Message from the Heads of Early Years Service

The new year will be in full swing by the time you read this! So much is happening for education and children’s services in Cambridgeshire – we hope we can continue to help you to navigate the changes.

“The Best Start in Life” is what we all hope to achieve for the children and families we work with; it’s also the title for a major piece of work we are undertaking across Cambridgeshire and Peterborough, with colleagues from Health and other services. We hope it will directly involve and benefit our providers – look out for an initial consultation soon.

We speak a lot about outcomes for early years children, and how to improve these. Millions of pounds of funding goes into helping disadvantaged children aged two, three and four to reach their potential. We will be trying to make sure that that money is well spent, through working with you on who it is for and how it is being spent. We are also seeking additional government funding to join up your work better with other professional teams and services in Cambridgeshire and Peterborough.

Part of our work is about helping the sector to help itself. We are proud of our record in employing lead practitioners from schools and the private and voluntary sector to support other sector staff. We will also be taking part in a new Department for Education (DfE) approach to develop training clusters, drawing on high-quality national training to build local capacity to improve. We are currently matching data to rigorous DfE selection criteria, and we will contact potential clusters to gauge your interest once we have done so.

Our team will continue to be out with you, supporting in every way we can, to help you deliver the high quality provision our children need. We look forward to seeing you at our events, including our brilliant early years conference, Let’s Talk, during the term. Please see opposite to read about last summer’s provider survey and how we are responding, and give us your feedback!

I hope you have all had a good start to the term and 2019. Christmas does seem a distant memory now, as we look forward to the warmer weather. We have tried to bring you a selection of information and stories to support you in developing your practice and improving outcomes for the children in your setting. We are continuing to work together across Peterborough and Cambridgeshire, which is exciting and providing us more opportunities.

I know it seems a long way off, but it is never too early to start thinking about, and planning for, transitions into Reception for the children moving on in the summer. I hope you are all utilising the START leaflet and Practitioner Guide to ensure all children are ready for the next phase of their journey. If you would like any help or support in planning activities, and working with your local schools, please contact a member of the team. Remember to save the date of 20 May in your diary for our 2019 Transition to School event.

Have a good term and I look forward to seeing you at the event in May.
A Bigger Conversation

Director of Education Jonathan Lewis responds to your views and offers feedback from the Cambridgeshire and Peterborough Heads of Early Years

Last summer’s survey of early years settings in Cambridgeshire and Peterborough had a good response, and it has been incredibly useful looking into your feedback with the respective Heads of Service.

Increasingly, our teams are working together to deliver better, more sustainable services for our users – with Jigsaw being a leading example! Numerous challenges were highlighted by respondents from both Cambridgeshire and Peterborough – Annette Brooker (AB) and Karen Hingston (KH) are addressing these together, seeking effective solutions for both authorities, using our shared abilities and capacity.

We will do our best to address specific challenges identified by respondents in due course.

Working in collaboration with settings

A range of responses talked about a desire for more collaborative working between their local authority and settings.

Both authorities gain providers’ views in representative forums, on specific projects and by consulting through various channels. Undertaking meaningful collaboration focused on outcomes has its challenges, and there is more we can do to meet those challenges. We’re going to explore options for an Early Years forum across our authorities to share best practice and models of delivery, to create an environment that will inspire sharing between settings and with our services.

AB: “In Cambridgeshire, the main forum for collaboration with settings is our Early Years Reference Group, a leading voice on funding. We have projects that link settings and schools with similar improvement goals, and we recruit lead practitioners to support improved outcomes e.g. on phonics. Our Knowledge Hub groups are powerful tools for simple, effective conversation, and are available to all. We’re keen to reflect the values of providers through our broad collaboration.”

KH: “We try to consult widely with settings in Peterborough wherever possible, and link in to existing networks such as the NDNA Forum. Using a variety of channels, such as our Early Years and Childcare Facebook page, offers us various ways to work with the sector, and opportunities for everyone to collaborate.”
Supporting childminders

Childminders regularly fed back that they can feel forgotten, particularly with respect to support and training. We take this feedback very seriously.

We’re doing what we can to ensure the full support offer at both authorities is available to childminders. Although we offer specific support to childminders, the high number of childminders, and diversity of needs, make it hard to build a tailored support offer with our reduced capacity.

**AB:** “In Cambridgeshire, the Early Years Service works with the Professional Association for Childcare and Early Years (PACEY) to support childcare professionals to offer flexible, cost-effective and sustainable childcare places within local communities. As well as our offer, we encourage all childminders to make sure they’re aware of PACEY’s full offer in Cambridgeshire, to access as many development and support opportunities as possible.”

**KH:** “Giving childminders the support they need is very important but can be a challenge. All of our settings can speak to our team for advice on how to get the best out of our training and development offer, and other opportunities beyond those we offer.”

Early years working more effectively with other parts of the local authority

Respondents suggested they would like more cohesion – with early years linking more effectively to other services, such as SEND and Public Health. This makes sense – we should work together to communicate information and provide simple and effective services.

You suggested we should be better at seeing the impact of cuts on other services, such as health, and that we could play a more effective role in co-ordinating support for settings where changes occur. You reported communication challenges between settings and social care, and we want to work with you to address these.

**AB:** “With changes to the way our teams work, particularly reduced funding and staffing, we’re continually adapting to support early years and childcare providers. We constantly champion the sector within our complex organisations, keeping the interests of our settings and early years education high on the agenda. On the other side, we use our established communication mechanisms to keep the sector as informed as possible about key changes to local authority services.”

**KH:** “In summer 2018, our two authorities were subject to a joint review by local government experts, focused on social mobility. This started to build links between early years and health colleagues. Now, using your feedback, we are undertaking significant work with a range of colleagues to develop an early years strategy across both authorities, which includes health services. This strategy will steer our approach so we work holistically to support early years education.”
Improving links between primary and pre-school provision

In Peterborough, you suggested more sharing of data between primary and pre-school provision would be helpful to your work; in Cambridgeshire, you noted a lack of mutual understanding and common expectations. Responses suggested that our Early Years services – and colleagues across Education more widely – should try harder to improve links between primary schools and pre-school provision, for the sake of better outcomes for children. Wherever possible, we want to create opportunities for settings to develop their own relationships with local schools.

AB: “We share headline data on early years outcomes through various forums, and more specific data when working together on projects. In Cambridgeshire, we consider reception classes alongside our settings, and so, in our forums, reception class teachers regularly link in with leaders of other settings. We want to make sure transitions, and relationships between settings and schools, are everyone’s business, and welcome any further feedback to help us achieve this.”

KH: “Whilst we’re unable to give settings individual child level data, we have started to provide trends about their children, and at ward level, where they highlight any particular issues. Our aim is to assist the sector in understanding where there are issues, so interventions can be targeted and assist transitions between and into school.”

Improving the quality of our training sessions

Respondents at both authorities suggested that training sessions delivered by the local authority are often repetitive and are not interactive enough – leading to “PowerPoint learning”, that doesn’t feel like value for money or the most effective use of time.

We will be reviewing the way we deliver our training sessions including, particularly the way we use PowerPoints as effective tools to support learning, rather than the focus of our sessions. Ensuring our training offer meets your needs is fundamental to a successful working relationship.

AB: “We acknowledge the concerns raised around some of our training sessions, and I’ve already asked my team to start looking into how we use PowerPoint presentations. Whilst we can’t meet the requirements of all of our settings, both authorities are able to offer in-house training tailored to the needs of individual settings. We’re happy talk to any setting around what we can offer to support team development.”

KH: “Both our teams regularly deliver high quality training using a wide range of tools, including PowerPoints. In some cases, they’re essential – for example, for Designated Person training, we need people to take away facts, and these are well captured in PowerPoints. However, we appreciate that we need to keep looking for the most effective tools to deliver our training as required by users, and we’ll be reviewing this on an ongoing basis.”

Please consider the responses above and share them widely within your networks.

Thank you for everything you do for our children – keep in touch with any further feedback throughout the year. Look out for the 2019 survey – more responses this year will enable us to keep on improving our services.

Jonathan Lewis
Service Director for Education – Cambridgeshire and Peterborough
Playlanders’ Lifetime Achievement Award

Playgroup leader Susan Lister reflects on four decades of service to early years.

2018 was a real red-letter year for Playlanders Playgroup in Cambridge, and for me. We had been open for 40 years, and I had been working here for 40 years as well, first as an Assistant and then in charge.

We planned a big 40th birthday party for the group, and at that celebration I was given an envelope by the chairman, who told me that she had nominated me for the new PLA Lifetime Achievement Award, and I had been shortlisted!

The envelope contained a copy of all the testimonials she had gathered and submitted, from staff and parents both past and present, and the contents were both moving and surprising. They all talked about what they remembered most about me, and it wasn’t always what I would have expected.

So, in the summer half term I had an expenses paid day in London for myself and a guest. The event was at the Hilton Bankside, and PLA arranged all the tickets and made all the travel arrangements. The Awards were to be part of the Conference, and I had the option of attending the conference for free as well, but wanted to make it a day out rather than a work day, and they were very understanding about that.

We had a lovely day out, with lots of lovely food provided by the hotel and plenty of tea and coffee, and met some really nice people. The Awards ceremony was wonderful – it was good to hear about so many inspiring and dedicated people, some quite new to the sector, who work so hard for the children in their care. All the categories had a short list of three, so even though I didn’t win I was very proud of the fact that I came in the top three of a national award! However, as I said to our escort at the Conference, I actually felt like a winner anyway, because people had felt that I deserved to be nominated, and had shared such positive and wonderful memories of their time at Playlanders.

Susan Lister
Playlanders Playgroup
Recent Ofsted data

The most recent Ofsted data was released in November. The data showed the percentage of providers in Peterborough graded good or above at their most recent inspections as of 31 August 2018 was:

- All provision: 98%
- Childminders: 97%
- Childcare on non-domestic: 99%

Practitioners working in eight pre-school, daycare and nursery class settings have benefited from whole staff training in a new approach to managing children’s behaviour, thanks to the Huntingdon-based Freemen’s Trust charity.

STEP training is a therapeutic approach to managing children’s behaviour, based on training all staff to respond consistently to children’s behaviour, creating a sustainable, inclusive learning environment.

The Cambridge Early Years Teaching School Alliance (CEYTSAs) secured funding through the local Freemen’s Trust charity to provide STEP training for early years settings feeding into identified schools in the town. CEYTSAs is working closely with Cambridgeshire’s Early Years Service to roll out Early Years STEP training to pre-school settings across the county.

STEP training is delivered as a 6-hour (whole day) course or as two twilight sessions of 3 hours. Success is based on the commitment and support of setting leaders and managers. Training all staff in the setting builds confidence and a shared, supportive approach to managing children’s behaviour. Staff across the pre-school settings involved in the training are starting to adapt their behaviour policies to include STEP.

To support implementation of STEP, CEYTSAs provides ‘surgeries’ for early years practitioners for additional help and advice in the weeks/months after training.

Look out for more about STEP training via Cambridge Early Years Teaching School and the Cambridgeshire Early Years Service.

STEP training builds confidence and a shared, supportive approach to managing children’s behaviour
Family Action were delighted to receive an invitation, alongside Peterborough City Council’s Early Years Team, to attend a celebration event at the House of Commons recently. The Minister for Children and Families, Nadhim Zahawi, hosted the event to mark the first anniversary of the introduction of the funded 30 hour childcare offer.

Our Early Years Manager, Karen Woodcock, travelled to London with Kirsty Wagstaff, a parent who uses the 30 hour entitlement, and her son Alfie. The train and underground proved to be a big success with Alfie, but his favourite moment was stepping above ground in Westminster to be greeted by a constant parade of buses, police cars and pigeons!

After passing through security checks, Alfie made his way to the terrace dining room for the reception. It is fair to say that he was not too interested in the Minister’s speech, or his attempts to amuse Alfie, but the party bags, cake and balloons were a definite hit.

After the celebration event, Karen Hingston, manager of the Peterborough Early Years team, treated Alfie to a new book in the House of Commons gift shop and he carefully carried it all the way home. His friends at Birchtree Pre-school all enjoyed the book on Alfie’s return.
A Playworker’s day out!

Our annual Just Play conference took place in November with Meynell Walter and his play team. The conference introduced a new approach this year, empowering playworkers and childcare practitioners to take ownership of their day.

On arrival, practitioners were challenged to bring out their creative flair and make their own name badge, then went off to explore play spaces to meet their play needs. Practitioners were able to engage in “Ring World”, which consists of large interlinked inflatables that could be moved to provide transient play spaces as well as physical play. A fun space witnessed practitioners climbing, bouncing, observing and making up games with colleagues and new friends, whilst others adapted the resources to meet their play.

Meanwhile, other practitioners were exploring painting with different approaches and utilising the tools they had available. Meynell’s large library of play related books were accessible for delegates to browse through and purchase throughout the day. A ‘pop-up’ Scrap Store stall was also on offer, selling their treasure to delegates. Needless to say, there was not much left to pack away the end of the day!

Keynote:
‘What makes a playworker different?’

Meynell explored the parallels and differences between various childcare professions across the children’s workforce, linked to the essence of playwork practice. Meynell’s key message was that we are all passionate about our work with children and young people: no profession has a monopoly, and we are all equally important advocates of a model where play is core to a child’s right to thrive.

Delegates were able to choose three workshops on the day, and after some initial uncertainty, delegates felt happy with the freedom of choice.

Workshops included

- Playwork theory: Understanding psycholudics and the play cycle – An introduction to the key elements and how we use that understanding. One delegate found the workshop thought-provoking and encouraging and stated they had increased their knowledge by 60 per cent.

- The playwork curriculum: The curriculum is not a framework for learning, more an indication of what the playworker needs to be thinking about and putting in place to maximise the opportunities for the children’s play. One practitioner reflected that ‘working [on] our own setting made me realise we need more resources… not designated places’. 
Aspects of playwork reflective practice:
Delegates were empowered to consider their roles within the play space, and the impact it has on the children and young people. Strategies were shared and explored, with delegates enthused to return to their settings with a fresh approach to reflecting on provision and staff impact. Practitioner feedback included ‘a lot of work for me in this area’.

Creative play workshops: Painting without paint brushes. Using paintbrushes sets up a certain response in children but with a bit of supported exploration we can unleash the painting urge for normal constraint.

Large scale art: Too often creative opportunities are limited in size, but the experience of large-scale and giant gives a whole new stimulation to art works! Delegates worked inside and outside to create their large-scale art. A large spider web, 3D box robot, kites and a dragon’s den were all created. One practitioner claimed she had 100 per cent knowledge gain with ‘fantastic ideas, good instructions really inspirational, especially geodesic dome’.

Wide games: ‘Capture the flag’ was a fast and physical game enjoyed by all, with Pete the trainer suggesting different ways to adapt the game to ensure all could be involved. Feedback from practitioners stated they had increased their knowledge by 75 per cent and quoted ‘really good games with many variants to maintain kids’ entertainment’.

Our next main Playwork event is in March 2019 – a masterclass with Meynell ‘How not to hit your thumb with a hammer’.

For more information please see our CPD section on page 28.
Speech and language training in Cambridgeshire and Peterborough

Nicola Scarafile, Manager at Witchford Rackham Pre-School, reflects on a recent awareness raising session.

This training helped to refresh my understanding on how early communication develops and how this can help to highlight an area of need or delay within development. It helped to clarify the role of speech and language therapist, what they look for in drop-ins as well as how vital our role as practitioners is in supporting communication and language in children.

The information pack provided was very helpful and I have already been able to photocopy some of the “By this age” sheets to share with staff members concerned about their key child’s speech and language development at our recent supervisions.

Another supportive sheet explains what happens in drop-ins for parents as some are very sceptical about going along and are unsure of what will happen whilst they are there.

I have been working closely with Liz Roberts, Speech and Language Therapist, to help and support one of the children within the setting who needs support with speech sounds. Liz comes prepared with the sound sheets we are going to work on as well as resources to reward the work the child is doing.

Liz has shown me how to do the activities and helped me to be confident in doing it before leaving. This joint work at the pre-school every 2-4 weeks has enabled the individual we are working with to progress confidently within their speech sounds and speech development, which is noticed by all staff in the setting and parents.

The Cambridgeshire Approach to the Integrated Review needs you!

Included with this edition of Jigsaw is our new poster promoting Cambridgeshire’s approach to the Integrated Review. Please display it on your parent information notice board, and encourage all families of children aged between 24 and 36 months at your setting to become actively involved in the review process you undertake.

The poster is also going out to Child and Family Centres, GP surgeries, Health Centres, Libraries and other community locations where we anticipate parents will access information and advice about their children.

We are keen to widen our Integrated Review Steering Group to include representatives from the Early Years sector. If you are actively involved in supporting the Integrated Review Process within your provision, and would like to become more involved in shaping the future delivery of the process across Cambridgeshire, we would like to hear from you! The role would involve two or three meetings a year (usually held in the Huntingdon area). As a sector representative, you will be working with colleagues on the Steering Group to instigate and implement developments to the process. You would be required to act as advocate for the sector, representing the views of providers in order to ensure that the Cambridgeshire approach to the Integrated Review is purposeful and practical for all involved.

If you are interested in becoming involved or would like more information please contact either Sarah.storey@cambridgeshire.gov.uk or Pirjo.mudd@cambridgeshire.gov.uk.
Reflecting on the environment to support children’s communication and language development

Good communication and language skills support all areas of learning within the EYFS, as well as school readiness, and impacts on later academic success.

In Peterborough Every Child a Talker (ECaT) training takes place over five days, with gaps in between so that practitioners can reflect on their learning, share some of it with colleagues, and implement it into practice at their setting.

One element of ECaT is to carry out a staff meeting for the whole team to reflect on the setting environment. The person attending the training draws a large plan of the environment showing all areas and encourages colleagues to reflect as follows:

- Where does interaction take place?
- What is the frequency of interaction in this area?
- Who is the interaction between – children and peers or children and practitioners?
- What is the ‘quality’ of the interaction?

Reflecting on the floor plan and questions prompts a great deal of discussion. The following are frequently identified:

- ‘Hot spots’ where a lot of talk takes place and areas where minimal or no talk occurs.
- How well the indoor/outdoor environment links to children’s current interests, stages of development and their next steps in learning.
- Changes or adaptations needed to the environment – physical changes or those that support children’s sense of belonging and emotional wellbeing. Often cited are noise levels, layout and access of resources, overstimulation through too many resources, clutter or bright colours and the need for more visual prompts including photos for children and vocabulary to support teaching and learning.
- How well practitioners support and model communication and language development during planned experiences, child-initiated play and daily routines. Practitioners sometimes identify that their interactions are more about talking at children about routines and rules rather than with them in meaningful conversations. They also often reflect on planning – does it focus on communication and language development frequently enough across all areas of provision? Do one-to-one or small group interventions focus on the specific communication and language needs, or vocabulary, that individual children need to be taught to help them make progress? Are we speaking to children at the correct level for their developmental stage in understanding and speaking?
- The extent to which the setting helps parents support their child’s communication and language development at home – often settings decide they need to talk to parents more, provide no-cost ideas and share setting resources.

This ‘whole team approach’ ensures all practitioners’ voices are heard and included in the ECAT action plan. This process directly impacts on positive change at the setting by prioritising the development of communication and language, emphasising the need for high-quality adult-led interaction whilst having meaningful conversations with children, and encouraging parents to interact and talk more at home.

Kim Neilson
Early Childhood Specialist (Communication, Language and Literacy), Peterborough
Vision for Reading in Peterborough

In Peterborough, The National Literacy Trust Hub has launched a new Vision for Reading to encourage children’s reading, supporting improvements in reading achievement.

A joint project between Peterborough City Council and the National Literacy Trust, the focus of the Hub’s work has been on Transitions, particularly School Readiness.

The latest development in the Hub is Vision for Reading, which aims to encourage more children to enjoy reading and to read more often, which will support improvements in reading achievement. Vision for Reading aims to double the rate of literacy in Peterborough by 2021, with attainment raised to 75 per cent (or in line with national averages) for key literacy measures from early years to GCSE.

The priorities of the vision are:

• Encouraging schools and partners to prioritise reading by signing the Peterborough Reading Pledge
• Recruiting and training Reading Buddies to support pupils at Peterborough schools
• Raising awareness of and implementing the School Readiness Project to ensure more children are ready to learn when they start school
• Celebrating the Peterborough Year of Reading in 2019-2020

Vision for Reading is looking to train 100 Reading Buddies, encourage 90 per cent of schools and 40 partner organisations to sign the Peterborough Reading Pledge and increase library membership and usage by an additional 2,500 children each year. The National Literacy Trust in Peterborough is coordinated by Sally Atkinson, National Literacy Trust Manager.

For more information, visit www.peterborough.gov.uk and search for ‘Vision for Reading’ or visit www.peterboroughliteracy.co.uk.

Where do you Read?

Share a Picture and win a Prize

The most recent Literacy Hub media campaign is celebrating reading in unusual places! We challenge families and young readers across Peterborough to share pictures of the places they enjoy reading.

The photos can be of a child reading independently, a group shot of a family reading together or even a selfie with a book. Pictures can be shared on social media using hashtag #PeterboroughReads or emailed to peterborough@literacytrust.org.uk.

Everyone who posts a picture will be entered into a draw to win theatre tickets and books!

To find out more about Reading Buddies or anything else regarding the Hub or the vision, please email sally.atkinson@peterborough.gov.uk.
Lisa-Ann Stevens (EYFS Lead/Deputy Head) speaks to Harriet Gervasio (EYFS Improvement Adviser).

Manea Community Primary School in Cambridgeshire believes that all children have the right to learn in a way that develops their natural curiosity. The school aims to achieve this through a child-led, enquiry-based curriculum, facilitated by an inspiring environment and engaging adults. Children learn through high-quality continuous provision and take responsibility for their own learning. Lisa-Ann and her team have been developing their approach over time and it runs throughout EYFS and Key Stage 1. Head teacher Miss Froggatt is fully supportive of the approach and elements of this way of learning are now evident in Key Stage 2.

Dialogue is key to their approach, working consistently throughout different key stages, and staff plan together weekly. Open-ended themes and ideas are linked to core books and key skills that are differentiated for all year groups. "We always start with inspiration and end with a celebration, often involving parents to encourage them to get engaged. Once a week, we lead a learning walk to reiterate learning behaviours, and children come up with their own ideas to go into the planning. This also makes sure that all staff know what they need to focus on when they are interacting with the children.” There are key questions linking to the characteristics of effective learning around the indoor and outdoor environment, to support staff when engaging with children.

Team work is important at Manea. “We are constantly talking, constantly looking and constantly thinking about what we want to do next, to make it even better!” All teaching staff working in EYFS and Key Stage 1 have had experience in EYFS. This has helped to develop a shared understanding of pedagogy and the importance of the characteristics of effective learning that does not stop when children reach the end of Reception. Staff share skills with other local schools, and Lisa-Ann works closely in a cluster group with pre-schools, developing shared actions based on their observations and assessment data.

What next? “We want to continue developing the continuous provision and focus on Sustained Shared Thinking, to allow adults more time to engage freely with children. Writing is a focus at the moment – we will keep working to make sure that the continuous provision is purposeful. When children in any year group apply their skills independently, then we know they really understand.”
Intergenerational care – a pen-picture

A lovely autumn morning – our pre-school children return to an elderly care scheme in Cambridge for our fortnightly visit.

A resident joins the children in the garden and gets them a bucket to collect the leaves.

The children identify all the colours of the different leaves on the ground and notice the number of birds in the garden. They look into the raised pond and watch the water feature with great interest.

A 98-year-old lady joins in with the play dough activity and created her name with the dough. The children engage for longer – they are getting more adult attention and a different type of interaction.

Another lady goes to the books and begins to read aloud to herself. The children nearby are playing and increasingly get drawn into the story. A child tentatively listens, then joins, soon he squeezes on the chair and, holding her arm, he listens to her story.

Children who do not usually display confidence towards adults, and not confident with the English language seem to participate with the elderly residents.

A wealth of ‘mutual respect’ is encouraged and regularly displayed by both during our visits.

Our setting has many children whose relatives live abroad, and this type of interaction is unique and valuable to them and their parents. A parent commented: “Our daughter loved it. She told us they went to a ‘magic house’ where the doors opened by magic... Thanks for organising this, it’s a lovely initiative”.

Our children are gaining bundles of confidence and communication skills as they meet and interact with the residents. Our visits will be weekly from January.

Intergenerational care is thought to have officially started in 1976, when Shimada Masaharu merged a nursery school and care home in Tokyo with great success. Nightingale House in Wandsworth is the first of its kind in the UK that integrates both older residents and children, with a nursery and a care home on the same site enabling the children to visit the elderly residents on a daily basis.

Kristen Dutton
Nursery Manager, Sunflower Nursery (CHS Group), Cambridge
## Improving oral health knowledge in Peterborough

Children’s dental caries is an increasing problem in the UK. According to a recent research by Public Health England (Child oral health: applying All Our Health, February 2018), 25 per cent of five-year-olds have tooth decay. The research also highlights that only 38 per cent of children under the age five access a dentist regularly, tooth extraction being one of the most common causes for hospital admission for children.

In Peterborough, the level of tooth decay in children is higher than the national average. Because of this, a steering group consisting of members from physical health education, dentists and commissioners in child health, was established in 2016.

To increase oral health awareness in children, the steering group introduced a toothbrush scheme in January 2017. The scheme provides free toothbrush packs to all Peterborough families at their child’s 12-month mandated check. As part of the scheme, parents are asked to complete a questionnaire on their oral health behaviour:

- Have you started brushing your child’s teeth?
- How often do you clean your child’s teeth per day?
- Is your child registered at a dentists?
- Has your child visited a dentist?

Pre-school children from The Hampton Day Nursery, Peterborough visited The Pepper Clinic, to learn about dental health. Dr Balsam Majid talked about the importance of oral hygiene, showed correct brushing techniques and explained ways to reduce damage to teeth by choosing less sugary snacks and sticking to treats at meal times.

Back in the nursery, children put their newly-gained knowledge into practice by brushing their own teeth and practicing removing ‘plaque’ from paper smiles using toothbrushes.

Julia Edwards, Nursery Manager, said: ‘Getting a good teeth-brushing routine with a small child can be tricky. Visiting a dentist office, learning about the importance of brushing, and practicing brushing together with their peers encourages children’s natural curiosity and strive for independence, making teeth-brushing more fun and enjoyable. We are lucky to have support of The Pepper Clinic to offer children this great opportunity.’

### Shining Stars visit an elderly home

We visited the Clair Francis Care Home to sing Christmas Carols with elderly people and it was a great success. Recognising and treasuring the contribution of older people is essential to the long-term flourishing of any society.

**Nuzhat Lilani**
Manager, Shining Stars Pre-school, Peterborough
The Purple Bee and the PANCo

A new tale of adventure and collaboration for a leading Cambridgeshire practitioner.

Linda Baston-Pitt seems very much at home in her relatively new surroundings at the St John’s Innovation Centre on the edge of Cambridge. It’s a business incubator, and her early years focused business, Purple Bee Learning, is still in its infancy.

Linda is better known to many providers as the owner/manager of the Old School House Day Nursery near Newmarket, a trainer on wellbeing and management in the sector, a trustee with National Day Nurseries Association and a key voice in Ofsted’s Big Conversation in the region.

We’re here to discuss the Physical Activity and Nutrition Coordinator (PANCo) award, which recently scooped Nursery World’s Health and Wellbeing prize at the annual ceremony in London. It has nothing to do with breadcrumbs! Physical activity, nutrition and wellbeing are passions for Linda, who explains how the PANCo informed her work with the All-Party Parliamentary Group on a Fit and Healthy Childhood.

PANCo was a response to the challenges in childhood health, with Linda (as the early years expert and trainer) working with registered dietitian and public health nutritionist Faye Bentley to form the Cambridge Childhood Partnership. Together, they developed a programme of study to build the skills and confidence of key practitioners to support all aspects of children’s physical health, nutrition and wellbeing, and to take a lead role in supporting staff health and wellbeing within the setting.

Initial delivery was through a local further education college. Since then, the programme has been validated by CACHE as a Level 4 qualification, and is one of four elements: it links to a role within a setting, as well as to a national online network of practice and to a quality framework to support PANCos in their role and the setting in developing their practice.

Getting accreditation with CACHE has made a huge difference, adds Linda. “Working in partnership [with CACHE] has enabled us to realise our dream of sharing best practice in health and wellbeing with practitioners across the Early Years sector... We are developing a completely new role that will have a positive impact on the next generation of children and open up new career opportunities for early years professionals.”

PANCo is certainly growing, with 90 colleges across the country offering the qualification and nearly 2,000 qualified PANCos in the sector. The Nursery World Award has given the qualification a boost – the next phase involves continuing to build the online community and launching a quality assessment tool. This will set out priority areas for implementing best practice for nutrition and physical activity in early years, enabling settings to benchmark and monitor their current position and to make plans for development.

Listening to Linda talk about the relationships that are being formed to develop this next aspect of PANCo, it is clear the Cambridge Childcare Partnership has an exciting time ahead. There is lots to do in building a virtual community, engaging all those with an interest in the vital importance of good nutrition and children’s physical development to living a healthy life. I am glad I came by bike.

Linda Baston-Pitt (third from left) with collaborators Faye Bentley, Jane Harrison and Lisa Potts at the Nursery World Awards last September
Nurturing our Newest Teachers

During the autumn term 2018, Newly Qualified Teachers (NQTs) in Cambridgeshire were able to work alongside a team of experienced Early Years Lead Practitioners.

The programme of visits was part of a Continuous Professional Development package offered in partnership with the Early Years Service and Cambridge Early Years Teaching School Alliance.

NQTs observed inspirational practice and discussed quality early years pedagogy in place at Thorndow, Manea and Hardwick and Cambourne Primary schools.

These are just a few of the good practice ideas they have taken away and are planning to implement in their own classrooms:

• Sharing learning with staff and children as part of a weekly Learning Environment Walk – Class teachers and teaching assistants focus on the planned learning activities, and possibilities for exploration and challenge, within areas of continuous provision indoors and outside. This supports children to talk about teaching and learning and to think critically about their self-chosen activities.
• A daily communication group – A small group, adult-led activity, based on the Attention Autism approach using an ‘Attention Bucket’ format with a focus on developing children’s attention, vocabulary, and turn taking.
• The Big Read – A relaxed and fun session for all adults to share books and enjoy stories together.
• Interactive workshops – Sessions for practitioners, parents and children to play, explore and make simple resources together to take away and use at home.

Thank you to the Head teachers of all the schools involved for their support and encouragement and special thanks to Lucy, Lisa, Sue and Fiona who shared their passion and expertise and gave our newest teachers a fabulous start to their teaching career in Cambridgeshire.

Have a CASEY New Year!

At the time of writing, over 4,000 assessments have been logged on CASEY since September. More and more providers are making use of the analysis that CASEY can give them of children’s level of development and progress.

This represents an enormous step forward in helping children to make good progress. The even better news is that your efforts are helping us to get a better understanding of how children are developing so that we can target our support:

• Children’s personal, social and emotional development data from CASEY has given us an exciting insight into the impact of Forest School provision on children’s outcomes
• Summary data for children leaving pre-school has helped us to target support to particular areas of the EYFS in schools and settings this year

within areas of continuous provision indoors and outside. This supports children to talk about teaching and learning and to think critically about their self-chosen activities.

• A daily communication group – A small group, adult-led activity, based on the Attention Autism approach using an ‘Attention Bucket’ format with a focus on developing children’s attention, vocabulary, and turn taking.
• The Big Read – A relaxed and fun session for all adults to share books and enjoy stories together.
• Interactive workshops – Sessions for practitioners, parents and children to play, explore and make simple resources together to take away and use at home.

Thank you to the Head teachers of all the schools involved for their support and encouragement and special thanks to Lucy, Lisa, Sue and Fiona who shared their passion and expertise and gave our newest teachers a fabulous start to their teaching career in Cambridgeshire.

Further information about the EYLP Team and the NQT CPD Programme can be found online at www.cambslearntogether.co.uk.

To get on to CASEY, go to our Learn Together page and complete the form, or email CASEY.earlyyears@cambridgeshire.gov.uk.

Your continued use of CASEY is really helping us to have informed conversations about what makes a good transition to school

We want CASEY to give you more – that’s why we are rolling out:

• Setting support visits to help you get more from the system
• A spreadsheet tool to help you make better use of cohort data from CASEY
• And a number of developments in the pipeline, including
  – Smarter data entry for Every Child a Talker assessments
  – Brand new functionality to support your staff development planning and evidencing
  – Closer collaboration with health and sharing two-year-check data (ASQ3)
  – Easier transfer of assessment data from other systems

To get on to CASEY, go to our Learn Together page and complete the form, or email CASEY.earlyyears@cambridgeshire.gov.uk.
Charity reserves: building resilience

What is this guidance about?
This guidance is written for trustees of charities of all sizes and types, whether they are companies, charitable incorporated organisations, trusts or unincorporated associations. It explains:

- what the trustees’ duties are towards the interests of their charity
- what is meant by the term ‘reserves’
- the importance of a reserves policy
- how to develop a policy on reserves for smaller and larger charities
- how trustees must report their reserves policy in their annual report in a way that meets the requirements of the Charities Statement of Recommended Practice (SORP) (FRS 102) and the requirements of the Regulations.

To find out more, visit www.gov.uk and search ‘charity reserves: building resilience’.

Fees and wages 2018 survey update
Thank you to all the childcare providers who responded to the fees and wages survey in the Autumn term. We had a great response from a total of 249 settings.

- 110 childminders
- 29 day nurseries
- 23 out of school clubs
- 87 Pre-schools

This very useful data will be shared with all childcare providers in Cambridgeshire for comparison and to help with future business planning, budgeting, financial forecasting and recruitment.

The survey is available to download on: https://www.cambslearn together.co.uk/early-years/business-support/support-for-childcare-business-and-governance.

Peterborough Education Network
Check out and bookmark the Peterborough Education Network website for information and templates on a variety of early years topics including SEND, EYPP, School Readiness and Behaviour Management, as well as translated funding information for parents.

Our Early Years section can be found via www.peterborougheducationnetwork.co.uk – Services – Schools & Settings Finance – Settings.

NEW Committee safeguarding and roles and responsibilities training in Cambridgeshire
The Cambridgeshire Early Years Business and Governance team is now offering bespoke in-house Committee Safeguarding and Roles and Responsibilities training to voluntary managed committee settings.

For £200, settings can take advantage of a two / two-and-a-half hour training plus a Business Health Check and follow-up action plan.

This training can be delivered to more than one setting if you want to share the cost.

Please contact Alison Morris for further information.

Cambridgeshire Early Years Business and Governance team
Contact:
alison.morris@cambridgeshire.gov.uk
Everyday Superheroes – the story of a new pre-school building

How healthy is your childcare business?


The purpose of this questionnaire is to persuade you to spend a short period reviewing some key questions in relation to your childcare business. The hope is that this will encourage you to continue to monitor your motivation and assess the future sustainability and governance of the business.

Use the link above and scroll down to Business and Governance resources and click on Business Health Check Questionnaire.

On a windy Friday in October 2018, the staff and trustees of Eaton Socon Pre-school in St Neots hosted a party to celebrate the official opening of their new building.

The 150 guests included local dignitaries, representatives from Cambridgeshire County Council, trustees and past Committee members, parents, staff and children – as well as Batman and Princess Ariel from Disney's Little Mermaid.

It wasn’t the beginning of the story, but the end of a long chapter, in which volunteer trustees and the staff team worked tirelessly to mobilise parents, local councils and the whole community to build a new and bigger pre-school building to accommodate increasing demand.

The story began in 2012 with an initial aim of accommodating a further 6 to 8 children, but quickly gained momentum as the demand for places increased, waiting lists grew and the
existing portacabins were rapidly approaching the end of their useful life.

Along the way, the Pre-school changed its governance structure, moving to a Charitable Incorporated Organisation (CIO) model to offer protection for its trustees – useful when you are undertaking a £1m building project.

Funding came from the Department for Education, Cambridgeshire County Council and Eaton Socon Pre-School CIO, with additional land acquired from Huntingdonshire District Council. The building includes three fantastic learning spaces for up to 100 children, as well as a staff room, office and private space for parent meetings.

The story has many heroes, but centre stage on the day were Nick Walker, Chair of Trustees, and Caroline Allanson, Pre-school manager. Other key people were architect and former pre-school parent Simon Devlin, Treasurer Jacqueline Hacking and, of course, the staff, who had to continue to run the provision from an ever-decreasing space, as building and landscaping work took place elsewhere on their site.

Manager Caroline sums it up: “The new building gives us a clean, safe environment to deliver care and education to the children, with space for them to grow and thrive.”

Delivery Support Fund Joint Project

Back in November 2017, the Department for Education established the Delivery Support Fund, which provided local authorities with the opportunity to bid for funding to support delivery of the extended entitlement.

As well as individual projects, local authorities could submit bids for joint projects with other local authorities. Cambridgeshire, Peterborough and Norfolk submitted a joint bid to the Department for Education, which was awarded in part for the production of:

- a booklet available online in 19 different languages to increase awareness of all funded entitlements and support available to families to help with childcare costs;
- a printed leaflet for parents about all funded entitlements and support with childcare costs;
- a social media campaign promoting all funded entitlements and support with childcare costs.

Due to the shared nature of the bid, all literature and information produced has followed “Childcare Choices” branding, allowing any local authority who wishes to use the information to do so with ease.

Look out for details during this term about where you can find the translated booklets online to help you support local families, and when you can expect to receive leaflets for parents. Please also keep an eye out for our social media campaigns and help us to raise awareness by sharing messages.
1. Which of the following are always the trustees of a charity?
   a) All members of a committee
   b) Whoever is legally responsible for ownership of the premises
   c) Whoever is legally responsible for governing and directing the charity
   d) All the officers of the charity
   e) The local mayor and town crier

2. Who in the charity is responsible for the finances?
   a) All of the trustees
   b) The finance director
   c) The chief executive
   d) Whoever sits closest to the safe
   e) The treasurer

3. At meetings, trustees should always:
   a) Accept information at face value
   b) Be prepared to question and challenge
   c) Accept that the chair knows best
   d) Agree with the majority
   e) Express their views forcefully

4. What should you consider when recruiting trustees?
   Choose one:
   a) Their star sign
   b) Their political affiliation
   c) The skills and experience the current trustees have and whether there are gaps
   d) Whether they know other trustees on the board
   e) Whether they might upset the ‘status-quo’

5. Which one of these statements is not true? Registered charities of any size at all must:
   a) Send information to the Commission every year
   b) Produce annual accounts and a report
   c) File those accounts and report with the Commission if they have income of over £25,000
   d) Report serious incidents to the Commission
   e) Send their accounts to the Queen’s household if they have income of over £1m

6. Which of the following is not normally allowed:
   a) Trustees betting on the outcome of the London Marathon (with their own money)
   b) Trustees getting paid for their work as trustees
   c) Trustees bringing cake/ sweets for their management team
   d) Trustees going on television to talk about their charity’s work
   e) Trustees using the charity’s services where these are normally open to the public

7. Which of the following disqualifies you from being a trustee?
   a) Unspent conviction for an offence involving dishonesty or deception
   b) Bankrupt or formal arrangement with a creditor
   c) Disqualified as company director
   d) All of the above

For further information about your role as a trustee please visit https://www.gov.uk/topic/running-charity/trustee-role-board.
Committee checks (DBS/EY2): Frequently Asked Questions

Question:
What happens if newly elected committee members (also known as Trustees or Directors, and known by Ofsted as the Registered Provider) do not complete the EY2/DBS process and inform Ofsted of changes to the Registered Provider?

Answer:
‘Inadequate’ or ‘Requires Improvement’ Ofsted outcome!

To complete the EY2 process, you will need your Registered Provider Unique Reference Number (URN), which begins with RP and can be found on the back page of your Ofsted Inspection report. This number is unique to the whole committee and must be entered on each individual EY2.

The Early Years URN, which begins with EY, is unique to the setting and not required as part of the EY2 process for the committee.

Changes that must be notified to Ofsted (3.77 Statutory framework for the early years foundation stage, 2017).

Ensure the committee does not let the pre-school down at Ofsted inspections! Take the following to the AGM to be completed by the newly elected committee members on the night:

Ofsted EY3 form (now an EY3a for childcare on non-domestic premises)
Complete an Ofsted EY3a if there are any changes to the people on the committee. Visit www.gov.uk and search for ‘EY3 changes to individuals’.


All members of the committee must have their suitability checked by Ofsted. This means that you must apply for a DBS check; the up-date service; and complete an EY2 to generate a letter confirming your suitability as soon as you are elected or co-opted onto the committee.

How do I apply for a DBS through Ofsted?

You will need to go online to access the application process. Visit www.ofsteddbsapplication.co.uk and click on ‘Step One’.

As soon as the Nominated Person receives the letter from Ofsted confirming your suitability to be on the committee you are ready to become a full member of the committee.

The newly elected committee will also need to update trustee details on the Charity Commission or Companies House website depending on your legal structure.


Trustee Quiz answers

1. c) is true and this is not an exhaustive list. The Charities Act 2016 has introduced some new categories where you are automatically disqualified, although you may ask for a waiver.

2. a) is the right answer; though it is advisable to agree with the charity management before agreeing to do d).

3. b) is true and this is not an exhaustive list. The Charities Act 2016 has introduced some new categories where you are automatically disqualified, although you may ask for a waiver.

4. c) is true and this is not an exhaustive list. The Charities Act 2016 has introduced some new categories where you are automatically disqualified, although you may ask for a waiver.

5. a) others may take a day-to-day lead on the finances, but all of the trustees are responsible for the finances.

6. b) is the right answer; though it is advisable to agree with the charity management before agreeing to do d).

7. p) agreeing to do d).
Categories of registered person

There are three categories of registered person.

- **Individual.** The sole owner of a provision. S/he is solely responsible and accountable for the provision and s/he must sign the application form.

- **Organisations whose sole or main purpose is provision of childcare.** The organisation is accountable for the registration, and the application must be signed by a member of the organisation’s governing body. In some instances, this person may also be the nominated individual.

- **Organisations whose sole or main purpose is not the provision of childcare.** The organisation is accountable for the registration, and the application must be signed by the most senior person in the organisation who has delegated, clearly identifiable and direct responsibility for managing, planning and monitoring the childcare, on behalf of the organisation. In some instances, this person may also be the nominated individual.

Examples of ‘organisations’ include formal or informal partnerships, a body corporate such as a limited company or an unincorporated association, such as a registered charity or a school governing body.

Applicants for childminding may apply either as an individual or as an organisation (e.g. Jenny Smith, or Jenny Smith trading as SuperStars Ltd.) but for registration purposes will be treated as an individual registered person. Childminding applicants only need to make one application regardless of the number of domestic premises they work from, but must notify Ofsted of all premises used.

Childminders who work together (often known as co-childminders) must each make a separate application. Childminders who use assistants may only leave assistants alone with children for up to two hours a day with parental permission. If they wish to leave children alone with assistants for longer periods, the assistants must register as childminders in their own right.

Page 12, Early years and childcare registration handbook, July 2016, No. 150150
Early Years and Childcare Training Centre

Cambridgeshire Early Years and Childcare Training Centre delivers accredited early years and childcare qualifications throughout the county. The team strives to reach out to settings and practitioners and adapt to their learning styles and needs.

This includes training delivery in the evenings
• twilight sessions
• term time only
• tutorials
• Skype
• distance learning (for some units)
• online portfolio.

Tutors have a rolling library where students can loan textbooks relevant to the studies being taken. Course fees are incredibly low, with the setting/learner paying a £175 non-refundable registration fee (subject to eligibility for funding), and the outstanding fees funded by the training centre*.

Current qualifications being offered

• Level 2 Certificate Introduction to Early Years Education and Care (Early Years Educator)
• Level 3 Diploma for the Early Years Workforce (Early Years Educator)
• Level 3 Diploma in Playwork
• Level 4 Certificate for the Early Years Advanced Practitioner

*Funding is subject to meeting specified criteria for the qualification and taking into account the needs of the setting. You can find further information in the annual Training and Support Programme.

Peterborough Practitioner Development Programme 2018-2019

Keep your eyes peeled for our new training brochure which will be with you very soon. We are very excited to be hosting Anni McTavish this year when she returns to Peterborough to deliver Beat Babies. We also have Kay Rooks delivering Sustained Shared Thinking, Di Chilvers will be back with us, delivering Why Do Children Need to Chatter and we also host a Music and Phonics course from Early Education. We have introduced some new courses and the ever popular ones are back. We look forward to seeing you on one of the many courses on offer!

We have also identified a trainer to deliver to our Out of School Clubs and Childminders who have children in the older age range. Ben Kingston-Hughes from Inspired Children will be delivering: Risk & Challenge Training, Six Impossible Things and Amazing Play: Innovative Ideas for Play.

CambsEYC on Instagram

Come and follow us at @cambsyc. Our Instagram account shares photographs focusing on continuous professional development in early years and childcare.

Thank you for those who are already following us!

To share your photographs, please send to eycinfo@cambridgeshire.gov.uk where we will upload onto our Instagram account. Please ensure you have permission to share your photographs with us stating this in your email. We are looking forward to receiving your photographs!
Why is this so important?

Our 2019 conference will focus on enriching children’s communication language and literacy to enhance approaches for teachers and practitioners to underpin their future success across the Early Learning Goals.

The development of communication, language and literacy in the Early Years Foundation Stage underpins the future success for all children in Cambridgeshire.

Within Cambridgeshire and Peterborough, many children’s communication, language and literacy levels are significantly lower than the expected level for their age when they reach the end of the Early Years Foundation Stage (EYFS).

‘A key priority for us all is to ‘Accelerate the progress of disadvantaged children and young people in the acquisition and development of communication, language and reading… For those children who are behind during the early years, many remain behind during their primary and secondary education’ (DfE Social Mobility Report, 2017-2020).

Listen to national speakers in your local area

Di Chilvers is an advisory consultant in early childhood education having worked in the early year’s sector for over 40 years as a Nursery Nurse, Teacher, Senior Lecturer, Adviser and National Strategies Regional Adviser. For more information about Di please see her website at www.watchmegrow.uk.

Keynote: Serve and Return Conversations – Making the link between talking and thinking. Di’s keynote will unpick the crucial process of serve and return conversations with babies, toddlers and young children and how they underpin the development of communication, language and understanding. Di uses Learning Stories and examples from practice to show how this all leads to Sustained Shared Thinking.

Professor Kathy Sylva, University of Oxford, Professor of Educational Psychology

Professor Sylva’s research interests include early childhood curriculum and assessment; the ‘effectiveness’ of education in the pre-school and primary phases; the contribution of parents to children’s learning; the primary curriculum; supporting parents in child management and learning; Reading Recovery and other literacy interventions.
We are pleased to announce that we will be delivering this new qualification this term. Cambridgeshire Early Years and Training Centre will be running a pilot course initially with the view to deliver a second cohort in the summer / autumn term 2019.

This qualification is aimed at Level 3 Early Years Educators who are the Designated Person for Special Educational Needs (SEN) in their setting.

This qualification aims to
• Explore the roles and responsibilities of the Special Educational Needs Coordinator in an early years setting
• Understand the strategies and techniques for supporting children and their families
• Increase knowledge of SEN codes of practice

The qualification structure
Two mandatory units must be completed and passed by the learner. These use a range of evidence methods including written tasks, work products, reflective practice and evidence of working in partnership with parents/carers/other professionals.

Assessment
This qualification has no workplace assessments; all evidence is submitted by the learner using a range of evidence methods via e-portfolio.

Course requirements
• The learner must have access to a computer to use their e-portfolio to submit the set tasks and evidence.

Course duration
The course will take around 6 months to complete, depending on learner commitment and motivation.

For more information and application forms contact eycqualifications@cambridgeshire.gov.uk.

Celebrating success
The Early Years and Childcare Training Centre would like to congratulate the following practitioners on completing qualifications in the autumn term 2018. Good luck in your childcare careers!

Level 2 Introduction to Early Years Education and Care (EYE)
Jennifer White
Sarah Bullock
Debbie Hodgkinson

Level 3 Diploma for the Early Years Workforce (EYE)
Karen Cook
Catherine Lloyd
Erika Berry
Kelly Cesare
Maria Fingerhut
Lucy Howe
Paula Young
Madelaine Wyse

Level 4 Early Years Advanced Practitioner (EYE)
Denise White

If you are ready to take a positive step in your personal and professional development by enrolling for a qualification, please contact eycqualifications@cambridgeshire.co.uk
Cambridgeshire Masterclasses

During the autumn term, we held two of our ever-popular masterclasses, and hope that you were able to attend. If not here is a brief summary of what you missed...

Narrowing the gap: A strategic approach in the early years
Friday 5 October 2018 by Penny Tassoni MBE
Penny’s presentation looked at strategic and practical ways in which early years settings can make a difference to this group of children.
During this very challenging and thought-provoking day, practitioners examined the issues around narrowing the achievement gap between groups of children, and then considered a variety of practical ways of working with the groups.
The session then moved on to planning strategically to develop children at risk of educational disadvantage – it was a truly inspiring day, and we all came away with ideas to take back to benefit children’s learning.

What our learners said:
Overall, learners felt that this session was excellent, with a very knowledgeable trainer.
‘Really inspiring course, brilliant teacher, very much enjoyed today’s session.’
‘Thank you for a great course with lots of new info.’
‘Excellent training, lots of though provoking ideas.’

Pedagogical approaches to early years: Inspirations and trends
Thursday 15 November 2018 by Lucy Frain, Early Years Adviser
During the day learners were supported to look a variety of theories, consider how they could these into practice. There was a particular emphasis on incorporating the cultural heritage of Cambridgeshire to inspire a sense of community, traditions and knowledge.

What our learners said:
Again feedback from our learners was overwhelmingly positive
‘I learnt how to say pedagogy’
‘I am going to introduce the sniffle station’
‘I will share this with my team so that we can identify our vision’
‘I gained an understanding of how the various approaches are all embedded within the Early Years Foundation Stage (EYFS)’

Coming this term – a masterclass from an international expert...
How not to hit your thumb with a hammer
Friday 15 March 2019 Meynell Walter, international playwork trainer and lecturer
From hammering nails to two storey pallet construction this masterclass will introduce and take you through the joy of offering children the opportunity to engage in their play with real tools.

Meynell’s previous masterclass – what our learners said:
‘Absolutely the best training I have had in ages – totally inspiring’
‘I have learned to step back more and let children have more freedom’
‘I know understand how to create an environment to its full potential.’

For further information and to make a booking visit www.cambslearntogether.co.uk
Talking Together in Cambridgeshire…

The autumn term was a busy and exciting one for the TTiC team.

The Celebration Event held in Chatteris was a great opportunity for the team around the project and colleagues from Child and Family Centres, Libraries and Adult Learning to meet our funded projects across the reach area and discover the amazing breadth of work happening.

Without a doubt the highlight of the term and the year, was the visit to Wisbech by HRH The Duchess of Cornwall. HRH is passionate about reading and is the patron of the National Literacy Trust, our TTiC partners. The Duchess spent time at Wisbech Museum meeting children from Elm Road Primary School and presented them with their Literacy Toolkit. She was introduced to Helen and Jackie who explained a little about the project, in particular the Talking Tennis approach. The Duchess then joined children and families from the Oasis Child and Family Centre and staff from the Fitzwilliam Museum taking part in a Creative Families session. This project was awarded TTiC funding and will be working in collaboration with Wisbech Museum and Wisbech Child and Family Centres early in 2019.

You can see from the photo that it was much enjoyed by children and adults alike! Jonathan Douglas, Director of the National Literacy Trust was an enthusiastic participant in the activity. HRH was presented with signed copies of ‘Fitz and Will The Cambridge Cats’ books. We’re hoping the books will one day be read by the young princes and princess. We would like to thank Nicola and Alison from the Fitzwilliam Museum for running the activity, Little Cam Books for donating the books shared with the Duchess and the families and to the National Trust for inviting us to take part in the event.

During the visit the Duchess also heard about the work of Wisbech Reads and met children from Nene Infants School. It was a very special event for everyone involved and wonderful recognition of the range of communication and language work happening in the county and in particular for TTiC.

There were also opportunities over the term to attend training and we have had lots of positive feedback, one childminder commenting that it ‘was the best training she has attended’. Don’t forget to check on the website for further training courses being offered over the coming term.

We are excited and pleased to share the news that we have our first two Childminder Champions have joined our project. Kayla, from Huntingdon, and Tracy, from Wisbech will be sharing TTiC project messages with other childminders in their area and the parents of the children they care for. We are hoping more childminders will join us too, if you are a childminder in NE Cambridge City, March or Chatteris and are interested in the role we would love to hear from you.

For those of you who are working outside our reach area there will be two workshops showcasing some TTiC projects at the early years conference at the Marriott Hotel on 7 and 8 March 2019. The workshops are open to all conference delegates and will share ideas and experiences to inspire your practice. Check our Facebook page regularly for lots of information and free resources.

www.facebook.com/talkingtogethercambs

SEND resources available at Caverstede

The SEND Hub at Caverstede Nursery School in Peterborough have recently launched a SEND resource lending library. Settings can borrow resources and books for up to four weeks if they agree to the terms and conditions. A list of resources available can be found on Caverstede’s website www.caverstede.peterborough.sch.uk.
Nearly 80 childminders began by spending all their hard earned money on resources for sale, and networking with each other, with PACEY and with Early Years colleagues from the Funding team and the Talking Together in Cambridgeshire Literacy Project.

Pirjo Mudd, Senior Adviser Quality Assurance, opened the Conference with a talk about the Integrated Health Child Programme, and then the highly anticipated Knowledge Hub for childminders.

The keynote speaker, Peter Moorhouse, had the childminders transfixed with his ideas about woodwork in the Early Years. When some of them went on to do the workshop there was plenty of imaginative play, and lots of wooden models produced. The end of the day saw two childminders “pretend” talking on their wooden mobile phones!

Other workshops on the day were Tamzin Grimme – Making sense of behaviour, Woodland Trust, and Emily Dankworth – working on memory and self expression with Jazz.

The finale to the day was a music session with Emily and her group Jingle Jam music, and all the childminders joined in with great enthusiasm to some great jazz music – tambourines, drums and shakers in the hands of the childminders produced a memorable end to the day.

The outstanding childminders of the day were:

**Cambridgeshire**

- Kevin Taylor, Cambridge
- Tracey Hardy, Cambridge
- Nicola Benge, Huntingdon
- Susan Smith, Ely
- Benny Kingsbury, St Neots
- Cheryl Wilkie, St Neots
- Tracey Loughlin, Wisbech
- Volha Molchannova, Cambridge
- Suzie Webb, Cambridge
- Sara Newell, St Neots

**Peterborough**

7 x Good
1 x NCOR (No children on roll) met
1 x Requires Improvement
Woodworking at the Kiddi cabin

Inspired by the keynote speaker Pete Moorhouse at the PACEY conference in September 2018, Charlotte and I set out on our journey to create our very own woodworking area.

Seeking to give our children the possibility to experience and create things through woodworking, we transformed a really ugly disused space at the rear of our garden shed with the help of a carpenter and my electrician hubby. On 8 November 2018, we had our very first woodworking session.

Every item is clearly labelled and has a home and the children are taught to return each item to its home when they are finished with it. During our safety chat, we spoke about always wearing our safety glasses in the woodworking area, standing back from our friends when they are sawing or hammering, never running with tools in our hands and always putting them back where they belong.

Kathryn Howard

Visiting older people – sowing Poppyseeds

A Jigsaw article about ‘Little Owls’ (Jigsaw Spring 2018, page 32) a group set up by two childminders where children spend time at a local residential care home for the elderly, inspired me to try and set up something similar in St Neots.

I managed to speak to Nat Jackson, one of the childminders responsible for establishing Little Owls, and she answered my questions and convinced me that it was something I wanted to make happen.

In late 2017, I contacted a number of sheltered housing units and residential care homes. An enthusiastic group of 10 or so St Neots childminders and their mindees made a number of visits, singing Christmas songs and handing over home-made decorations and Christmas goodies. All the venues were good fun, but Poppyfields Extra Care Housing Unit stood out as a place where the children seemed to feel immediately at home.

The Manager, Gillian Keighley, was very helpful and keen to help us set up regular visits. We agreed on once a month, and called the group Poppyseeds.

Poppyfields has around 40 residents in their own individual flats with a communal lounge area and courtyard garden. Visits are advertised on the activity board and residents choose whether to participate. We have been visiting for about 10 months now, and have celebrated the Royal Wedding, grown sunflowers from seeds, made lots of crafts, sang lots of songs and generally had fun and got to know each other.

Interactions between the different generations happen naturally when stickers need peeling off, toy food needs someone to eat it, babies need to be held or books need to be read! The residents particularly enjoy the song time at the end of the sessions. The group is open to any childminders with mindees – sometimes there can be over 30 children! My parents have been very supportive and love to hear what the children have got up to on their Poppyfield visit.

Our Poppyseeds mornings are definitely something we look forward to in my setting and it really is wonderful to see the joy that our visits bring. Thank you very much to Jigsaw and to Nat Jackson.

Cheryl Wilkie
Registered Childminder
The Little Red Hen

Orton childminders extend children’s learning from a favourite book.

Our children love the book The Little Red Hen, so we thought we would do some activities based on the story. We talked about how the other animals in the book did not help Little Red Hen, and why they didn’t get any bread. The children took on the roles of the animals using masks, choosing their own animal and then sharing it, if someone else wanted to be that animal too. They loved joining in and shouting out “not I!” when it came to their animal.

The children were very excited about making their own bread to eat, and they all helped with making it, so they could enjoy the finished product. They could smell it baking and kept coming back to the kitchen to see if it was ready. They all took their rolls home and shared them with their families.

We also took the children to Sacrewell Farm, where there is a mill (albeit a water mill). We talked about how water powered that mill, whereas the one in the book was powered by wind. We walked up to the top of the mill, where they excitedly spotted sacks of what would have been flour.

Little Litter Pickers

Having taken part in some of the Hampton In Action litter picks with other volunteers from the community, I had seen just how much of a problem the littering is around Hampton.

I thought it would be valuable to involve the children in my care from an early age, learning to look after the world we live in and care for the environment and nature.

In arranging our litter pick, I reached out to other childminders to see if they too would be able to help out, so that collectively we could make a bigger impact on the littering.

Before the day, we spoke about where rubbish should be put when we had finished with it, and straight away on our walks, the children started spotting litter and putting it into bins.

On the day of the litter pick itself, Claire Jarvis, Wendy Benton, Helen Wilson, Linda Hoskins and Susan Westlake, plus myself and all the children, collected a good amount of litter from around the open spaces in Hampton. We all agreed it was a success, the kids loved taking part, and have continued to want to keep our environment clear of rubbish.

Nicola Lilley
Childminder, Hampton Vale, Peterborough
Royal Visit to...

...Ely

In late November, East Cambs Child and Family Centre Manager Mary Barnes joined with District Council representatives to meet the Duke and Duchess of Cornwall to showcase the community hubs project in East Cambridgeshire. Community hubs are safe spaces for people to access advice on a host of issues. They offer hot food, tea and coffee along with information on managing debt, alcohol and drug dependency, mental health, housing concerns and any other support needs.

The District Council’s housing team, County Council Early Help and Inclusion services, Citizens Advice Bureau, Red 2 Green, Christians Against Poverty, Cambridge Housing Society Floating Support and Centre 33 offer advice on benefit claims, mental health, domestic violence and hate crime. Councillor Mike Rouse, East Cambridgeshire housing service delivery champion, explained that the group was created “because many of the problems people face are not simple, straightforward or singular.”

...Wisbech

On the same day, the Oasis Child and Family Centre also joined in the royal visit. More information can be found in the Talking Together in Cambridgeshire article on page 29.

The National Literacy Trust, the Fitzwilliam Museum the Wisbech Child and Family Centres and Little Cam Books were all major contributors to the huge amount of work that goes into a brief visit, but our biggest thanks go to the families who brought their young children along and kept them happy during the big occasion.

Fran Macklin
Child and Family Centre Manager – Wisbech

Community pumpkins in East Cambridgeshire

When Terri Dumont, the Employment Manager for THERA East Anglia, offered to donate some pumpkins to our Child and Family Centres across the East Cambs District, we jumped at the chance.

THERA is a trust that supports people with a learning disability in Peterborough, Cambridgeshire and Norfolk, and the pumpkins were grown in their allotment as part of a vegetable project.

We made pumpkin playdough, handprints on cards, decorated pumpkins, set up a pumpkin patch photo-booth and baked pumpkin cookies. Lots of fun was had by all the families who attended the sessions!
Children's centre staff cooked families at Honeyhill & Orton Children’s Centres a three-course Christmas lunch. The event provided a great opportunity to share healthy recipes, provide information on portion sizes, adapt family food for babies and guidance on how to incorporate fruit and vegetables into children’s diets.

Barnardo’s

We have just finished an 8-week course called HENRY (Healthy Exercise, Nutrition for the Really Young). Nine families completed the course and gained a better understanding of healthy choices, whilst exploring why we as parents we need to look after our own wellbeing. We looked at easy, free ideas on how to do this, including establishing mealtimes routines and reducing TV, tablet and iPhone times for the whole family.

Our theme/core story for start of 2019 will be the book Welcome to our World. We will be looking at where our families come from, their cultures and celebrations. This is a lovely book and very inclusive!
Safeguarding and Child Protection

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

We aim to offer all staff interesting and relevant knowledge and information relating to safeguarding children and hope to build on key information you gained at basic or designated child protection training. If you have any further content you would like included we would always be pleased to hear from you.

With best wishes,

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

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

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Cambridgeshire Designated Persons’ online group continues to thrive

A huge amount of our content is now shared with Designated Persons (DP) for Child Protection through our Knowledge Hub group, which is open to all DPs and highly recommended as the best source of information and guidance. Currently there are 647 members of the group.

Recent important posts within the group include information about:

- Online Safety training
- Effective Support for Children and Families (new Threshold Document)
- The reviewed and updated Safeguarding Evaluation Tool (SET)

If DPs wish to join the group they can email: ecps.general@cambridgeshire.gov.uk and a member of the team will send out an invitation.

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Private Fostering

**Private Fostering is**: ‘A child under 16 (or under 18 if they are disabled) who is being cared for, and provided with accommodation, by an adult, who is not a close relative, for 28 days continuously or more.’

A “close relative” is defined as: aunt, uncle, step-parent, grandparent or sibling either by blood or by affinity (i.e. step-siblings, foster siblings and adopted siblings).

Settings can help to inform parents about what private fostering is by including a paragraph in the setting’s handbook, registration information, newsletter or on the setting website. The setting should ensure they know about any private fostering arrangements by checking with whom the child is living and ensure that the Local Authority has been informed of such arrangements.

If a setting becomes aware of a Private Fostering arrangement, they should contact the Cambridgeshire County Council Fostering Service for support and advice: 0800 052 0078 or make a referral to the team: SpecialistFostering.Team@cambridgeshire.gov.uk.

Further information on Private Fostering can be accessed by Cambridgeshire settings via the ‘Information Booklet for Early Years Designated Person for Child Protection’ (December 2018).
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 good quality photographs if possible, as separate files, ideally 1 megabyte or larger in size. 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 28 March 2019

Only one Jigsaw, many people? You can also find Jigsaw online at www.cambslearntogether.co.uk – Early Years and Childcare – Resources – Jigsaw

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: Sunflower Nursery children visit a care home, page 15.

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