterborough

The Big Build in Welland

We are pleased to report that the capital build at Stars Welland is now complete. Early years capital funding has enabled the creation of 24 additional 30 hour places alongside the existing provision.

The extension has also enhanced the current provision; toddlers are more freely able to explore and investigate around the setting and the children in their preschool year can have more focused provision such as core story time within the session. It has enhanced key group time for all children and parents are very happy with the additional flexibility that can now be provided.
The Role of Voluntary Committees in Safeguarding

Voluntary committee members play a vital role in ensuring robust safeguarding practices are in place within early years and after-school settings.

A voluntary committee must ensure compliance with the Statutory framework for the early years foundation stage, 2017 (EYFS), specifically ‘Section 3 – The safeguarding and welfare requirements’.

Ofsted must be notified of any change to current committee members (i.e. members leaving and new members starting) within 14 days of these changes occurring using the Ofsted EY2 and EY3 forms online. Ofsted will complete suitability checks for all new committee members. This is an area that are committees sometimes unaware of, with potentially significant repercussions during Ofsted inspection. Further information: EYFS, section 3.78.

If there is a change of manager, Ofsted must be notified of their appointment. Your setting however is responsible for completing suitability checks for new managers and all other new staff. Further information: EYFS, section 3.9 and 3.78.

Settings have a responsibility to ensure staff are suitable to work with children and are not disqualified under the Childcare Act 2006. Staff are expected to disclose any convictions, cautions, court orders, reprimands and warnings which may affect their suitability to work with children (whether received before or during their employment at the setting). See EYFS, section 3.11.

All staff must declare (using the setting ‘Disqualification by Association (DBA) declaration form’) if they live in the same household as someone who is disqualified from working with children. Staff who are disqualified may apply to Ofsted for a “waiver” of disqualification but cannot work in the setting until a waiver is confirmed. The DBA declaration form and guidance can be found here: www.cambridgeshire.gov.uk (search for ‘Early Years Safeguarding’). Also, see EYFS, section 3.14-3.18.

Committees, as the Ofsted Registered Person, must inform the Local Authority Designated Officer (LADO) and Ofsted of any allegations of serious harm or abuse by any person living, working, or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere). Notifications must be made as soon as is reasonably practicable, but at the latest within 14 days of the allegations being made. A registered provider who, without reasonable excuse, fails to comply with this requirement, commits an offence. See EYFS section 3.8. (See Whistleblowing and Reporting Allegations articles on pages 42-43 for further information).

Peterborough offers committee training on roles and responsibilities annually which can also be delivered in-house. We also offer a 2 hour in-house safeguarding training specifically for committee members, contact sally.goodwin@peterborough.gov.uk to book. For further information contact your Early Childhood Specialist who will email you a copy of the Committee Handbook which has been developed in conjunction with the Pre-school Learning Alliance and a copy of the Safer Recruitment pack.
Reducing educational disadvantage

In the autumn Jigsaw 2017, Jackie Pitman reviewed Penny Tassoni’s book ‘Reducing Educational Disadvantage,’ which is key to supporting children to achieve their full potential.

The ‘New children, new term’ article highlighted the challenges that children face and also strategies to utilise with children and their families.

Peterborough has recently hosted a conference where Penny Tassoni was the keynote speaker. Her workshop inspired delegates to review their approaches and practices within their own settings, and the feedback from delegates was excellent.

Below is some reflection on the day with Penny:

The difference a day makes...

In May last year we were very excited to host two days of training with Penny Tassoni. Penny gave us some of the most thought provoking training we have had in sometime, which really encouraged us to consider our role in improving outcomes for disadvantaged children. By the morning tea break, Rachel Casbon had written pages of notes and quietly told me, ‘this is awesome’ and just what she needed after 22 years in the early years sector. Having achieved her foundation degree as well as attending endless training it takes a lot to spark something new for Rachel these days but Penny Tassoni did just that.

Rachel is the manager of Beeches Preschool, based in an area of Peterborough with high levels of deprivation and significant numbers of children with English as an additional language.

In the six months since attending the course Rachel has led some significant changes in her setting. The observation, assessment and planning cycle has been reviewed and simplified. As a result observations are significantly more effective and sharply focussed, capturing really meaningful information on each child. ‘We are so much more aware of what our children can and cannot do and this has enabled us to build stronger links with home’. The setting may not see some skills that the child may be developing, such as getting dressed or negotiating stairs, so conversations with parents and setting targets to achieve such things at home has proven effective. Staff are now able to better support the children as they are not spending so much of their time on observations too!

Penny reflected greatly on the power of reading to our disadvantaged children and Rachel’s next goal is to bring in a member of staff to pick up some of the office tasks, allowing Rachel more time to get into the room and help achieve a setting goal of reading to each child that they feel would benefit from it, everyday. Many of the children in the setting don’t have access to books at home and Rachel is keen to instill a love of reading in her children that will stand them in good stead as they enter school.

Did you miss Penny Tassoni at the Peterborough Conference? Book onto the Cambridgeshire Conference:

A special offer is available for Peterborough practitioners for the same cost as Cambridgeshire non-members.
Early Years Training Centre

Have you been promising to challenge yourself every New Year, but have never taken that step? Well now is the chance to take on professional development and prove to yourself ‘you can do it!’

The training centre enrols learners from 18 to 60+ who are currently working within the early years and playwork sector. Training is delivered countywide at a venue central to the cohort. The training sessions are delivered in term time only in interactive and supportive groups.

Qualifications starting shortly:
- Level 2 Certificate Introduction to Early Years Education and Care
- Level 3 Diploma for the Early Years Workforce (Early Years Educator)
- Level 4 Certificate for the Early Years Advanced Practitioner

The above courses are heavily subsidised, for learners who meet funding criteria. A registration fee of £175 is payable by the learner or the setting.

For more information on the above qualifications and entry requirements log on to: https://www.cambslearntogether.co.uk/early-years/workforce-development/early-years-and-childcare-training-centre/ or refer to the annual training programme.

If you would like advice on qualifications, please email eyctraining@cambridgeshire.gov.uk

We look forward to hearing from you.

Gateway to a Career in Childcare

Attend an Introductory day followed by 4 sessions spread over 4 weeks, funded by Cambridgeshire County Council. This course is aimed at adults considering childcare as a career. Learners will explore the different types of childcare, identify different aspects of the role of the childcare practitioner and be able to make an informed decision about pursuing a career working with children.

Considering a career in childcare? Do you know somebody who is?

… our Early Years and Childcare Training Team are here to help

The Early Years and Childcare Training Team runs very popular ‘Information Days’, which provide advice and support for people considering or wishing to develop a career in childcare. These sessions are held in schools, colleges, children’s centres and on request by the local community.

Recently this has included working with the Cambridge Ethnic Community Forum to deliver two days of training as part of their programme of courses. In addition, two days of training, based on the Introductory Day of our successful Gateway course, were held in November at the Abbey Meadows Community Wing and Nuns Way Pavilion in Cambridge.

Delegates were informed about childcare career options, discussed the many childcare career ‘job

Cambridgeshire providers can reach more job seekers through the dedicated new jobs website for early years work in the county. Visit www.teachincambs.org/eycjobs for all you need to know.
profiles’, and looked at the possible qualification routes available to them. The sessions included time for networking and exploring possible routes into the childcare market, including ways to gain valuable experience by volunteering at a local school, preschool or nursery, or further details on attending one of our Gateway to Work in Childcare courses.

One day Gateway Introductory days took place in 7 Children’s Centres – Brampton, St. Ives, Waterbeach, Eaton Socon, Papworth, Godmanchester and Bar Hill. Please contact us if you wish us to provide a session in your area.

The Gateway course, which follows on from the Introductory Days, takes place one day a week over 4 weeks. It introduces delegates to different aspects of a childcare practitioner’s role, helping them to make an informed decision about pursuing a career in the sector. All delegates attending the Gateway course receive a Certificate of Attendance.

Could a Foundation Degree be your stepping stone?

**The part-time Foundation degree at Anglia Ruskin University (ARU) consists of a six-semester programme delivered over three years, involving one-day attendance at Cambridge Regional College (CRC).**

This part-time course, run by ARU and CRC in partnership, is suitable for early years practitioners working in childcare who hold a relevant Level 3 qualification and who can demonstrate, at interview, the potential to succeed in higher education.

The Foundation Degree comprises a range of modules which focus on working with children and it has a special emphasis on holistic learning. It includes taught elements, individual research elements and vocational elements related to childcare, with specialist modules enabling you to deepen your knowledge of the development and learning of children.

On successful completion of the course you will be awarded a FdA.

“Since starting the foundation degree my knowledge of the theory that reinforces my everyday practice has grown hugely. I have

**Work with Schools**

Our work with schools continues to expand, including attendance at a Careers Fair with Year 9’s at Bassingbourn Village College on 12 December and running a ‘Practical Options Day’ event with Neale Wade Academy in March on 13 December.

Future events include a Careers Carousel with year 12’s at Parkside Sixth Form in Cambridge and a Careers Event at Neale Wade Academy in the spring.

On request, we are able to offer further sessions to schools in the spring and summer term.

**Progression & Career Opportunities**

The Foundation Degree can also be used as a stepping stone to Early Years Teacher Status (EYTS) or the BA in Early Childhood Studies (to top up your degree you will need a GCSE or equivalent in Maths and English and possibly Science if you want to teach). Anglia Ruskin University welcomes CRC students to top up qualifications.

Students who have their Foundation Degree in Early years, Playwork and Education have opened their own nurseries, gained teaching qualifications, worked as Family Liaison Officers or worked in a range of other sector related careers.

“Since starting the foundation degree my knowledge of the theory that reinforces my everyday practice has grown hugely. I have

**For further information please contact Christine Helme@camre.ac.uk or on 01223 226303 or contact CRC admissions.**
Baby Conference – Baby You’re Amazing!

3 November 2017 – Wood Green Godmanchester

It was Amazing!

There were 62 delegates from settings across the county. Pirjo Mudd, Manager of the Early Years Quality Assurance team, opened the conference with a welcome to all and an outline of the programme for the day.

There were a number of engaging and inspiring speakers, Elizabeth Jarman, Veronica Lawrence, Joanna Hawthorne, Dorothy Marlen, Husnara Khanom, Diana Howden and Dawn Quince who throughout the day enabled practitioners to broaden and deepen their knowledge, and renew their vision and passion for their work with babies.

Evaluations were very positive, comments included:

Elizabeth Jarman, Developing an environment with communication friendly spaces for babies
• made me think about our environment a lot more especially from the child’s perspective.
• Stressed importance of change happens slowly, not straight away!
• I completed a course with Elizabeth about 5/6 years ago and it influenced me so much that I changed my setting’s entrance foyer to become a welcoming, parent friendly area which I feel it still is today.

Dr Joanna Hawthorne, Brazelton. Learning from Babies and Toddlers: What do they need from us?
• Learnt more about the 6 states – again fabulous to share with our families in our post-natal group and baby groups. Will cascade handout/learning to the team.
• Another very good speaker, very interesting subject. I had not heard about the Brazelton approach.

Veronica Lawrence, Northants Baby Project – Babies are amazing, their brains are incredible
• Very good for reassurance that the baby room is about interaction with staff more than interaction with toys to help in development goals.
• I found Veronica passionate and was knowledgeable, gave a good session full of interest and I will definitely try and get my staff onto the project as it would be very beneficial to staff.

Dorothy Marlen & Husnara Khanom, The Pikler Approach. How the work of Emmi Pikler has been used to develop nurturing care practice for very young children in daycare environments
• Fascinating, now want to go and learn more about this approach. Husnara gave a compelling account of her setting’s journey and her personal story. We do not provide personal care, but these are clear messages we can easily pass on to parents.
• Has reinforced my views on nappy/intimate care routines. Has given me excellent ideas for staff training focused on the child’s perspective.

Diana Howden & Dawn Quince, Food for Life, Eating well in the first year of life
• Great to know the advice I provide to parents is the same as Diana and nice to see supporting documents are available to hand out.
• Previously had no idea about natural physical development progression. Some amazing information and ideas!

Delegates enjoyed their day of learning and networking, feeling inspired to go back to their setting and embrace new changes when working with babies. Some said that they would like a regular baby conference and that they really valued the feedback from other practitioners about how they implemented projects/changes.

Mary Connor
Early Years Adviser (PVI)
We are pleased to announce that Pete Moorhouse is coming to deliver two workshops for Peterborough practitioners. Pete is a national and international speaker, Artist Educator and Early Years Consultant. He is also a sculptor and public artist with a wide portfolio of prestigious commissions. Pete is passionate about encouraging creative thinking in Early Years Education and has over 25 years' experience working with schools and Early Years settings.

Both these workshops will support children’s active learning across all areas of the EYFS and Characteristics of Effective Learning. They will also help practitioners to support sustained shared thinking.

To book a place please contact sally.goodwin@peterborough.gov.uk

When: Saturday 24 March 2018 between 9.30 am – 3.30 pm
Cost: £75.00 per delegate (this is the price for both workshops)
On starting nursery and school many children may appear ‘shy and quiet’ but for around 1 in 140 children this may be a sign of an anxiety disorder called Selective Mutism (SM).

Children with SM are often relaxed, funny, chatty and behave in a natural way in their home environment speaking freely with close family members but when outside their “safe place” or in unfamiliar company they are unable to speak. Imagine yourself in a situation that makes you anxious: your heart rate goes up, you become sweaty, feel sick, you may start to shake or be unable to move.

For a person who suffers with SM, the anticipation that they will be expected to talk can be overwhelming, like having permanent stage fright. A child with SM will often try to avoid all situations where they might be required to talk. They may be able to communicate by using gestures or nods rather than speaking, but often appear to be frozen to the spot.

Children with SM may find it hard to make eye contact and to smile. They can find it impossible to answer the register, say hello, goodbye, thank you and sorry. There is often a delay in them responding even when using pointing or nodding, they can appear to be emotionally immature or sensitive.

The key to helping children with selective mutism is early identification and intervention. I have been working with a child, now aged 6, with diagnosed Selective Mutism. They loved pre-school, but mainly communicated using nods and pointing. On transfer to school, the child was described as very shy and was not able to answer the register. Now, in year 2 after reading, research, diagnosis from an Educational Psychologist, patience and understanding from the teachers and 18 months’ intervention the child is now answering the register, talking to friends and able to give one word answers to her familiar teachers. The child still has a long way to progress, they never initiate a conversation with an adult at school, finds eye contact very hard and cannot ask for help, but they are progressing educationally and socially.

Selective Mutism will not improve without early intervention; children will not ‘grow out of it’. A fundamental strategy is to remove all expectation for the child to talk. Commentary-style talk should be used with the child so that no direct questions are asked. Once an anxiety-free environment is created a small steps program or ‘sliding-in’ technique with the parent and child can be introduced. For example, if the child talks happily to Mum in the book corner, a member of staff could be introduced in small pre-planned steps alongside Mum, firstly without making eye-contact, then talking with Mum, followed by using commentary-style talk about the story-book, and finally interacting verbally with the child. This all needs to be child-led and at a slow pace, dictated by the child’s comfort and progress. The ‘Selective Mutism Resource Manual’ by Maggie Johnson and Alison Wintgens is an essential guide to interventions for children with SM.

SM usually starts between the ages of 2 and 4 so awareness in pre-schools and reception classes is crucial. Not speaking can have a huge impact on educational achievement and social development, so early identification and intervention is fundamental.

Contact SMIRA (Selective Mutism Information and Research Association www.smira.org.uk) for further information and talk to your SENCO (Special Educational Needs Co-ordinator).

Lisa Humphray (SENCO at Rainbow Preschool, Gt.Shelford and parent of a child with Selective Mutism)
Letters, Sounds and bold beginnings

It is widely accepted that communication and language skills are essential for future learning in all areas, as well as supporting the development of self-confidence.

The ability to express ourselves, to let others know what we need, what we think and how we feel is important if we are to reach our full potential.

Ofsted emphasises language and literacy as ‘the cornerstones of learning’ in the recent report ‘Bold beginnings: The Reception curriculum in a sample of good and outstanding primary schools’ (November 2017). The report reminds us that a child’s early education, done well, can mean the difference between gaining 7 Bs at GCSE as against 7 Cs. Whilst we may not agree with some of the findings or recommendations, Bold beginnings is set to inform the next inspection framework.

Perhaps, then, it is timely to consider what we believe to be good practice in supporting all children to become confident, successful lifelong learners, and remind ourselves of what we are already doing to achieve this.

Established communication and language programmes used locally and nationally with positive outcomes for children include Every Child a Talker, Early Talk Boost, Raising Early Achievement in Literacy, and Letters and Sounds. These approaches have common elements: learning through play indoors and outdoors; working in partnership with parents; developing vocabulary and listening skills; and quality interactions, modelling good speaking and listening.

Letters and Sounds was introduced in 2007 in response to the Rose Review of the teaching of phonics. It forms a basis for later phonics teaching, and helps children to be able to read and write many words independently by the end of the Reception Year. It aims to help all early years foundation stage practitioners by

- Fostering children’s speaking and listening skills as valuable in their own right and as preparatory to learning phonic knowledge and skills;
- Teaching high quality phonic work providing children with the phonic knowledge and skills they need to become fluent readers.

The guidance and teaching programme contain information and describe the activities for effective delivery. Letters and Sounds activities use resources readily available in most settings and include a range of music activities.

Here, a pre-school shares its experience of the programme:

In our setting, we consider the children’s starting points and progress rates before deciding on our Letters and Sounds programme for the upcoming year. We believe that it is important that all the children are well grounded in listening and attention […] before introducing letter sounds.

This means the timing of introducing individual letter sounds can vary from October through to February, depending on the abilities of the child. We keep in mind where we would like the children to be when they leave ready to go to reception to ensure that they are not behind their peers, whilst making sure they have good foundations on which to build their phonic knowledge.

Letters and Sounds can be downloaded from the Foundation Years website.

The next training session will be on Tuesday 13 March in Ely and can be booked via https://www.cambslearn2gether.co.uk/early-years-workforce-development-and-training-1/. If you are interested in the programme please talk to your adviser.

In the next Jigsaw, we will offer some practical examples of how parents can be supported with home learning opportunities that help their child’s communication and language development.

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Please contact Jackie Pitman (jackie.pitman@cambridgeshire.gov.uk) if you have ideas and experience to share.
### The Target Mat

**As Early Childhood Specialists for Inclusion we are always looking for ways in which we can support practitioners to develop their knowledge and expertise when working with children with Special Educational Needs (SEN).**

Our practitioners tell us they like to have documents to guide them with processes, whether it is referrals, how to complete specific paperwork such as an early help assessment (EHA) or an education, health and care plan assessment (EHCP). We are always looking for new and different ways to support our practitioners with developing their knowledge and expertise and hope that they will find this target mat useful.

The Code of Practice (2014) states ‘all settings should adopt a graduated approach with four stages of action: assess, plan, do, review (Page 75). To support practitioners with this, they can attend a ‘SENCo surgery’ with their Early Childhood Specialist for Inclusion. The practitioner will share observations, current development information, the child’s interests and thoughts from the family. This information is then used to identify daily strategies and specific targets. There may also be further discussions about the early years environment, deployment of practitioners, resources and possible referrals.

The SEN Support document reflects the graduated approach of assess, plan, do, review. Targets are reviewed every six to eight weeks with a further opportunity for the practitioner to attend a SENCo surgery or to have a telephone/email consultation with their Early Childhood Specialist Inclusion, prior to meeting with the family to discuss progress and next steps.

We are introducing the target setting mat to practitioners on setting visits. This is a resource devised to contain all the information a practitioner needs to consider when setting and reviewing targets using the graduated approach. The target mat is divided into two areas: how to complete the SEN support document and ideas for priorities and targets.

#### Communication and interaction

| Priority: Develop early communication skills - eye contact, anticipation sharing attention and taking turns. | Target: * will request “more” of something by looking/touching 3 out of 5 times. |
| Priority (plan) Develop communication and social interaction. | Target (outcome) * will participate in a simple action rhyme, copying the actions and showing shared enjoyment every time. |
| Priority (plan) To communicate with others | Target (outcome) * will make a clear choice between 2 objects/toys/items when shown, by vocalising what he wants, 3 out of 5 times. |
| Priority (plan) To request what he wants by pointing | Target (outcome) * will ask for what he wants by pointing, looking back to the adult to check the request has been noticed every time. |
| Priority (plan) To develop understanding and expressive language at 1-2 word level, share attention and engage with peers. | Target (outcome) * will respond to a short story by vocalising, lifting flaps, pointing and sharing attention with the adult/peer every time. Social and emotional development |
| Priority: Expand play and socialisation skills in a structured environment to support developing skills in free play with peers. | Target: * will complete a structured turn taking activity at the workstation with a peer every session |

| Priority (plan) Develop social interaction with her peers through play |
| Target (outcome) * will complete a simple shared play routine with a peer, with adult support each session for 2 minutes |
| Priority (plan) Develop social interaction with his peers | Target (outcome) * will choose a friend to complete an adult directed activity sharing resources and taking his turn 3 out 5 times. |
| Priority (plan) To extend his play skills, including in imaginative play. | Target (outcome) * will copy an adult to complete a simple play sequence when prompted 3 out of 5 times. |
| Priority (plan) To stop hitting out at others | Target (outcome) * will concentrate on a child led activity in free play for 3 minutes without hitting or pushing peers close to him, 3 out of 5 times |
Hello from our service...

The Portage Service has a lively, professional team of 9 Portage Home Visitors with varying skills, plus an administrator, supporting more than 60 children with disabilities and complex needs, and their families, across Peterborough.

We also support pre-school settings with children with SEND on our two-year-old programme.

The team includes a Co-ordinator, Senior and PCC Home Visitors, an Early Identification Officer, two Nursery Nurses (Health Visiting Team), two Psychology assistants from the Child Development Centre (CDC), experienced volunteers and an administrator who is the point of contact for the service.

Our annual Portage Training Workshop for pre-school setting practitioners aims to keep them well informed and trained to offer support to children with SEND, and engage with their families and other professionals involved.

Our valued Portage model of support offers three key elements on our visits –

1. **Structured teaching** – Time spent reviewing Portage teaching activities. It covers key elements of the precision teaching structure used to support the child’s learning (breaking down play and learning activities in to small steps)

2. **Family Focus** – Parent led aspects of the visit where time is spent sharing and addressing family priorities (good times – hard times), supporting emotionally, supporting with paper work and the child medical/developmental appointments

3. **Child Led play** – Time spent during the home visit that is essentially child led (following the child’s lead and interests in order to build on and generalise skills)

Peterborough Portage Service

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Early Bird Programme (National Autistic Society)

My colleague and I (alongside other professionals) deliver a ten week NAS Early Bird Course. This is for parents and carers who have a pre-school child that has had a recent diagnosis of Autism Spectrum Disorder (ASD). Parents support each other within the group and we cover ‘What is Autism?’ and strategies to support their child’s needs.

Stay and Chat Groups

We also offer fortnightly ‘Stay and chat’ groups for parent/carers and our children with SEND, that have proved to be very valuable, safe support groups.

Finally, we very much work in a collaborative way, alongside our colleagues in Early Years, the SEND team, Educational Psychology and Child Development Centre to shape relevant support for the children and families we have the pleasure of meeting.

Sarah Bernard
Portage Co-ordinator
Email: aab167@peterborough.gov.uk
Tel: 01733 864720

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The setting SENCo and key person can sit together with all their paperwork and use the target mat as a guide to ensure that the appropriate information is in each section. This will usually take place before the meeting so that you have an idea of which areas you would like to focus on. The family may also have targets they would like to work on which you can support and work towards in partnership.

We are suggesting to setting SENCos that they share the target mat with all practitioners. The key person can use the target mat to support them with ideas for priorities and targets as they are the practitioner who has detailed knowledge of the individual child and will be involved in the meeting with the family.

We are keen that the target mat does not replace our interactions with practitioners. We would like this document to support and enhance practitioner knowledge and expertise, however we remain committed to being a visual presence in all of the early years settings.
Visit to Mosque in Cambridge and Local Shops

We recently had an amazing visit to the Cambridge Mosque.

We learned about how Muslim families live. We learned how to wash before prayer (Wudhu) and the children joined in with a demonstration! We learned that five daily Salaah (prayers) must be performed each day, we learned about fasting, and Zakaah-giving to charity.

We were made to feel very welcome. And have been asked to return. This visit also encouraged good listening, and behaviour.

After our visit to the mosque, we visited the lovely multicultural shops on Mill Road! With over 85 different languages spoken in one community, Mill Road must be one of Cambridge’s most culturally diverse areas. After chatting to a local shopkeeper who gave us all some free fruit. We bought some passion fruits for the children to try – a fruit many of the children hadn’t tried before.

At the Dementia Friendly Awards

Cambridgeshire Childminders tell of their big night out

We were invited to the “Dementia Friendly 2017” awards hosted by Angela Rippon and Secretary of State of Health-Jeremy Hunt. These awards celebrate individuals, projects, and organisations who create dementia friendly communities. The invitation came from Healthcare homes’ directors, in recognition of our Monday visits to Home Meadow, and for the work we have put into our Little Owls project.

It has so far been a wonderful partnership and both the residents and our children have benefited in the best possible way.

We met Angela Rippon who also congratulated us.

We hope this inspires more childminders to not only visit a care home, but to forge a long-term partnership. We are continuing to offer friendly advice and support to childminders near and far, who have been contacting us. Our little ones’ parents continue to be so very supportive of us.

Natalie Jackson and Amanda Strong
Little Owls

Amazing Visit to Ely Cathedral

“Had a great lead up to Christmas here in Ely. Took the childminding children to see the beautiful tree in the Cathedral. As you can see it looked amazing. Luckily, as Ely residents, we can enter the Cathedral for free, but they also do free activity sessions (donations appreciated) during the holidays. And whilst you are doing that, take a look around this fabulous building. Just look on their website for more information and go along next non-term time break”

Gillian Shields
Childminder
Helping the homeless in Cambridge

The children from Among the Leaves Childminding in Cambridge have been working on a project helping their local homeless shelter, Jimmy’s Night Shelter.

This was inspired by a three-year-old asking about why people were sleeping on the floor when she went on a trip to London with her family. Every year our setting tries to do some work helping others, so this year, for their Christmas project, the children chose to help those who are sleeping on Cambridge’s streets over Christmas time.

The children have taken the lead with this project, with Charlotte facilitating to ensure the project could work. The children made a brainstorm of what Homeless people might need, and thinking about the differences between want and need. The children then set a target of £100 to help buy some of these items. The setting set up a Just Giving page, which the children have updated throughout their project with quotes, photos and words of thanks to people who have donated money to their cause. They very quickly surpassed the £100, and on date of writing, they have raised £255. The 4 children, aged 1, 3, and 5 years of age, made shopping lists and attended a shopping trip on a Sunday to buy the items they had decided on.

Childminder Charlotte Greeno said: “I am filled with pride at the empathy and thoughtfulness of such young children, and they have shown such great understanding of other people’s needs. Even the youngest of the children has gained many valuable learning opportunities during this experience.”

Among the Leaves would like to say a big thank you to everyone who has supported the children through this project, and also thanks to Barry at Jimmy’s Night Shelter, for being so adaptable with our needs to help the children help others.

Charlotte Greeno
Among the Leaves Childminding Setting

A Bucket of Flowers

A local florist who knows about the Little Owls visits to the elderly care home, donated a huge bucket full of flowers to us, to take to the home and just enjoy them! They used them for fun flower arranging and still life painting.

PACEY Local Visiting Local Day Nursery

Working in collaboration with a local day nursery, in September we were invited to visit and play for the day! Including cooking popcorn in a fire pit, play in their forest school and staying for lunch too!
Here at Saplings we have been embracing the Autumn weather and having fun with all the season brings. Over the last few months the children have taken part in lots of fun activities.

The children had a great time looking for spiders in the garden as well as inside in our home-made webs and then counting how many we could find. They also enjoyed singing Incy wincey Spider with our spider puppet and playing with drainpipes and spiders in the water tray.

The children enjoyed being creative by playing with blackberry playdough and even painting with blackberries which they had fun squishing and squashing up using the blender.

As the autumn nights have drawn in, everyone had a lovely time exploring dark and light, especially in the dark tent, as well as making starry pictures on black paper with paint, glitter and star shaped cutters.

We have also looked at seeds this term. The children have planted an amaryllis and are taking on the responsibility of watering it every day at group time and watching it grow. It is very exciting, and the children are getting to practice their motor skills as they pour the water carefully from the little jug.

The children have also had fun celebrating Apple Day and loved going on a trip to Crown Lakes to the orchard to find apples and then had fun printing with them. We also made apple and sultana muffins on the same week which linked in with National Baking Week. The children liked listening to the Dr Seuss book ‘Ten apples on top’ and then enjoyed trying to practice balancing squeeze ball apples on their heads.

As autumn progressed, leaves were a great source of entertainment as the children collected them to make leaf crowns, threw them up in the air in the parachute, and had a great time sweeping them up and then transporting them around in wheelbarrows.

The children had an exciting time exploring pumpkins as we painted on pumpkins, rolled them around the garden and transported them in the wheelbarrow which was heavy work as some of them were quite large!

Lots of creativity has been had as we have concentrated on the colours gold and silver. The children have explored the silver treasure basket of loose parts and made shiny pictures with collage materials, glittery paint and had fun painting on foil.

Reverse Advent Calendar

Childminders recently asked all parents if they would be interested in donating to a ‘reverse advent calendar’ which, once full, will be a box of useful new items to be donated to the Salvation Army. Childminders and children were invited by a lovely lady there, to go along in December and hand it over to them.

Childminders wanted to teach the children about helping people in need, and that giving at Christmas isn’t always about receiving. Parents loved this idea, and as ever, were supportive.

Visits to Care Home

by Little Owls Childminding Group

One of our little ones turned 3 the same day as a resident at the home turned 103! So a joint celebration was arranged, with both receiving lovely cakes and presents from the care home! We really do feel like a part of the Home Meadow family, and have been told that we are.
Safari Stu came to visit us at our Tiddlypeeps Friday group. Stu brought a mixture of animals for a real hands-on experience for both the children and adults.

I think we were all surprised by how willing the children were to touch and hold even the ‘scary’ animals like the Madagascan hissing cockroaches and Twiggy the red knee tarantula (she was actually really pretty). Stu also brought his de-scented skunk called Pip, two royal pythons called Keith and Homer, Bruce the hypo Burmese (very large snake) and Jack the dark lizard. There were a couple of really cute animals namely Bob the lesser tenrec and Lenny the common tenrec (they looked a bit like hedgehogs). Stu was very patient with the children, talking to them about the animals and explaining their natural habitats and letting each child get up close to hold or stroke the animals. Stu set an excellent example of how to care for the animals and we all thoroughly enjoyed his visit.

Safari Stu can be contacted via his Facebook page or his mobile 07914 208046. He is based in Biggleswade but happy to travel out to toddler groups/care homes/parties/nurseries.

Tiddlypeeps is a Friday morning toddler group run from Duloe Hall, St Neots. It’s a newly setup group just for childminders, nannies and other childcare professionals, offering support, crafts, story time and a dance/singalong. We have indoor and outdoor play areas and run through term time and school holidays. Contact Linda Tate 07892 437038 for more details.

Outstanding childminders

Cambridgeshire

Angela Wilson • Clare Bayly • Jacqueline Amey • Rachel Crockford • Siohbon Brookes • Victoria Wraight • Charlotte Greeno
Ramsey, Sawtry, Yaxley and St.Neots

Cambridgeshire Children’s Centres are following the fundamental values of the EYFS and applying them to the individual children and families who use the services the centres have to offer. As well as offering specific advice on anything from breastfeeding to parenting courses and drop-in advice from NHS professionals, we also run several children’s activity groups which target each developmental stage of the children whose families come to us for guidance and support.

We tailor our groups to cover the seven areas of learning which include the prime areas; Physical, Communication and Language and Personal, Social and Emotional Development and the specific areas; Understanding the World, Maths, Expressive Art and Design and Literacy. Our stay and play groups promote activities which incorporate these areas and have been captured by the children’s own interests that staff have observed in previous groups.

Loose Parts Play

‘Loose parts’ are materials that can be moved, carried, combined, re-designed, lined up and taken apart then put back together in multiple ways. They can be natural or synthetic.

We noticed that while we provided certain materials for play with a specific outcome, the children were able to adapt and enlist the Characteristics of Effective Learning naturally into their play, so we decided to incorporate a ‘Loose Parts’ theme into our topics into some of our groups.

The children (and their carers!) enjoyed the opportunity to let their imagination lead their creations and we spent the session engaged in designing and re-designing whatever the children wanted to make from flowers to bears and trains to houses – all entirely led by the children.

One parent commented that her daughter had never been so engaged with an activity and the two of them bonded over pipe cleaners for nearly an hour!

For all children including those with reduced attention spans, this activity covered the whole range of the EYFS in just one tray.

Feedback from both the parents and children was very positive, many parents saying:

“I didn’t know what to do and now look at me getting all creative!”

“I’ve never seen my child stay so long at an activity before!”

It’s an activity that will certainly run through the core of our groups in the future.

Sarah Scotcher
Children’s Centre Worker
The District Early Help Team
Ramsey, Sawtry, Yaxley and St.Neots
Early Years Networking in North Cambridge

At North Cambridge Children’s Centre we are working in collaboration with childminders, early years settings, nannies and reception staff to share and develop good practice.

Once a term the Children’s Centre organises a networking evening for all professionals working within the Early Years to attend. The aim of the sessions is to share knowledge and good practice and to provide the opportunity for peer support.

At our last event, Family Workers delivered a talk on ‘Labelling’ and how practitioners can address this subject with families. This was followed by a group discussion about the new Early Help processes and how practitioners refer families in for further support. We looked at documentation and any recent changes to referral systems. It was an informative and enjoyable evening.

The next Early Years networking event will be held at North Cambridge Children’s Centre on 8th February 2018 with a SEND Specialist Practitioner. The talk will focus on social communication challenges and the use of tools to aid development, particularly focusing on visual aids. There will be an opportunity at the end of the event to ask questions and network with other Early Years professionals.

We are looking for future speakers to present their areas of expertise at the upcoming events.

If you would like to deliver a presentation, please email northcambridgechildrenscentre@cambridgeshire.gov.uk

Sally Lovesey
Senior Family Worker
North Cambridge Children’s Centre

Ready Steady Pre-school

Barnardo’s children’s centres have supported 4059 families so far this year (since 1 April 2017) within their homes, adult learning, parenting programmes and through targeted and universal play sessions.

We have just delivered another 2 courses focussing on pre-school readiness, supporting children due to start pre-school in January 2018.

This 5-week Ready Steady Pre-school course looks at all areas of pre-school readiness from choosing healthy options for snack time and lunch boxes and children chopping their own snack; to wiping chocolate spread from plates to help parents understand the difficulty children face when toileting alone!!

Our next 5-week course will start on Thursday 22 February 2018 through to Thursday 22 March 2018 held at First Steps and East

PEEP supports parents-to-be as well as parents and carers with children up to school age, helping to encourage their child’s learning and development. Supporting families to build stronger bonds with their child before they are even born, PEEP groups flow from ‘Antenatal PEEP’ to ‘0–Walking’ and then ‘Walking to Pre-school/school age’ enabling families to make lasting friendships with other families and practitioners.

We are looking for future speakers to present their areas of expertise at the upcoming events.

If you would like to deliver a presentation, please email northcambridgechildrenscentre@cambridgeshire.gov.uk

Sally Lovesey
Senior Family Worker
North Cambridge Children’s Centre

Free gift for every family if they attend all 5 weeks
(Contents may vary)
Free Community Courses at Barnardo’s Children’s Centres

Free community learning courses will help parents keep well, increase confidence, develop learning and communication skills, increase awareness of other cultures in their area and motivate them to go on to further education, volunteering or employment – Be Active Keep Well.

We will be running courses from each of the Barnardo’s Children’s Centres – these courses will include Art and Crafts, Needle and Thread, Aromatherapy, Dressmaking and Mental Health Awareness.

Parents and carers interested in attending courses at Barnardo’s Children’s Centres can contact Rachel at First Steps Children’s Centre on 01733 295860 or e-mail rachel.blakemore@barnardos.org.uk

In 2015 Sainsbury’s launched a pioneering ‘Waste less, Save More’ initiative, to discover and test practical ways people can change how they think about the food they buy, cook, eat and throw away.

We will be running a course and demonstrations at each of our Children’s Centres. Each session will give the opportunity to learn and share handy tips to reducing food waste and saving on your food bills, to learn and cook new recipes using ingredients that would sometimes be discarded.

HENRY (Health Exercise & Nutrition for the Really Young)

Everyone wants the best for their children, but with so much conflicting advice it can be hard to know what to do for the best as a parent, especially in the early years. That’s where HENRY comes in. The HENRY Healthy Families programme is for parents or carers of children aged 0 to 5 years old. It is free to join.

Research shows that the key ingredients to ensuring babies and young children have a healthy start in life are:

- Parenting confidence;
- Physical activity for little ones;
- What children and families eat;
- Family lifestyle habits;
- Enjoying life as a family.

The programme covers these 5 themes across 8-weeks and provides everything you need to help get your little one off to a great start.

Parents interested in joining a course can contact Rachel Blakemore on (01733) 295860 or e-mail rachel.blakemore@barnardos.org.uk

Christmas Gifting

Every year Barnardo’s provides Christmas gift sacks for children in the Peterborough locality.

Last year we donated 342 Christmas sacks and this year our target is closer to the 400. These gifts are donated to Barnardo’s from Pilton Church, Stamford, RHA Road Haulage Association, Bretton, Kleeneze, Nero Café, Stamford and Tesco. We also have Christmas food hampers donated from Vines Catering of Peterborough which are given to selected families.
Video Enhanced Reflective Practice:
Empowering parents at The Fields Children’s Centre

At the Fields Children’s Centre we had for while aimed to use video recording as a way of empowering parents to see themselves as able and important role models.

We started the work in the group ‘Growing Together’ which was based on the Pen Green Model. Part of this group’s ethos and aims is to use video as a way of enabling parents and carers to see the importance of non-verbal communication in the development of healthy attachment.

From having used the programme in Dorset, I knew that the biggest hurdle to family workers was to get to a place where they felt comfortable enough to approach the subject of video recording and we had to find different ways around it.

Key to the success of using video recording is an awareness of what you are hoping to achieve. The family workers’ emphasis must be on being supportive, positive and highlighting strengths rather than pointing out ‘problems’ in parents’ interactions.

Some of the parents that attend the Fields have a very negative self-image and have often felt judged by other professionals they have been in contact with. The key for us was not to question parents and carers but to acknowledge the fact that this ‘feeling’ of being judged is very real to some parents. Using video is a very powerful way of dispelling some of the myths that parents may hold about themselves.

Faced with this reality, family workers sometimes feel uncomfortable broaching the subject of video recording with parents. This is where VIG (Video Interaction Guidance) and VERP are so brilliant. Firstly, the approach insists that before you as a professional can even start recording other families, you have to go through the experience of ‘feeling it’ yourself.

Our project with Miriam Craddock and Kirsten Branigan from SEND services did just that. It focused on the professional and how their interactions come across to the parents. It thereby questions some of the inherent prejudices we as professionals may have. In addition, it drew our attention away from a deficit model, and forced us to see possibilities and opportunities for parents.

Miriam has summarised the project on a poster which can be found, along with other information about the project, at https://attunedinteractions.wordpress.com/2017/08/18/the-fields-childrens-centre-verp-project-cambridgeshire-miriam-craddock-and-kirsten-branigan/

Rikke Waldau
Head at Fields Children’s Centre

Time Travelling in Cambourne

In late October 2017 Cambourne Children’s Centre hosted a Time Travel themed Family Learning Festival. Over 150 people attended the event, of different ages and nationalities. A wide range of activities were on offer to all age groups and it was especially nice to see several generations of a family enjoying time together. Children could get “hands on” by digging for dinosaurs and even making their own Time Travelling movie at the Ginger Doctor’s film-making studio! The highlight of the day for many was when the Zoolab Ranger allowed children to interact with Tree Frogs, Snakes, Hedgehogs and many more creatures.

The day gave families opportunities to make new connections with others in the local community and become familiar with Children’s Centre staff. It was a successful morning enjoyed by all!
Safeguarding and Child Protection

News and Updates – relevant for all professionals working in early years, after school and childminding settings across Cambridgeshire and Peterborough

The safeguarding pages aim to offer knowledge and information of interest and relevance to all. For Designated Persons, they build on key information gained at basic or designated person child protection training. If you have any further content you would like included, we would be pleased to hear from you.

Cambridgeshire County Council
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

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

Partnership working

between Cambridge Regional College (CRC) and Early Years Settings to ensure best safeguarding practice

Safeguarding is an essential part of our L2/L3 Early Years qualifications. Learners develop their knowledge within the unit delivery and are assessed on how to identify and respond to safeguarding concerns. However, this knowledge should be seen in practice when students are attending their work experience placement in order to gain a true understanding.

A thorough induction is very important when a student is new to the work experience setting and before any student begins to work with children. The student must know who the setting’s designated person for child protection (DP) is and what to do should they have any concerns regarding a child’s welfare. They should be informed not to discuss their concerns with anyone outside of the setting and shown how to complete relevant paperwork with the DPs support. Students should be informed about the settings whistle blowing policy and what to do if they have a concern about a practitioner, volunteer or another student.

We are fortunate to work with some excellent early years settings who provide an in-depth induction to new students. Settings offer a wide range of experience, supporting students to develop their skills in all aspects of their training in which safeguarding is of paramount importance.

Student Louise Cullum (NCFE CACHE Technical L3 Diploma in Childcare and Education) currently placed at Patacake Nursery, Cambridge:

“On my first placement day I was given information about safeguarding and asked to sign a sheet to confirm it. I was told who the safeguarding team are and who to go to if I have any concerns about the children or adults in the nursery. My placement nursery is very serious about safeguarding and makes sure everyone is aware of the policy and knows what to do.”

Kerry Hetherington, Patacake Nursery Manager, agreed the importance of a good student induction:

“On the students’ first day they are given an induction of the nursery which includes a setting tour. Students are informed of which staff members are responsible for things such as safeguarding. We introduce students to team members so they know who they need to turn to if they have a safeguarding concern. Information is displayed in the staff room on our Child Protection board to inform students what to do if they have a safeguarding concern and who to turn to in regards to Whistleblowing. Students sign an induction tick sheet to agree that they have seen and understand the nursery policies and procedures… This helps in their practice if they come across any issues during their time here.”

Through working together with excellent early years settings we can support students to develop knowledge and skills to be the best early years professionals with excellent safeguarding knowledge and provide a highly skilled workforce for the future.

Bridie Topple
Head of Care, Health and Early Years, CRC
Reflections on the Early Years Safeguarding Conference 2017

Sharon Howse, Designated Person (DP), Hemingford Grey Playgroup

Attending the conference was a vital part of my role as manager. When the date came through as a Saturday my first thoughts were “oh really”, but my job doesn’t stop when I leave work. We have a continuing duty of care.

Both the speakers were good but Patrick Ayre, who spoke about his experience as a Social Worker, moved me particularly with his passion, and how seriously he took his responsibilities. He asked us to consider families who have been attending our early years settings for a long time, having a number of children with us over the years, and reflect on how familiar we become with them.

Patrick introduced the term ‘acclimatisation’, he explained this means ‘by which we come to accept the unacceptable’. Patrick shrugged his shoulders to demonstrate how we might respond to these families and may put concerns down to this being ‘what the family does ’ and excuse it. This was quite a powerful message. As any Headteacher, DP, manager or staff member may recognise, we could all have done something similar at some point.

Courses and conferences are a great way of extending our knowledge as early years professionals, however great or small the gain. I was very glad I attended on a Saturday after all!

Peterborough Safeguarding Awareness Month

March 2018

In Peterborough we will be working on raising awareness of the following:

Week 1  Health and safety in the home
Week 2  Online safety
Week 3  Safeguarding in settings – raising staff awareness
Week 4  The Prevent Duty and promoting British Values

We will also be offering drop in sessions for childminders and settings during the month.

Look out for further information via our e-mails and Early Years Peterborough Facebook group.
Whistleblowing and Reporting Allegations – everyone needs to know

It is crucial that staff understand your whistleblowing procedure and how to report an allegation.

Whistleblowing
Staff, students and volunteers are often the first to realise that there may be something wrong within the setting. However, they may feel that speaking out would be disloyal to their colleagues, or they may fear losing their job or being harassed/victimised.

Whistleblowing procedures must ensure that:
• Staff/students/volunteers raise concerns (no matter how small) internally and receive feedback on any action taken.
• Concerns are taken seriously and dealt with quickly and appropriately.
• Staff/students/volunteers feel reassured of protection from reprisals/victimization for whistleblowing in good faith.
• Staff/students/volunteers can take the matter further, if they are dissatisfied with the setting response, and seek external advice/guidance.
• Issues raised are addressed via other procedures and policies as appropriate, e.g. safeguarding policy, allegations against an adult working in a setting, grievance, disciplinary, health and safety.
• Appropriate records are maintained for monitoring purposes.

An effective whistleblowing procedure, when implemented well, will prevent concerns getting worse, safeguard children/young people and reduce risks to others.

The earlier a concern is raised, the easier/sooner action can be taken.

Allegations – Cambridgeshire

The ‘Allegations of abuse against adults who work or volunteer in a childcare setting…what to do’ flowchart should be displayed in your setting (updated September 2017, available on the ‘Knowledge Hub’). It must be followed if an adult/student/volunteer in the setting has:
• behaved in a way that has harmed, or may have harmed, a child
• possibly committed a criminal offence against, or related to, a child;
• Or behaved towards a child/children in a way that indicates they may pose a risk of harm to children.

If in any doubt whether an allegation reaches the threshold for referral, contact the Early Years Safeguarding Manager.
Safeguarding Manager (EYSM) for advice. The Allegations Flowchart details the process to follow and contact details. The person reporting the concern (usually the Ofsted Registered Person) should give details of the allegation and all actions taken so far. The EYSM may need to discuss the matter with the Local Authority Designated Officer (LADO) who will make a decision about next steps. If the EYSM is not immediately available, contact the LADO direct.

There must be no discussion, particularly not with the alleged perpetrator(s) and no attempts to investigate the matter, this may potentially undermine future formal investigations.

If the registered person/owner is the alleged perpetrator, the person informed of the allegation should seek advice immediately from the EYSM without alerting the perpetrator. This may be a challenging situation and there may be fears about repercussions. However, children’s safety and welfare must always be the priority. The role/status of the perpetrator must not prevent/deter anyone from reporting an allegation or taking advice. Support, advice and guidance will be provided to the person reporting the concern/allegation and the next steps clearly explained.

Cambridgeshire contact numbers:
Gemma Hope Early Years Safeguarding Manager 01223 714760
LADO Unit 01223 727967

In Peterborough if any allegation is made about the conduct of anyone living, working or volunteering on childcare premises the Ofsted registered person must contact the LADO within 24 hours to take advice. They must not investigate the matter themselves. If the Ofsted Registered Person is the one the allegation is about then the person informed of the allegation should seek advice from the LADO.
Tel 01733 864038 or LADO@peterborough.gov.uk

Hold the date...

Cambridgeshire and Peterborough Early Years
Safeguarding Conference 2018

This year’s conference will take place on
Saturday 24 November 2018
at The Hallmark Hotel, Bar Hill, Cambridge

The conference will offer Designated Persons for Child Protection a wide range of opportunities to expand their knowledge and skills. We are pleased that our colleagues from Peterborough settings will be invited to join us for what promises to be an informative day.

Further details of keynote speakers, workshops and how to secure places will be published soon.
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 Monday 26 March 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

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Cover pic: Peter Moorhouse woodwork and photography workshops. Find out more on page 27.

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