Message from Wendi Ogle-Welbourn

Executive Director for Children, Families and Adults Services for Cambridgeshire and Peterborough

Dear Readers

I am delighted to welcome you to the Summer Edition of Jigsaw. It is exciting to introduce the first co-produced edition between Cambridgeshire and Peterborough’s Early Years Services. Late last year, alongside my position as Corporate Director for People & Communities in Peterborough, I took up my position with Cambridgeshire County Council as the Children, Family and Adults Director. This has given me the opportunity to begin to look and see if there is any sharing of services that will support both authorities, and those living within the areas to provide more efficient, effective and seamless services.

The opportunity for both early years services to join together to share good practice and information across Cambridgeshire and Peterborough is a great start. I firmly believe that our youngest children across Cambridgeshire and Peterborough should have access to high quality early years education to ensure they have the best chance to do as well as they can in school. This means that they need the right support around their health, education and social skills – this is what our early years services promote within child care settings.

Nationally there is a great deal going on that is impacting on the early years & childcare sector: the move to a universal early years base rate, the introduction of the extended offer to 30 hours, the changes within SEND and the changes within workforce development, all of which I appreciate will present their own challenges to you as a sector. I do know that both services are always looking at ways to provide you with the most appropriate support and information, Jigsaw is just one of those mechanisms which I hope you find helpful.

I would like to take this opportunity to thank you all for the amazing job you do in giving our children the best start in life.

Wendi Ogle-Welbourn

Wildwood Forest School, page 8

Stars Preschool, page 29
Messages from the Heads of Service

Karen Hingston  
Head of Early Years and Childcare

I am very excited to be working alongside our early years and childcare colleagues in Cambridgeshire on this co-produced publication. The opportunity to bring you information, current updates and share good practice across the county to ensure the best quality early years and childcare provision for our children feels very positive.

Ensuring that our youngest children have the best start to their learning journey is very important, as early years practitioners your role is crucial to this. We hope that you find the information and good practice shared within Jigsaw will help you in doing this, alongside supporting parents, to provide activities for children to help build their confidence so that when they begin school they are curious and ready to learn.

Karen Hingston

Gill Harrison  
Head of Early Years

We are delighted to be working more closely with early years colleagues from Peterborough and through this new partnership, we hope to develop support and opportunities for early years providers across the region.

It was good to see so many of you at our recent special briefings on preparing to deliver the 30-hour childcare offer. Providers from across the sector heard presentations from Barbara Wilson from the national Childcare Works team, and input from local authority teams on the Cambridgeshire picture.

The key message reiterated in the briefings was that providers need to make a clear business decision about offering the 30 hours, based on your finances and the new funding rates. Communication with parents is key, so they know your offer and any restrictions or limitations to it. Please see the ‘30 hours’ page on the Learn Together website to read the slides from the sessions and to keep up to date with developments.

Feedback from our recent Early Years conference was really positive. It is an event I look forward to each year as it is so good to see our sector come together and to spend a day (or two) celebrating early years.

We hope you enjoy this new issue of Jigsaw and I wish you an enjoyable summer term.

Gill Harrison
Outstanding Ofsted judgements in Peterborough*  
Stars Preschool – Dogsthorpe  
Stars Preschool – Parnwell  
Peterborough Mother and Baby Unit  
Outstanding childminder – Amanda Roberts  

Childcare on non-domestic  
Outstanding  3  
Good  11  
Requires Improvement  1  
Inadequate  2  

Childminders  
Outstanding  1  
Good  11  
Requires Improvement  4  
No Children On Role (met)  3  

*Since the beginning of the new inspection cycle on 1 September 2016 to 31 March 2017

Outstanding Ofsted judgements in Cambridgeshire*  
Rainbow Day Nursery  04/01/2017  
The Vine Pre-School  30/01/2017  
Ladybird Playgroup/Breakfast Club – Thriplow  31/01/2017  
First Step Playgroup  01/02/2017  
Bassingbourn Out of School Club  01/02/2017  
Abington Community After School/Breakfast/Sports Holiday Club  28/02/2017  
Buckden Day Nursery  02/03/2017  
Little Hands Nursery School/Holiday Scheme – Newton  08/03/2017  
Wendy House Day Nursery Impington  08/03/2017  
KidZone Holiday/After School/Breakfast Club – Sawtry  15/03/2017  

Number of settings with  
‘Good’  27  
‘Requires improvement’  4  
‘Inadequate’  5  

*Since January 2017

Kings Ely children put their thinking caps on for philosophy sessions

Children as young as three at King’s Ely are being encouraged to develop their critical thinking skills.  

Pre-school children at King’s Ely Nursery are able to attend a variety of after school clubs throughout the week, one of which is philosophy. The children are given the opportunity to question, think critically and creatively, and to have a debate with their peers. The after school philosophy club has proven so popular with the children that philosophy will now be part of the nursery curriculum from next term.

Head of Early Years Foundation Stage at King’s Ely Acremont and Nursery, Anna Ballanger, commented: “Supporting our children in the development of critical and creative thinking prepares them for their future as lifelong learners. Through these philosophy sessions they are learning transferable skills, which will help them to adapt and think about new situations, as well as understanding that other people may have a different point of view to themselves.”
Tell your parents to find us on Facebook!

Peterborough Early Years and Childcare’s Facebook page is full of advice, creative ideas and useful information regarding early years. We also share our Pinterest boards which are full of fun developmental activities for parents to support their children through the early years which you can find by searching ‘PCC early years’.

Encourage your parents to ‘Like’ our pages to keep updated. We have also launched our closed group ‘Early Years Peterborough’. This group is aimed at all practitioners and childminders across our local authority to support good practice and professional development. Search this in groups and encourage your social media friendly staff to become members.

www.facebook.com/PeterboroughEarlyYears

closed group: https://www.facebook.com/groups/earlyyears peterborough

https://uk.pinterest.com/PCCearlyyears

Cambridgeshire’s early years funding formula was approved by the Children and Young People’s Committee on 14 March 2017.

The hourly funding rates from April 2017 will be £4.04 for three and four year-olds and £5.41 for two year olds. Full details of the Early Years Funding Formula for Cambridgeshire providers can be found in the following document: Early Years Revenue Funding Guidance 2017 /18.

An illustration of Cambridgeshire’s allocation and formula was provided in Issue 3 of the 30 Hours Newsletter which can be found via the link below.

http://www.cambridgeshire.gov.uk/learntogether/hompage/348/30_hours_free_entitlement_-_factsheet_and_business_tools

Peterborough’s funding rate:

On the 15 March, the sector response to the consultation and the final proposals for Peterborough’s funding rate was shared and agreed by Schools Forum. The full agenda and paper taken to Schools Forum, detailing proposals is available here: www.peterborougheducationnetwork.co.uk/page/?title=5%29+Wednesday++15th+March+2017&pid=317.

Peterborough’s three and four-year-old rate from April 2017 is £4.35 for all providers. A deprivation supplement of £0.20 per hour and a flexibility supplement of £0.49 is also available for qualifying children / providers. Qualifying information can be found in the proposal document (link shown above). The two-year-old funding rate has increased from £5.05 to £5.14.
Government publishes Early Years Workforce Strategy

The Department for Education published the long-awaited Early Years Workforce Strategy in March 2017.

It includes the conclusions from the consultation on level 3 qualification requirements and other key points summarised below:

**GCSE and level 3 Early Years Educator**

The new level 3 requirements were introduced from 3 April 2017, along with the new EYFS framework. The requirements refer to any level 3 early years qualification started since September 2014.

Early Years staff qualifying at Level 3 Early Years Educator (EYE) will now be allowed to count in staff:child ratios with any suitable Level 2 maths and English qualifications – such as Functional Skills.

**Apprenticeships**

Skills for Care will now accept Functional Skills Level 2 for learners on the EYE framework. All apprentices can complete an apprenticeship with Functional Skills, regardless of whether they are on the current or the new framework. Any learners rejected because they have Functional Skills qualifications can be resubmitted for certification.

First Aid Training: Revised statutory framework for the early years foundation stage 3.25 (EYFS) means all newly qualified level 2 & 3 practitioners must have a paediatric first aid (PFA) certificate within 3 months of starting in the setting. This can be a 12-hour PFA or a 6-hour Emergency PFA. Practitioners who started work between June 2016 and April 2017 must hold either of the certificates by July 2017. Settings are responsible for identifying a suitable provider.

**SEND qualification**

A new SEND qualification will be developed to accredit the specialist nature of this role.

**Graduate recruitment**

There are plans to recruit more graduates in early years, providing them with incentives to work and train in disadvantaged areas.

**EYT/EYP consultation**

A consultation has been announced on allowing practitioners with Early Years Professional Status or Early Years Teacher Status to lead reception or maintained nursery classes.

**Early Years Teaching Schools**

£3m from DfE to expand the role of teaching schools. This is to link schools and colleges with childcare providers in their area.

**Early Years careers routes**

A panel of professionals will be set up to help develop early years careers routes. This will include linking providers with schools and promoting early years as a career for men.

More details can be found via www.gov.uk, search for 'early years workforce strategy'.

For full list of acceptable qualifications for EYE, see Appendix B of the Government response:

Search 'level 3 early years educator numeracy and literacy requirements' on www.gov.uk.

The revised EYFS, effective from 3 April 2017 onwards, can be found via www.gov.uk, search for 'revised eyfs 2017'.
CKC's Future Leaders Programme Nominated for National Award

At the recent National Playwork Conference, CKC was nominated for the Development and Support Award for their Future Leaders Programme (FLP).

The course, launched in 2016, is designed to develop individuals in the philosophy of Playwork as well as provide the practical skills needed to manage a wrap-around setting.

The course is made up of 12 modules including opportunities for the Playworker to reflect about their own practice, challenge their values and beliefs, as well as recognise the contribution of colleagues to be able to create a team approach.

The programme offers a structured career path guided by experienced playwork professionals, delivering practical knowledge in how to run a setting, a play-based approach to implementing policies or procedures, and the critical skills to encourage the Playworker to reflect on their own practice.

To find more about the FLP, please contact us on info@cambridgekidsclub.com.

New Ark Play welcomes children from all over Peterborough

New Ark provides after school and holiday care with a range of activities. During term time our after-school playground is all about adventure play with activities such as digging, building, ball games, swinging and climbing.

Other activities are based around a range of creative arts and crafts. The children also have the opportunity to visit our onsite farm.

During the school holidays our playground activities are very similar to term time but the children also get the opportunity to do baking in our kitchen, outdoor cooking, den building, water slides, messy play and much more.

At New Ark we learn how to manage risk. We don’t mind getting messy. We value our world.

Nikki Anderson
Manager, New Ark Play
Baskets of Treasures

Treasure Baskets are familiar to many practitioners, but we use our Baskets of Treasures in a different way.

The contents of our three baskets are always changing as things get broken and removed, disappear into pockets, and we ‘ring the changes’. The contents are all designed to spark the children’s interest, be readily portable, and are mostly ‘found’ items, i.e. they cost us nothing.

Currently, they contain assorted bunches of keys, lots of phones and cameras (both toy ones and real ones that no longer work), mirrors, toy binoculars and cheap real ones, two sand timers, three solar-powered calculators, two TV remotes, a couple of compasses, a tape measure, a kaleidoscope and toy viewers where you look through a small hole and can see pictures inside.

We have also had small magnifying glasses, noise makers (you tip it over and it makes a noise like an animal), Rubik cubes, Slinkies, old plastic store cards (which the children use as credit cards), purses, wallets, and those things that snap round your wrist to make bracelets. The only things we have bought were the actual baskets, the mirrors – because they needed to be child-friendly – and the cheap binoculars.

The basket contents are in constant use, with the two-year-olds exploring the objects and the older children using them in imaginative play. Keys and phones are very popular as an extra dimension for Role Play, and even the youngest children will take a bunch of keys to the door or pretend to listen to a phone.

Everyone likes sorting through the baskets to see what they can find, and we often see children sorting objects into categories – but not always the categories you would expect. I recently saw one child putting all the metal objects together. The children talk to each other as they sort through, and the most popular objects (currently a bright pink sparkly phone) are negotiated over, encouraging sharing and co-operation. They are also a brilliant resource for children with a transporting schema, as they transport the keys and phones around, so are more likely to leave the other toys in the right place for use!

We love our Baskets of Treasures, and regard them as absolutely essential to our basic provision, and a truly treasured resource.

Susan Lister
Playlanders Playgroup and Preschool

Wildawood Forest School

Hello! We are Wildawood Forest School and we wanted to tell you about our fully outdoor Preschool which opened after the Easter holidays. We are set in a beautiful private woodlands in Chippenham, near Newmarket.

We currently run holiday clubs, a few preschool sessions and stay and play sessions, watching children grow and learn using the natural world around us, becoming resilient learners, confident, self-motivated and willing to ‘have a go’.

We have no permanent indoor space which makes us unique! We do have a lovely yurt and make dens and shelters daily depending on what the children want to do. Come rain or shine at the end of every session it is always lovely to see happy, smiling children with muddy faces and lots to tell their grown-ups about their time in the forest.

We are planning to open full days in September 2017 and to offer the 30 hours funding. We would love to work in partnership with other settings with regards to 30 hours free childcare. We would be keen to hear how other settings have planned their offer!

We are also very happy to have visits from staff to see how we work being exclusively outdoors and can also accommodate trips from groups and settings. Please do contact us, we are very friendly and happy to chat about forest school... just remember to bring your wellies!
Brake! Poster competition

Brake’s road safety poster competition is a fun, new project for children aged 4-11 that aims to inspire and engage them about the need for drivers to slow down so they can walk and cycle to nursery or pre-school safely.

Simply register your nursery or pre-school to receive a free e-resource pack that enables you or the children to talk about the dangers of drivers speeding in their community – something that puts children’s lives at risk every single day.

Print off the poster template, get children to create powerful designs in class or at home, display their artwork in your entrance hall, and send them to Brake by Friday 30 June 2017.

Winning designs will be turned into professional banners to go on display outside the setting or in the local community. Children will receive hundreds of pounds worth of prizes for themselves and their setting, plus a visit from Brake’s mascot Zak the Zebra!

For more information and to register, visit Brake’s website: brake.org.uk/postercomp

National Bookstart Week 2017 – Let’s Explore Outdoors

Bookstart gifts free books to all children before they start school to help families read together every day and inspire children with a rewarding love of books.

National Bookstart Week will be held 5 – 11 June 2017

The theme this year is Let’s Explore Outdoors and Bookstart’s chosen book is ‘Everybunny Dance!’ by Ellie Sandall – a lovely story about friendship that’s guaranteed to get little ones moving!

All Cambridgeshire Libraries will have ‘Everybunny Dance!’ mini books, Bunny Ear headband activity sheets and Rhymesheets to give away at Rhymetimes and Storytimes that week. Some libraries will also be holding special National Bookstart Week events.

For a children’s centre perspective, please see Summer activities on page 36. Children’s Centres will also be undertaking activities to mark National Bookstart Week. Please contact your local Children’s Centre to find out what is happening, or look for details on the Children’s Centre’s Facebook page.

Early Years staff are encouraged to organise their own activities to celebrate Bookstart with the children who attend their setting. Resources, including bunny colouring sheets, can be found via the following link: http://www.bookstart.org.uk/professionals/get-involved/national-bookstart-week/resources/

Happy National Bookstart Week!

Please email Sue Batchelor, Bookstart Coordinator, Cambridgeshire, for further information sue.batchelor@cambridgeshire.gov.uk

Elaine Wilkinson, Bookstart Coordinator Peterborough elaine.wilkinson@vivacity-peterborough.com
Cambridgeshire’s fourth annual Forest School conference took place at Grafham Water Centre on Saturday 18 March 2017.

Practitioners from Cambridgeshire and beyond came together to share and gain new knowledge and skills. The blend of workshops, keynote speakers and beautiful surroundings of Grafham Water offered delegates inspiration and motivation for their personal Forest School journey, and to develop the practice in their school/setting.

The ‘buzz’ of networking and sharing ideas was well underway before the official opening, in which Cambridgeshire’s Director for Learning, Keith Grimwade, posed questions around the benefits and impacts of Forest School. Keith then went on to describe an exciting new partnership venture to implement Cambridgeshire’s vision of ‘Forest School for All’.

Our first keynote speaker of the day, Sara Knight, international author and Forest School practitioner, delivered an inspiring and thought-provoking presentation entitled ‘Place-learning and Path-following’. Her deliberately ambiguous title gave delegates the opportunity to consider and reflect about identity, belonging, and the adult’s role – if we inflict a path or allow our children to make their own.

78% of the audience increased their knowledge and understanding, others commented about how they would consider slowing thing down and not rushing children so that they could develop their own pathways in life. Delegates’ comments included “amazing keynote” and “very inspirational”.

Our second keynote speaker, Elizabeth Swift, Forest School trainer and practitioner (huathe.org) explored the role of Forest School in supporting children’s movement and holistic development. She looked at how life today impacted on the natural movement of babies and children, and shared how we can support the opportunities for children to develop natural movement within the Forest School environment. Again, the audience were inspired by Elizabeth’s messages and 86% stated they had an increase in their knowledge about this topic. Delegates’ comments included

“Excellent speaker, very interesting and knowledgeable”
Samantha Steward, Harpers Nursery and Forest School

“Lovely to understand how senses, vestibular and proprioception in particular, are so important and how we can stimulate these to encourage learning and development”
Lisa Schiavo, registered childminder

Delegates also attended two workshops which were presented by a variety of workshop hosts.

Everybody thoroughly enjoyed the day feeling empowered and inspired to continue their personal Forest School journeys.

A raffle on the day raised £105 for East Anglian Children’s Hospices (EACH): prizes were donated by Muddy Faces, Sara Knight and Educational Books Limited. My thanks go to everybody who contributed to this cause.

Heather Jebb
Early Years Adviser and Forest School Lead
As part of the standard Early Years membership subscription package in Cambridgeshire, Early Years Advisers have been offering half-day Quality Framework themed visits focussing on one of the four sections in the Inspection Framework.

Even if they do not use the Cambridgeshire County Council Quality Framework, most providers complete a form of self-evaluation, often the Ofsted Online Self-Evaluation Form (SEF). Through considering the criteria listed under each of the four sections, they are able to identify where their practice or provision may benefit from being developed further.

For membership packages, setting managers consider the best use of the visit and outline the agenda prior to the meeting. Advisers can act as...
a ‘critical friend’, coming in with a fresh set of eyes on an issue. For example, a focus on Teaching, Learning and Assessment may involve support, advice and observations with a view to raising standards of practice for effective teaching and understanding how children learn in the early years environment.

Advisers report that many settings are choosing to consider a focus on Leadership and Management. This can act as a valuable pre-Ofsted visit as the themes considered are broad and far-reaching. It is especially useful for those settings who have missed out on any of the Early Years Forums where up-to-date information is shared and feedback from other settings is shared.

Advisers can join the manager on a ‘Learning Walk’ around the setting to provide context for the discussion, jointly identifying key strengths and areas for further development during their observations. This can help the team feel confident in showcasing their provision.

A note of visit is then sent to the setting outlining the points discussed, resources mentioned, and areas for further development. This can be shared with the board of governors, committee, owner and Ofsted (during inspection) as a record of the visit. Settings are able to revisit and update their self-evaluation after the visit using any ideas, resources or strategies discussed with the Adviser.

The range of support offered to member settings has been very broad. Advisers have shared some aspects of the discussions that they have been involved in with settings so far:

- Self-evaluation judgements, and how to ‘aim higher’
- Common inspection themes and areas of development
- Action planning and setting priorities
- Setting up an effective supervision system, conducting a joint observation, developing peer on peer observations in the setting
- Safeguarding update and maintaining a protective ethos
- Reflection around the observation assessment and planning cycle
- Identifying and planning for children’s needs: starting-points and next steps, gaps in progress, developing schema and supporting vulnerable children, continuous provision
- Outcomes for children: parental engagement, narrowing the achievement gap, Early Years Pupil Premium (EYPP) funding
- EYFS: meeting requirements, prime and specific areas, characteristics of effective learning, enabling environments for a particular age-range
- The outdoor environment and Forest School ideas
- Children’s Learning Journeys
- Positive interactions and promoting positive behaviour
- Developing successful transitions within and beyond the provision
- Revisiting key messages from recent training – Forest School, ECA, Five to Thrive
- 30 hours funding
- CASEY

There are additional bundles available which enable providers to invest in training and support packages to current members including “Ofsted preparation” through enhanced Quality Framework visits. These visits have had positive impacts on settings who have invested in this particular bundle; Managers and staff teams have been supported by their Advisers to ensure they are ready for their next Ofsted inspection creating a more relaxed approach to the process through peer observation, action plans and bespoke training.

Finally, there is a “Pay as you go” option for Non-members and members for specialist advice and support. For example, if a setting required support or advice around strategies to deal with challenging behaviour, they can buy in an Adviser for a minimum of two hours or more to visit the setting.

If you would like further information on subscription to the Early Years Offer please contact earlyyears.service@cambridgeshire.gov.uk or your Early Years Adviser. You can visit the Learn Together website link on: http://www.cambridgeshire.gov.uk/learntogether/hom epage/330/early_years_offer_16-17
Creating Spaces at Meadow Lane Children’s Nursery, St Ives

My father and brother came across a beautiful site for a Children’s Nursery, on a working farm in St Ives, with pigs, chickens and goats and produce used and sold locally.

Farm members had plots to grow their own fruit and vegetables and would create and share recipes with each other in the on-site kitchen. The first time I visited, I felt such a wonderful sense of community and knew it would be an ideal location for young children to flourish.

Bewildered at the thought of the interior design, I began spending hours scouring the internet for ideas on Nursery classrooms. I found myself very unmotivated by the pictures of children at brightly coloured tables, surrounded by garish cartoons and unnecessary prints. During my time in Dubai, I had studied the Reggio Emilia approach and had always felt such a strong admiration for its child-led philosophy. I decided the Reggio Emilia approach was the perfect answer for Meadow Lane Children’s Nursery, and the more I researched, the more passionate I became.

Thinking space

I started to really think about how to create an ever-evolving learning environment for the children, a space that was rich in conversation, encouraged relationships and allowed the play to naturally occur.

To create a space that inspires both children and educators, we took a step back from all the pre-conceived ideas that a nursery ‘should’ have and thought, do we really need the overload of colour, when recent statistics have said that these can cause distraction for children and can be too overwhelming?

Mapping learning

Instead of the bright and cluttered display boards, so high up they cannot even be seen by the children. We used the space for educators to communicate with one another and parents. The boards are used to mind-map learning, show the thinking process behind development, reflect and document on what the children really enjoy and display children’s quotes and photos, rather than art work that they would much rather take home (or that was created by an adult in the first place).

At Meadow Lane Children’s Nursery we embrace a literacy and mathematically rich environment, with books, letters, words and numbers always accessible to the children. This gives them the opportunity to make connections between the letters, numbers and words and allows them to learn in the best way possible for them individually.
We also try to bring nature into all of our learning opportunities, with light and natural classrooms, floor to ceiling windows and glass doors, so that the children can see out and observe nature around us, the changes in the seasons and the weather.

We have free flow access from morning until evening, ensuring that our children have the choice to play, learn and observe outside or inside as much as they desire. Children crave natural, open-ended resources and become bored too quickly with the ‘one use only’ toys. They require resources that inspire their imagination.

**Upcycling**

We began collecting resources from our build, cut-offs from the trusses in the roof became wooden blocks and pallets that delivered materials have been transformed into play kitchens. We use tyres, tubes, bottles, pebbles, wood, twigs, mirrors, flowers, seeds, ribbon, and wire, to give children the opportunity to explore through trial and error experimentation.

We at Meadow Lane Children’s Nursery are strong advocates for ‘process art’, focussing on the learning and the skills in the process of art, rather than the end product, to explore the different textures and effects of a variety of art materials. By allowing children to press harder with chalk, or mould clay into any shape they desire, they ask themselves “what happens if I do this?”. They begin to appreciate the process and in turn become more imaginative and creative.

We offer an open ended learning schedule for our little ones, and endeavour to act as spontaneously and as quickly as a child learns.

_Sophia Covill_

_Meadow Lane Children’s Nursery_

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**Making it REAL in Peterborough**

In 2013 Peterborough was one of eight Local Authorities invited by the Early Childhood Unit (ECU) at the National Children’s Bureau (NCB) to be involved in the pilot of Making it REAL (Raising Early Achievement in Literacy).

Making it REAL builds on an evidence-based programme Raising Early Achievement in Literacy (REAL) which involves practitioners working with parents’ to help them support their child's development in four key strands of literacy: environmental print, books, early writing and oral language. The intervention also uses the ORIM Framework, which is based on the idea that there are four main ways that parents can help support their child’s literacy development: Opportunities for literacy; Recognition of children’s literacy development; Interaction around literacy; and Models of literacy users.

In the first two years, this two-day training was delivered by NCB, but has since been delivered by Peterborough’s Early Years Service. The training involves practitioners working with a group of children and their parent(s). Families are invited to take part in fun literacy events in the setting and practitioners visit children and families at home to explore the four strands of literacy and ORIM; thus enabling the setting and family to support children’s literacy development together. This model shows demonstrable impact on practitioner and parental confidence and children’s early literacy development.


For details see: https://www.ncb.org.uk/what-we-do/our-priorities/early-years/projects-programmes/making-it-real

For further details on the ORIM Framework http://www.real-online.group.shef.ac.uk

* See Peterborough Early Years & Childcare Quality improvement Support & Practitioner Development Programme National Children’s Bureau (2016) Year 3 Evaluation of Making it REAL (Raising Early Achievement in Literacy)
Going a bundle: two providers offer their perspectives on the membership offer

**Bellaclaire**
At Bellaclaire Childcare, we have found the Support & Training bundle essential to quality assurance and training at our setting.

Having been introduced to our Early Years Adviser, Lucy Frain, we were keen to get started. Our first session was ‘Ofsted Preparation’, and all of the team at Bellaclaire were asked to attend. After a long day, it is always hard to expect enthusiasm; however, we were delighted and encouraged at the motivation of the team and the valuable input from each of them. The session was informative, fun and thought provoking! We have already made positive changes as a direct result of the training session. The team came into work in the morning with a spring in their step and full of invaluable ideas.

At Bellaclaire, we feel training is imperative, and to have it onsite with such experienced and knowledgeable trainers is a delight. As a team we are all very excited for our next session.

**Claire Grain**
Director and Manager, Bellaclaire Childcare Ltd

**Stretton Pre-school**
My initial visit from my Early Years Advisor highlighted the need for outside professional feedback and advice to best support the settings to maintain a 'Good' and strive for an 'Outstanding' Ofsted rating. Most importantly it could help the staff to see themselves as effective teachers, to appreciate the impact we have on the children that attend our provision.

Lucy explained we could purchase an additional training bundle to best support the needs of our Pre-school, and suggested we could start with supporting the staff to look at their approach to teaching, and enabling their environment by making simple but effective changes within their room and planning.

The package offers the support of the Early Years Advisor at staff meetings so that she is able to deliver directly to my staff, rather than them going to generic training.

Lucy brought materials and up to date books to help support our practice, and more importantly FUN tasks, delivered with enthusiasm, to get the staff thinking and reflecting on their own practice and ways to enhance it. From this, I was able to draw up specific action plans for each room and age group.

**Charlie Baxter**
Site Supervisor – Stretton Pre-School

I am finding the experience informative and effective, and I am hoping it will have a positive effect on staff morale, productivity and ultimately our Ofsted inspection. I already feel the money to be well spent.

In Peterborough we are working hard to help parents ensure that their child is ready to start school.

A working party made up of professionals from early years, schools and health has produced the ‘Ready to Start School’ leaflet for parents. We have worked closely with schools and early years settings to ascertain strengths and areas to develop so that each child has a happy and confident start to their school journey. Using the acronym START five key messages were decided upon to share with parents, along with tips on how to support their child, through day to day experiences at home.

The leaflet was launched at a School Readiness event held in Queensgate shopping centre during the Easter holidays. The messages for parents to help their child be ready to start were further emphasised with fun activities such as an environmental print trail, developing fine motor skills with threading and playdough, producing healthy lunch boxes and interactive story sessions, practising zips and buttons to make getting dressed easier and support and advice from health and early years professionals.

Please encourage your parents to read the leaflet and share your own ideas for helping them to prepare their child for starting school. We are adding resources and ideas to our website (www.peterborough.gov.uk/START) to promote school readiness in your setting.
Recently one of our practitioners has completed REAL training, which was beneficial in implementing our literacy week. We wanted to embed into our daily practice alongside parents and families the foundations of REAL. So, we changed World Book Day into Literacy Week, covering the four strands of literacy.

Our starting point for literacy week was to discuss in our staff meeting what we were going to do, we devised a weekly plan for each group to choose five stories, five songs and five mark making activities, planned for indoor and outdoor environments.

Each group, staff and children together arranged their week based on the children’s interests and abilities. We made parents aware of our plans through letters, Facebook and face to face. We had a really positive response from all of our families, with mummies, daddies and grandparents coming in to read stories with groups of children. Across the week we had lots of activities ranging from mark making with mud, wet sand and crazy foam, making tracks in paint with cars, finger painting and many wonderful songs and stories were shared.

To finish off the week we dressed up for World Book Day and took home our book tokens. We also used this week to give out the Bookstart packs to children and families to encourage the love and sharing of early reading.

Lindsey and Sam
Stepping Stones Day Nursery, Dogsthorpe, Peterborough
The Department for Education and HMRC have recently launched promotional materials to support the launch of their childcare choices website.

The childcare choices website brings together all the government childcare offers for the first time in one place, helping parents to find the right childcare to support them.

It also contains information for parents about signing up for tax-free childcare and the 30 hour entitlement for three and four-year-olds. Please ensure you direct parents to the website: www.childcarechoices.gov.uk.

You can also use the childcare choices logo and social media messages which have been developed.

If you have not received these via email, please email childcaresufficiency@peterborough.gov.uk or for Cambridgeshire 30hourschildcare@cambridgeshire.gov.uk.

### In a Nutshell

**Here is the news sent to funded providers recently and summarised in one document.**

#### 30 Hours in Cambridgeshire

Early Years providers should now be receiving regular “30 Hours News” bulletins giving the latest information on this initiative. Please e-mail 30HoursChildcare@cambridgeshire.gov.uk if you are not receiving this information.

Full details of local authority support for the 30 hours initiative in Cambridgeshire, including the sustainability tool and materials from the recent provider events, can be found on Learn Together Cambridgeshire website under Business & Facilities and sub-heading Early Years & Childcare.

HM Revenue and Customs will oversee a national system for checking parental eligibility to the additional funded hours and issuing codes.

All providers will need to check validity of codes before offering a place. Each local authority will be putting in place a system for providers to do this, which will be available before the end of the Summer term.

#### Tax free childcare

Have you signed up to offer tax-free childcare? Find out more information about the scheme and what you need to do to ensure you can receive payments from parents by visiting www.gov.uk/government/news/tax-free-childcare-top-things-childcare-providers-should-know. If you have any issues or concerns, please contact us.

#### Messages for families:

- The new entitlement starts from September 2017, nationally
- Parents will need to complete an online check to get a code and resubmit information every 3 months to maintain eligibility
- Tax-free childcare may also help them with childcare costs

#### Disability Access Funding (DAF)

From summer term 2017, there is new Government funding (DAF) equivalent to £615 per child per year, to support three and four year-olds in receipt of Disability Living Allowance. If you need a copy of the DAF form which explains how the process works please email: eyf@cambridgeshire.gov.uk

#### Early Years Funding

Relevant documents such as the Funding Application Form can be found by following the link: www.cambridgeshire.gov.uk/eyf
Last summer the Department for Education confirmed £50m in capital investment for early years settings to support the introduction of the 30 hours offer.

Local authorities were invited to bid for capital funding to expand childcare provision in their area, working in partnership with providers to submit detailed applications for individual projects.

The priority was to target areas within Local Authorities most in need of capital funding to deliver 30 hour places for September 2017. In Peterborough, we submitted three projects, which total £84,211.75 of additional investment in the early years sector.

A partnership between St Thomas More Primary School (pictured left) and St Thomas More Nursery, a voluntary managed provision, will provide floor space to create an additional 27 30-hour places for three and four-year-olds. Further new places will be created through the change in operational hours from 32.5 hours to 50 hours per week, to attract more working families eligible for the additional entitlement.

Orton St John’s Primary School has been identified as an area with demand for places, and occupancy levels across the area are very high. The voluntary managed pre-school has been on the site for a number of years, and is very popular with parents. The capital funding will provide floor space to create an additional 20 30-hour places for three- and four-year-olds.

The third project has provided funding to Stars Pre-School, Welland (pictured on page 2). The setting offers ‘outstanding’ pre-school provision during term time between 8.00am and 6.00pm and is attached to Welland Academy and First Steps Children’s Centre. With a capacity of 30 children per session, the pre-school currently has 85 children on roll. Flexible 3- and 5-hour sessions are available throughout the day, as well as full day care.

A conservatory extension to the current building will offer 24 extra spaces in September 2017, delivering the additional 30-hour places with no detriment to existing 2-year-old funded places or 15-hour funded places thus providing extended support for families and the local community.

We are really pleased for all three settings and the children and families that will benefit. We are looking forward to seeing the completed projects in September, when the settings will welcome new children and families who will be able to benefit from the additional entitlement.

We now have a dedicated page on the City Council website about the additional entitlement for three and four-year-olds. This is updated when we receive any new information or guidance about the scheme, and contains some frequently asked questions. Please feel free to share this with families accessing your provision: www.peterborough.gov.uk/30hoursfree.

We have recently launched our new logo to support promotion of the 30 hour free entitlement for working families from 1 September 2017. The logo and content of marketing materials was developed with the support of sector representatives taking part in the 30 hour Steering Group meetings.

You are welcome to use the 30 hour logo we have developed on your own literature, brochures and websites. The logo should help parents to identify childcare providers locally who are offering either the full entitlement, or providers looking to offer some of the additional hours, perhaps in partnership with other settings.

You should have received leaflets, posters and business cards from us to support with promotion of the new entitlement to families already accessing your setting, or for potential new families interested in accessing your setting. If you have not received an email containing the logo to be used, have not received marketing information by post, or would like additional leaflets, please get in touch by emailing childcare@peterborough.gov.uk.
Believing in Achieving! Making it Happen – TWICE!

Early Years Conference grows a second day

In response to demand in previous years, the 2017 Early Years Conference ran on two consecutive days at the beginning of March. Gill Harrison (pictured) opened the conference as Head of Early Years.

The overall theme of the conference was to celebrate and build on children’s achievements. There was a focus on supporting children’s development and closing the gap, highlighting research, different approaches and best practice.

Over 100 delegates on each day enjoyed the inspiring insights of keynote speakers Sally Goddard-Blyth and Stella Louis, as well as a choice of stimulating workshops led by the keynote speakers and the Early Years Service’s own expert advisers.

Evaluations are still being compiled, but a massive 85% of attendees judged the keynote speakers to be excellent or inspirational. Many delegates said that they wanted to continue to develop their knowledge in these areas. Therefore we are proposing to ask the speakers to present masterclasses in the next academic year.

Delegate comments included:

- I absolutely loved this! Engaging, fun, enjoyable
- Very interesting and thought provoking; amazing. So inspired!
- I will be looking at our environment to ensure that children are challenged and supported.
- Actively want to engage all staff; Inspirational and new information – will inspire practice, take forward at centre with children and team.

We are currently in the process of booking next year’s conference. Reserve your place by visiting www.cambridgeshire.gov.uk/learntogether.
Apprenticeships

Have you ever considered employing an apprentice and not sure where to start?

The Government is empowering employers to consider employing young people undertaking apprenticeships. The workplace can have a positive impact on the apprentice, where experienced qualified staff can share their skills whilst the apprentice is studying. Apprenticeships are designed to reinforce learning and develop practical skills on the job. Apprentices will learn good practice whilst developing personal skills to fulfil their work roles and enhance their future career.

Changes to the apprenticeship schemes will come into place from April 2017. The new model identifies additional criteria including; new career pathways to people seeking apprenticeship pathways, additional career routes and apprenticeship funding. A new funding mechanism called the ‘Apprenticeship Levy’ will be implemented in April 2017. The Levy is aimed at employers who have 200+ staff with a payroll of £3m or higher. The Levy will provide increased control for employers and enable companies to invest in apprenticeships to meet their business priorities, whilst ‘growing their own’ professional team.

Employers Guide to Apprenticeships

What are the benefits of apprenticeships?

- Growing your own Early Years Educators
- Investing in enthusiastic staff who are up to date in current practice
- Solve recruitment and retention problems
- Mentor and coach staff to understand and demonstrate the setting ethos with first hand learning
- Retain current staff
- Possible grant for employers (see see “terms and conditions” on opposite page)

Who can do an apprenticeship?

- Students must be 16 years or older, employed and working towards a work-based qualification from GCSE’s or equivalent up to Degree level.
- Students will study towards a work-based qualification along with literacy, numeracy and ICT to upskill any gaps.

To find out more information, please visit the Learn Together page on http://www5.cambridgeshire.gov.uk/learntogether/homepage/365/ey_recruitment
Apprentice of the Year in Care Award

Congratulations to Natasha Bidwell

Natasha Bidwell from the Brampton Day Nursery, part of Wigwam Nurseries Ltd, is ‘Apprentice of the Year in Care.’ Natasha won the award for her hard work and commitment in completion of her CACHE level 3 Early Years Educator (EYE) Diploma completed with Cambridge Regional College (CRC).

In addition to working full time in the Nursery, she attended monthly evening sessions to cover the knowledge for the different units on which tasks were set. She also attended CRC on Friday afternoons to study IT. Whilst taking the qualification she also completed her 12 hour Paediatric First Aid training. Natasha had the support of her tutor from CRC throughout the course. Her tutor visited her in the setting approximately every 6 weeks.

Her tutor watched Natasha’s confidence grow as she went through the course, ‘showing exceptional commitment, good organisational skills and the ability to meet deadlines’.

Natasha offered this advice to others wanting to pursue this route: “Make sure you keep up with the work as it is easy to slip back. Try to attend all the college sessions, but if unable to, ask your fellow students to take notes for you”.

Natasha felt very supported by her setting manager and colleagues and they would offer advice and support as she went through the course.

For now, Natasha is taking a well-earned break from study, but continues to grow through the professional development opportunities that her setting offers. She has a keen interest and involvement within the Forest School Approach at the Nursery and is developing this through in-house training.

Brampton Day Nursery has two apprentices at the moment, and the Wigwam group of nurseries fully supports this route. “We find we can train and share our expertise whilst developing Apprentices to fully understand an outstanding ethos towards care and learning”, said Emma, the Nursery Manager. She and the Nursery are very proud of Natasha’s achievement.

Natasha received a framed Certificate, Glass Plaque (pictured) and Shield that she will keep for a year.

What are the terms and conditions?

- The apprentice must work with experienced staff whilst learning new skills
- Must be working towards a work-based qualification and attend training during the working week (colleges, training providers) for more information on qualifications, terms and conditions go to www.afo.sscalliance.org, click on Frameworks library and search "Children and Young People’s Workforce"

Hiring your apprentice (taken from DfE website, April 2017)

1. Choose an apprenticeships framework or standard for an apprenticeship in your industry and at a suitable level: go to www.afo.sscalliance.org, click on Frameworks library and search "Children and Young People’s Workforce"
2. Find a training organisation that offers apprenticeships for your industry – they’ll handle your apprentice’s training, qualification and assessment
3. Check you are eligible for a grant and apply
4. Advertise your apprenticeship – your training organisation will do this for you through the find an apprenticeship service
5. Select your apprentice and make an apprenticeship agreement

What are the terms and conditions?

- The apprentice must work with experienced staff whilst learning new skills
- Must be working towards a work-based qualification and attend training during the working week (colleges, training providers) for more information on qualifications, terms and conditions go to www.afo.sscalliance.org, click on Frameworks library and search "Children and Young People’s Workforce"
Recruitment and Retention Project

The new Early Years Workforce Strategy published in March 2017 reflected much of the work that we are already carrying out in Cambridgeshire.

In 2016, we ran several Recruitment Summits, inviting employers to highlight their difficulties in recruiting staff and have based our Recruitment and Retention Project on this feedback. If you were unable to attend, you are welcome to contact us with your views.

A new web page to advise employers on recruitment matters has just been launched on Learn Together (see Improvement and Leadership / Early Years Recruitment Support). We welcome feedback on further content needed.

Central to our project is attracting staff to join the sector. Our Sector Development Team currently has funding available for towards Level 3 qualifications as well as those on the Graduate pathway (subject to criteria).

Our project targets potential employees, too. The Introductory Course (Gateway) is being run in Children’s Centres and Schools to raise awareness of Childcare as a profession, working in partnership with Careers Advisors. We will continue to roll this out across the County to connect more effectively with potential recruits and create a more positive image of the sector.

We have updated the County Council web page for advice on Childcare Careers. Soon to be added is a brochure emphasising the possible career pathways and progression.

http://www.cambridgeshire.gov.uk/info/20003/jobs_and_volunteering/257/careers_in_childcare

We also aim to enhance our means of advertising jobs in the sector.

We meet with Cambridgeshire training providers to share good practice and to review the requirements of the early years qualifications, in order to promote the consistency of delivery. We will extend our work with further education colleges and training providers to improve the relevance of learners’ skills.

Our new Training Programme will as usual offer continuous professional development (CPD) in leadership and management, a variety of new courses from introductory level to master classes and conferences. There will also be designated officers training and first aid courses. The courses offer in the training programme reflect the latest research and legislation.

Following the results of the consultation on Early Years Funding Formula, we will be working with employers on succession planning and pay structures.

If you have any ideas on how to improve our project or require further information about recruitment and retention of staff, please contact: eyctraining@cambridgeshire.gov.uk

Change in Paediatric First Aid (PFA) Training Requirements

Statutory framework for the early years foundation stage (EYFS) framework

All newly qualified level 2 & 3 practitioners must have a paediatric first aid (PFA) certificate within 3 months of starting in the setting. This can be a 12 hour PFA or a 6 hour emergency PFA. Practitioners who started work between June 2016 and April 2017 must hold either of the certificates by July 2017.

Settings are responsible for identifying a suitable training provider. The Early Years Service offer PFA training, details can be found in the Training Programme. Training is available from a wide range of providers and further details on choosing a provider can be found in footnote 30 via the link below.

PFA must be renewed every three years and be relevant for workers caring for young children and where relevant, babies.

Further details can be found in section 3.25 Revised EYFS, effective 3 April 2017
Early Years Initial Teacher Training – Case Study

Grace Bliss • Buckden Day Nursery

What was your motivation for joining the programme including any career aspirations?

My first role in the Early Years sector was as a volunteer in the Foundation Stage of a school and subsequently in a private nursery setting. In both environments, my induction introduced me to Development Matters and the Early Years Curriculum, and allowed me to observe more experienced practitioners working within the framework. The initial experience I gained as a volunteer gave me a good practical foundation with which to approach a course of more formal training. I joined the EYITT programme with a view to broadening my experience and deepening my understanding of how children develop. I also wanted to complete an appropriate childcare qualification.

Has gaining EY Teacher Status provided any career opportunities and how your role has changed as a result of becoming an EYT?

Since obtaining Early Years Teacher Status, I have progressed within my setting and been able to access roles with a higher level of responsibility – initially Room Leader and subsequently Deputy Manager, part of the senior leadership team.

What impact has the training had on your knowledge, skills and confidence?

I can see how an understanding of a child's interests at a particular point in time influences the activities I plan, and how a little extra thought can make an activity multifaceted so that it can be developed through child-led play. As a result of the course, I feel more confident in my discussions of child initiated play when working with colleagues and, as a team, we are better able to optimise the learning environments we provide.

How has the training influenced your colleagues and the setting?

I am lucky to work in a setting which is always open to new ideas. My Nursery Manager has also obtained Early Years Teacher Status and together we are able to review the principles we have in place and reflect on how to develop them further throughout the setting. Frequent staff training sessions and development help to keep these ideas fresh and knowledge current. This has been reflected in our recent Ofsted grading of outstanding. My time on the EYITT course encouraged me to think more deeply and observe with a critical focus.

What were your personal highlights and challenges during the training programme?

I enjoyed becoming more familiar with the Early Years Teachers’ Standards and understanding how my current practice could be used to provide evidence to show how I meet these. It also allowed me to identify areas in which I could further develop my skills, thereby benefitting the nursery and the provision available to the children. It was also interesting to discuss the pathway and the progress we were making with other candidates. This provided countless opportunities to network and share knowledge and ideas with other professionals within the Early Years sector.

What was the greatest impact of the training on you?

The training has further developed my understanding of how best to plan activities with open outcomes. It has also highlighted the importance of sustained shared thinking and providing opportunities for children to extend their own learning through child-led exploration. Most importantly I am able to continually evaluate my own practice and that of the setting as a whole. This allows us to work cooperatively and reflectively as a team to provide the best opportunities for children.

Have there been any unexpected benefits?

Since completing the course I have progressed within my setting to the role of Deputy Manager. I have also been able to return to the course as a Mentor for new candidates. This allows me to keep the Early Years Teachers’ Standards fresh in my mind and also network with other providers to share knowledge and improve practice.

What is your best advice for those beginning their training?

I would advise those who are beginning their training to plan well in advance. Allow yourselves the time to explore and learn prior to deadlines. Also take the time to reflect on your practice. The course is a brilliant opportunity to network and develop new ideas to benefit your setting and most importantly the children within it.
As part of working with providers to support them with their recruitment difficulties, the Early Years and Childcare Training Team has developed a free short introductory course for potential employees.

The Gateway to Careers in Childcare course aims to introduce the childcare profession for people considering childcare as a career this includes; setting volunteers, parents, potential apprentices and people returning to the workforce.

The Training Team have just completed the first of the new style Gateway Courses which is designed to inform participants about the different Careers in Childcare and give an insight into the daily work of a practitioner.

The course consists of attending an Introductory Day which is run county wide, followed by four interactive weekly sessions; covering learning through play, communication skills, building relationships, health and safety, legislation, roles and responsibilities of the practitioner and exploring career pathways. The course runs term time only between 10.00am and 2.00pm.

During a recent session on health and safety, the Children's Centre fire alarm went off, learners, the preschool and school as well as all those in the Children's Centre had to evacuate the premises. What better way to learn than through real life experience!

After completion of the course many students have found that showing prospective employers their Certificate has been a 'step in the door.' As quoted by one student "I found the course very helpful. It helped to bring me up to date on things like safeguarding and legislation and what other training I need. When I mentioned the course to a prospective employer they were pleased that I was enrolled on the course". This person is now working in an After School Club.

The course has been fully supported by the Children's Centres who help advertise through their Facebook and email links and all have been run in the Children's Centres family rooms. What better way to find out about childcare than in a childcare environment?

What our learners said about the course:

“it is a really good course for the people who start a new career after or in the middle of having children or after a career break”

“definitely recommend to those who wish to learn more about getting a career in childcare”

If you have recruitment issues, or wish to host delivery of this free course, we would like to hear from you. Contact us on eyctraining@cambridgeshire.gov.uk

Early Years and Childcare Training Centre

The Early Years and Childcare Training Centre deliver qualifications throughout the year according to demand. Training delivery is flexible delivered by experienced trainers and assessors who will support learners through their journey.

Current qualifications being offered:

• L2 Certificate Introduction to Early Years Education and Care
• L3 Diploma for the Early Years Workforce (Early Years Educator)
• Level 3 Diploma in Playwork
• Level 4 Certificate for the Early Years Advanced Practitioner

For more information on the above qualifications and entry requirements log on to: http://www.cambridgeshire.gov.uk/learntogether/ or refer to the annual training programme.

Step up to success with an accredited qualification

The Early Years and Childcare Training Centre are here help you take the next step in your career for level 2, level 3 and level 4 qualifications. Please contact eyctraining@cambridgeshire.gov.uk for further details of qualifications training, including funding availability.
Promoting Childcare Careers in Schools

Whilst working with childcare providers on recruitment issues that they are facing, concerns were expressed that young people considering a career in childcare did not fully understand the requirements of working in the sector and the career opportunities that are available.

As a result of this, the Early Years Sector Development Team has recently launched a new initiative to work with schools to directly promote childcare as a career option. All careers teams within secondary schools have been informed of this programme. However, if you have any links with your local secondary school, please remind them of this service.

The team have completed their first two events at the Neale Wade Academy in March.

The first was a “Choose Wisely” event which was to promote an array of different professions and this was attended by young people currently in their option year. Over 60 young people attended sessions which introduced them to childcare through a practical activity around the question: What is play? This session also explored the different pathways into a career in childcare and future progression opportunities in the childcare sector.

The second event was an Options afternoon/evening event set up for both young people and parents. Again, many professionals were there all giving advice and support. This enabled young people and parents to discuss the careers options within the sector. The team provided literature on different types of childcare professions and where training was available.

The feedback we have received from the school management and young people was extremely positive. It was a great opportunity for us to highlight the career possibilities within childcare and we are looking forward to supporting other schools in the future.

Practitioner Development – Peterborough’s Training Programme

We have recently launched our new training programme. Well attended courses such as Effective Target Setting, Leadership Skills in the Early Years and Letters and Sounds all feature again.

Responding to sector feedback we have several new courses this year, which include Forest Awareness, Early Years Maths Matters, Block Play, Parents as Partners, Striving to Success, Introduction to Schemas, Making Marks and Experiencing the Outdoors Through the Eyes of a Child.

Termly Practitioner Development Networks and Childminder Development Workshops continue to be a highly effective way to keep up to date with current early years topics and to reflect on good practice.

In the autumn, due to popular demand, we have invited Dr Kay Mathieson back. This time her conference entitled ‘Learning to Behave in the Early Years’, exploring the relationship between emotions, behaviour and successful social interactions and how we can build positive approaches to support children’s learning.

Alongside our programme we continue to provide bespoke in-house whole team training which is tailored to your setting requirements. Sally Goodwin, our Professional Development Officer is always available to discuss this in more detail.

The training programme can be found on our Facebook group or by contacting sally.goodwin@peterborough.gov.uk

Cambridgeshire Training Programme will be released at the end of summer term 2017. Read more on page 22.
Pippins Preschool – supporting children with additional needs

Pippins is the smallest of three main pre-school settings in Sawston, the other two being a nursery and another pre-school. After a challenging start this year, they managed to apply successfully for four children to receive one-to-one support and funding.

They agreed to share their story and their actions that led to success. Central to this was gathering the evidence necessary to accompany the application for children needing one-to-one support.

‘Putting together the evidence wasn’t easy! We had the funds available to employ extra staff, and felt there was no choice until we could get the funding from the START team at Cambridgeshire County Council. It took about eight weeks for the funding to come through.

We produced running records and Individual Care Plans over at least two cycles: the evidence showed that without the one-to-one support, the child would not have met their next steps, and could therefore not access activities independently or appropriately.

We liaised with the Early Support Team to see what professional support we could access to help with the application process: specialist teacher, speech and language therapist, and specialist practitioner (specialising with children with ASD or behavioural needs, for example). They were able to give day-to-day support to us and the parents, advice on strategies, language to use and specific activities.

Now the professionals are already in place as we help the children with getting a diagnosis and moving forward. The professionals work with us in the setting, and the families at home. Of course, having provided the extra staff before getting funding means that we’ll end the year down on our forecast, but we feel it was worthwhile to have met the needs of those children.

Other support for specific children

Other children didn’t require one-to-one support, but did need some extra support in order to meet milestones and to access the setting. We gave some support to parents and liaised with our named Nursery Nurse who met us and the families at the setting and at home – this relationship is ongoing.

This benefits the children hugely; the messages that we are sharing at pre-school around positive behaviour are then being reinforced at home. As a result, there are fewer behavioural issues in the settings. Children can form bonds with their peers and move on with their learning journeys. Everyone is happier and we feel the family is well-supported – no doubt this will be hugely beneficial to younger siblings too.

Mandy Todd
Pippins Pre-School
Attendance Matters

We know from research that low attendance in the early years means that children are likely to start school behind their peers.

Whilst attendance in the early years is not compulsory, you can expect to have a discussion with your Ofsted. To support you with this, settings in Cambridgeshire were provided with Attendance Matters practice guidance, a poster and leaflets for parents, highlighting the benefits of good attendance.

Some parents may believe that missing days is not important when children are so young but a day off every other week equates to 90% attendance. That doesn’t sound so bad perhaps but in school would be a cause for concern, and if continued recognised as ‘persistent absence’.

Research shows students who miss 10% of school are likely to struggle academically. There may be many reasons why children are absent, we know that young children are particularly susceptible to illness for example. However, there are also links to possible safeguarding concerns. Developing good relationships with families, keeping accurate records and following up when children fail to arrive are key elements of practice. Having a good system in place to recognise when attendance is low enables you to recognise patterns and offer support and advice, families may be struggling with a range of issues and not realise the impact of missed sessions.

Prompt and regular attendance is highlighted in the Ofsted Framework for Early Years, ‘Although attendance at the setting is not mandatory, providers should be alert to patterns of absence that may indicate wider safeguarding concerns. Inspectors will explore how well providers work with parents promoting children’s good attendance, especially the attendance of children for whom the provider receives Early Years Pupil Premium’.

Jackie Pitman
Early Years Adviser (Narrowing the Gap)

For further advice and support please contact earlyyears.Service@cambridgeshire.gov.uk

Some ideas to develop your attendance practice:

• Keep weekly % rates of attendance
• Note any patterns of absence
• Show that you have a process in place for following up when a child’s absence gives you cause for concern
• Document the different things you do to support good attendance
• Provide examples of where attendance has improved during the year as a result of your efforts/actions
• Celebrate good attendance – regular/weekly notices for parents showing % of attendance
PACEY Local

PACEY Local organised an event to help children feel more confident with having their eyes tested.

The session was designed for children in pre-school and reception. Boots Opticians came to run a fun session where children could decorate make believe glasses and have a fun story telling session with Zookeeper Zoe, a story with hidden images to test children's sight.

Sue Smith

Visit from the Environmental Health Officer to a Childminding Setting

A newly-registered childminder Charlotte Baldock has a recent visit from the Environmental Health Officer. During the visit, the Officer gave Charlotte some pointers such as reminders to complete the ‘Safer Food, Better Business’ folder for childminders (available online at https://www.food.gov.uk/business-industry/caterers/sfbfb/sfbbchildminders). During the visit the Officer asked Charlotte for examples of how she prepares different types of foods, how the food is stored and the routine for ensuring the temperature of food served is correct. They also covered the ‘best before’ and ‘use by’ dates of food and how they should be adhered to. Charlotte felt the visit wasn’t only an ‘inspection’ but also offered great advice on how to achieve a better outcome and how to do things differently.

Charlotte Baldock
Registered Childminder
Daughters and Childminders working together

More and more childminders and their grown children work together.

Daughters and sons growing up in a childminding home can find the profession a suitable career choice for themselves. Kathryn and Charlotte Howard, from Cambridgeshire, are an example of this.

Kathryn and Charlotte Howard started to work together 8 months ago, when Charlotte made a career change from the beauty industry to the field of care. Kathryn had built up a profitable childminding business, and felt Charlotte would make a suitable companion as a childminder. As a child, Charlotte would help her mother with the younger children after school and during the school holidays. Charlotte felt that having seen the work from so close by had opened her eyes on the important work childminders do and the importance of a safe home environment for children. Kathryn helped Charlotte to go through the registration process to become a childminder, and to go on the required training courses. The whole process took a couple of weeks, and Charlotte says she is ‘never looking back’.

The ladies work mainly in a separate large log cabin in their garden which helps them separate their working relationship from the mother-daughter relationship.

The hours are long, and involve taking care of several little ones, the job is at the same time very rewarding.

Kathryn and Charlotte Howard
Registered Childminders

Orton Little Monkees
Orton Little Monkees childminding group has been led by childminders Nicki Parrott, Tracy Chapman and Sarah Clark for over five years.

Cambridgeshire Childminder Conference
The Cambridgeshire PACEY team are holding their annual conference for childminders and nannies on Saturday 30 September 2017, 9.00am – 4.00pm, at Wood Green Animal Centre, Godmanchester.

The Keynote speech will be Active Learning in the Outdoors by Kate Hookham from Mindstretchers.

Workshops include Making Music from Recycled Materials, Getting in to Block Play, Birth to Three Nurture Through Nature, Early Years Science Activities.

The Conference booking fee is just £25, and you can get more information from your Childminding Support and Development Officer. Refreshments and lunch are included, and there will also be opportunities to purchase resources for use in your setting, network with your fellow childminders, meet your PACEY Local representatives and seek support from the Cambridgeshire PACEY team.

With weekly morning get-togethers, the group provides an informal support network for childminders in Peterborough. An example of the excellent kind of work they do are their Wednesday morning meetings in Matley Centre, Orton Brimbles, where you will find the practitioners taking part in fun activities, sharing stories or providing each other comfort where needed – all working together to give each child a wonderful experience.

Outside childminding hours, they get together to keep abreast of the childminding sector, share good practice from training and conferences, with the yearly tradition trip to see Santa every Christmas! The friendly group is always welcoming new members!

The group meets every Wednesday (except the first Wednesday of each month) at Matley Centre from 9.30-12.30.
I and my colleague Amanda Strong were planning activities in our childminding setting to help teach the children in our care about people in our community.

We thought that a visit to a residential care home for the elderly would be lovely for the residents and would help teach the children through interaction about elderly people in our community. I made a phone call to Home Meadow, a residential care home for the elderly in Toft, Cambridgeshire to see if a visit would be possible. The manager was very enthusiastic and instantly keen for us to visit as he knew the residents, some with early dementia, would benefit hugely from the experience. Our first visit was soon organised.

We went along at Christmas time with a card for the residents and some decorations that the children had made for their Christmas tree. Our first visit was so successful, and enjoyable for both the children and the residents that regular visits were arranged.

After a year of visiting, the manager asked if we would like to make regular use of a bright and airy room within the home, with a small kitchen area and an enclosed outdoor space. After some thought and parent feedback we happily agreed and decided to base ourselves at the home one day a week. Our 'Little Owls' project was under way.

We posted on Facebook to ask for donations of toys and games to store at the home for the children to play with and were inundated with kind offers. We collected up the toys, books and games and set about turning the room into a fun filled space for the children to play in.

We spend the day amongst the residents, many of whom like to sit with us around the table and take part in our planned craft activities. We also join in with their movement to music classes which on our day have evolved into a slightly noisier affair, with a parachute, balloons, feathers and pom poms! The children happily interact with the residents and the joy on the faces of the old and young is heart-warming.

Building relationships

Several of the children we care for have formed bonds with residents. They look forward to seeing them each week and they talk about them to their families when at home. Parents of the children have been really supportive and enthusiastic about this venture and agree that it is beneficial to all involved. The children are learning respect, patience and tolerance and look beyond the age of their ‘playmates’.

The project was becoming so positive and successful that local media wanted to cover our story. We were broadcast on BBC Look East with a short clip posted to the Look East Facebook page. With views and positive comments reaching over 280K at the last count.

We have also taken part in two radio interviews, the first being BBC Radio Cambridgeshire, and then ‘The Wireless’ radio station with Sir Martyn Lewis.
Both radio interviews focused on the positive intergenerational project, ‘Little Owls’ has become. Everyone at the home, in addition to myself and Amanda, were pleased to receive such high praise from the stations, as well as praise from Robbie Lane, of the Alzheimer’s Society, who was invited to speak on the show about the project, describing our project as “innovative”.

BBC Radio Cambridgeshire’s presenter Dotty Macleod said that hearing about the project “made me smile so much”

With positive feedback too from ‘The Wireless’ radio station. Sir Martyn Lewis thought it was “such a heart-warming story” and he is keen to “share the information as far and wide as possible.”

Parents of the children have been really supportive and enthusiastic about this venture and agree that it is beneficial to all involved.

We are looking forward to the coming months with our new found friends, planning day trips, planting fruit and veg, and setting up our outside play space.

We knew that this would be a positive experience for all involved, but didn’t realise that we are such a minority. We are so proud of our project and so very grateful that we have been made to feel like part of a big family at Home Meadow.

This is a wonderful project to be involved in. Beneficial to both the children and the residents and so rewarding. We would recommend to anyone wanting to do the same thing to just go for it! Call your nearest care home and suggest it.

Nat Jackson
Registered Childminder
Chinese New Year – St Neots Childminding Network

In St Neots, childminders and nannies from the surrounding areas have come together to form an unofficial networking group.

Childminding can sometimes be a lonely job and the group encourages new childcarers to get involved and meet up with others. The group runs a morning toddler group for professional childcarers, regular outings such as pond-dipping, visits to the cinema and fire station and lunches at restaurants serving different cuisines. The group has also invited their Childminding Support and Development Officers to participate in the group sessions, to deliver bespoke training sessions and to give updates on current affairs and interesting topics. The group works very closely with the Children’s Centre, where they were offered rooms to hold monthly support evening meetings and Monday morning ‘Little Chicks’ sessions. The friendly group warmly welcomes newcomers all year round!

After attending a recent Forest School training session, the group was motivated to focus on all-weather outdoor learning and exploring. The group held sessions in the woods which were very popular amongst the children. The children collected logs and sticks – the hot chocolate and cookies kept us all going despite the gloomy, wet weather! The networking group is a great opportunity to share information and advice in a comfortable environment.

Contact Linda (07892 437038) or Benny (07980 810313) for more information about any of the above.
Baby Steps is our new group for parents in their third trimester of pregnancy and for families with babies up to a year old.

It replaces three separate sessions – baby massage, breast feeding support and bumps to babes – to make these sessions more accessible for parents, and to keep them free of charge. The Baby Steps group is delivered from each of our three children’s centres, March, Chatteris and Whittlesey once a week for an hour and a half.

The sessions start all together in one room where we chat with parents to see how their week is going and if they have encountered any issues with baby. Every other week we incorporate a topic giving parents information about things they may encounter with their little one. Topics include; Introducing solids, Safety in the Home, Minor Ailments and Speech and Language, we also signpost parents on to other professionals if they require further information.

Our Ormiston Children’s Centres fully support the Five to Thrive approach which we embed within our groups. We inform parents of the importance of the five things they can do to support their baby’s brain to grow and develop strong pathways.

With regard to Respond and Cuddle, we ask parents to talk about ways they respond to their baby’s needs, and talk about when they look into their baby’s eyes or cuddle them, as that makes babies feel safe.

In relation to Relax, we talk about ways in which parents relax and unwind. Do they have much support, and find time for themselves? We explain that it is important to stay calm, as that will help baby feel secure, so that those pathways in the brain can develop.

We incorporate Play and Talk together, and ask parents how they play with their babies. We want parents to know that they do not need to buy lots of expensive toys, that when babies are little, parents and carers are their baby’s best toy.

Parents wishing to participate in baby massage move to another room part-way through the session. These sessions incorporate massage, baby yoga, relief from colic, and give parents a chance to bond more with their baby. Techniques are demonstrated by trained staff, and the programme is completed over four weeks. Parents can repeat elements or the whole programme again if they wish to.

Towards the end of the session, we all come to discuss other issues, and are able to chat to parents about breastfeeding – how it is going and if they are experiencing any problems. Staff on hand have completed either the Unicef training, peer supporter training or both, and can help with any issues.

The new group has gone down well with parents, who are able to access all three elements in one friendly session!
Offering a Gold Standard Start in Life – Barnardo’s Children’s Centres, Peterborough

In 2012 Barnardo’s, the leading children’s charity in the UK, took over four children’s centres in the PE1 area of Peterborough.

Barnardo’s strives to ensure the child’s voice is at the heart of all it does and recently achieved the Hear By Right Participation Gold Award through the National Youth Agency. This award shows that Barnardo’s Children’s Centres (Peterborough) takes the voice of children and young people seriously and involves them in how our services are shaped and delivered.

We work to develop every child’s talent and potential through our targeted and universal services, and our partnerships with parents, health and education providers. We support the whole community, including families affected by domestic violence, drug and alcohol misuse, and children who go missing from home. We work closely with maternity, health, education services, our feeder pre-schools and schools to link common goals and a sense of purpose.

Parents from the community regularly meet at the Children’s Centres to support each other. This raises aspirations and develops self-confidence and self-esteem through peer support, learning and development.

Children and families are always at the heart of our children’s centre delivery.

First Steps Children’s Centre, Welland
Tel: 01733 295860;

East Children’s Centre, Eastfield
Tel: 01733 894028;

Fulbridge Children’s Centre
Tel: 01733 891251; and

Gladstone Children’s Centre
Tel: 01733 343366

Believe in children

Barnardo’s
Summer Activities and Events –

Barnardo's Children's Centres, Peterborough

Our BookStart theme for summer is ‘Everybunny Dance’!

During the summer period, our Children's Centres extend its age range from 0-5 years to 0-11 years to accommodate siblings during the school holidays.

Over and above our timetabled activities (call in to your local Children's Centre for a copy of the ‘diary dates’) we will be holding locality events to include:

**Wednesday, 26 July 2017** – Party in the Park (at Central Park, Peterborough) – Fun and games including face-painting, hook-a-duck, parachute games and many more activities. Meet at 10.30am on the green area near to the paddling pool.

**Wednesday, 2 August 2017** – Bring along a picnic to Ferry Meadows – Meet on the green outside the visitors centre at 11am for kite making and kite flying followed by a bug hunt.

**Wednesday, 9 August 2017** – Jingle Jangle Jungle in the Park (at Central Park, Peterborough) from 11.00am-12.30pm – Jungle themed play and activities, bring a picnic and every child receives a free rumble in the jungle book.

Other extra activities will be held on **Wednesday, 23 August 2017**.

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Peterborough Spurgeons Children’s Centres

Spurgeons Children’s Charity runs Children’s Centre services in two of three localities in Peterborough; North West Rural (main base is Honeyhill Children’s Centre in Paston) and South locality (main base is Orton Children’s Centre in Orton Malborne).

The children’s centres offer a range of groups and services for families with children under five including play sessions, parenting courses, antenatal and health services and family support.

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Contact Claire Webb, Senior Locality Early Years Lead for more information on 01733 295960 or email claire.webb@barnardos.org.uk
Dads are welcome at all of the sessions in Peterborough Spurgeons Children’s Centres, but there is a weekly Saturday morning group especially for dads, male carers and their children. Sessions run fortnightly at our Honeyhill centre and our Orton Centre, which means there is a Saturday morning group for dads every week in Peterborough.

The sessions aim to give fathers a greater understanding of and confidence in their role as early educators and help them feel less isolated and more confident as parents. Each week, there are lots of different toys, activities and experiences including cookery, stories and singing. The dads and children also enjoy outdoor play activities including den building, gardening and playing in the mud kitchen.

Jason Wilson, Spurgeons Children’s Services Manager explains: “The Saturdads groups have been running for a number of years and offer a friendly, informal place for dads to meet, share experiences and spend quality time with their children. One of the main aims of this group is to encourage dads to read daily with their children and help support their child’s early literacy skills. Research tells us that dads can make a huge difference to their child’s reading habits, especially for boys.”

Dad Paul Bond has been attending the group at Honeyhill Children’s Centre with his four children Mia, Evie, Joshua and Max for several years: “We love Saturdads! Everyone is really friendly here. There are still some out there who think it’s a woman’s job. But it’s good [that] dads have got somewhere to go with like-minded people who understand dads have got a part to play in their child’s development.”

Top tips on engaging dads in supporting children's early literacy

Spurgeons Children’s Centres have been working with dads for a number of years. Here we offer some top tips on engaging dads and their children in early literacy.

• Hands on, practical activities such as cookery and photography seem to work best. The dads and children love creating their own books using photographs of them and their children.

• Consider your outdoor area and make sure mark making, writing materials and books are available outdoors.

• Don’t be afraid to introduce singing with dads and their children but make sure songbooks are available so dads can learn the words!

• Consider your timings for groups. Some dads work shift patterns. Early evenings and weekends seem to work best.

• Involve dads! Get them to help create lads and dads storysacks. You could use IT and digital cameras.

• Think about your environment. Do displays include pictures of men with children?
Safeguarding and Child Protection

News and Updates – for all staff in early years and after school settings, including childminders

The following safeguarding pages aim to build on key information given at basic or designated child protection training. If you have any suggestions about specific content you would like included, we would be pleased to hear from you.

Welcome to our Peterborough colleagues who now also receive Jigsaw magazine. There will be some content that is relevant to yourselves and some which is focussed on Cambridgeshire settings.

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

Ofsted Inspections – A setting’s reflections

Sheila Cottle, the Designated Person for Child Protection and Manager of Little Hands Nursery in Newton, Cambridgeshire, reflects on her experience during her nursery’s recent inspection:

“The inspector asked lots of staff about our safeguarding policies and procedures. We felt that she cross-referenced a lot, too, by asking staff or myself a question and checking it with another member of staff to make sure that we were all saying the same thing.

Our inspection report notes that “The manager holds regular meetings with staff to continually review their superb practice and highlight any further training needs. The expert knowledge gained from training is used to ensure children's excellent progress.”

When the inspector spoke to me in my office she asked about our policies and procedures, checked our ‘logging of concern’ forms and looked at our child protection folder. I was able to show her the relevant notices that we have up in the nursery and also the recent National Domestic Violence helpline poster that I downloaded from the Cambridgeshire Learn Together Hub. I talked to her about the Learn Together Hub and explained how we receive regular updates. I also informed her about the Child Protection Information Network (CPIN) meetings which we attend. I showed her how I feed back the information to all our staff at our regular staff meetings, at our managers’ meetings and to the second designated person in our setting.

I felt that she was impressed with us attending the CPIN meetings and also that we use the Learn Together Hub as both of these keep us up to date with what is happening within the county and nationally.

Little Hands Day Nursery in Newton received an overall Ofsted Judgement of outstanding.”

Sheila Cottle
Little Hands Nursery

If you have feedback from a recent Ofsted inspection with a safeguarding focus, we would be pleased to share this in future editions of Jigsaw.

Correction – Jigsaw Spring 2017 Edition

We try to ensure all Jigsaw content is presented clearly and helpfully. However, in the Spring 2017 edition, some late changes in layout resulted in the incorrect showing of the “Log of concern about a child’s welfare” graphic alongside the article about the LADO and allegations against staff.

We would like to reiterate that the log of concern should be used when there is a concern about a child’s welfare, and should NOT be used where allegations against staff or volunteers are made. We apologise for any confusion caused.
Important changes to Safeguarding and Child Protection Procedures for Cambridgeshire settings

There have been a number of significant changes to safeguarding and child protection procedures in Cambridgeshire, particularly the introduction of an Integrated Front Door (IFD) within the Multi Agency Safeguarding Hub (MASH) located in Godmanchester.

The IFD is now the single point of contact where professionals refer all safeguarding and well-being concerns for children and young people in Cambridgeshire. It combines the (MASH) and Early Help Hub (EHH) and aims to:

• Act as the ‘front door’ to manage all safeguarding referrals including the undertaking of Child Protection investigations where required
• Act as the ‘front door’ for Early Help support and submission of Early Help Assessments (EHAs).

The MASH has been developed to also include a number of agency navigator roles to support effective and timely decision making when safeguarding referrals are made. The navigators come from a wide range of agencies including education, health, housing, police and probation. Their role is to act as the professional link and access additional information, from for example early years settings, that is shared securely with other agencies in the MASH to inform decisions made about safeguarding.

The Education Navigator’s role is undertaken by members of Education Child Protection Service team and also the Education Inclusion team who work within Secondary schools in Cambridgeshire. The new Multi-Agency Safeguarding Hub (MASH) and the Early Help Hub went live on 3 April this year.

Contact details for Cambridgeshire:
0345 045 1362 for professional consultations, advice and guidance and to phone an urgent referral to children’s social care
01733 234724 Emergency Duty Team (EDT)
01480 376666 Early Help Hub

The Integrated Front Door is a key part of Cambridgeshire’s “Think Family” approach, to Children’s Services, supporting and considering the needs of the whole family, and working to co-ordinate services in response to those needs.

The procedures for safeguarding and child protection in Peterborough were put in place in September 2016 with the launch of the threshold document, the referral form and Neglect Strategy if you don’t have the new documents here is a link:

Contact details for Peterborough:
• Early Help Helpline 01733 863649 helpwithcaf@peterborough.gov.uk
• Multi Agency Safeguarding Hub (MASH) on 01733 864170 or 864180 PDCS@peterborough.gcsx.gov.uk
• Early Support Coordinator: Sue Ishmael, 01733 317411, email susan.ishmael@peterborough.gov.uk
Identifying and preventing long-term neglect

Neglect is the ongoing failure to meet a child’s basic needs and is the most common form of child abuse. A child may be left hungry or dirty, without adequate clothing, shelter, supervision, medical or health care. A child may be put in danger or not protected from physical or emotional harm. They may not get the love, care and attention they need from their parents. Neglect may occur during pregnancy as a result of maternal substance abuse.

Neglect...
- is a factor in 70% of child protection plans in Cambridgeshire
- leads to major damage, reducing the ability of a child to develop and grow (see image of children’s brain growth)
- leaves children vulnerable to sexual and physical abuse and longer-term exploitation
- is linked later in life to criminal/anti-social behaviour, poor ability to manage successful relationships, domestic abuse and mental ill-health.

A log of concern written about a child may not give cause for concern in isolation. However by looking at the bigger picture below, it can be seen that Lisa and her family would benefit from support from professionals:
- Lisa arrives at pre-school late, as usual
- In cold weather Lisa wears a thin jacket and old trainers and she feels very cold
- Lisa is hungry and only has a bar of chocolate in her packed lunch today
- Lisa is unable to concentrate or take an interest in experiences at pre-school
- Lisa finds it hard to make friends, she is quiet and withdrawn and finds it difficult to interact with other children
- Lisa says very little about her family or life at home

Neglect can be evidenced by a pattern of concerns, not a single event. We must be observant, notice presentation, behaviour and needs and consider the cumulative impact on the child.

Impact of neglect on mental health

A child’s early years are the most crucial for healthy brain development. A lack of stimulating experiences or repeated exposure to negative situations is likely to impact adversely. A child’s developmental score at just 22 months can serve as an accurate predictor of educational outcomes at 26 years (Allen, 2011 – Early Intervention: The Next Steps).

Too often acute short-term and enduring long-term consequences of neglecting a child’s needs include:
- Cognitive delays in language, concentration, emotional intelligence, intellectual ability
- Insecure attachments: poor bonding between the child and parent/care-giver
- Emotional guarding: difficulty in seeking emotional support from adults
- Low self-esteem leading to anxiety, depression, anger or over-compliance

Timely early intervention is often the most effective option. The Graded Care Profile (GCP) equips professionals to work with families in identifying the presence and nature of neglect. It can be used by any professional where there is a concern. The GCP can be used alongside the Early Help Assessment (EHA). For further details about free training visit: www.cambridgeshire.gov.uk/lscb/training (autumn term dates will be published soon).

If concerns about neglect persist, after targeted support using an EHA, DPs should send a written referral to Social Care for specialist intervention.


We continue to offer 1 day basic safeguarding for new practitioners and a 2 hour refresher which is recommended every 3 years for experienced practitioners. There is also a 4 hour Lead practitioner for safeguarding and child protection course.

Bespoke training can be purchased, which would be tailored to meet the needs of the of individual settings. If you are interested in discussing this further contact Karen Hingston Tel 01733 864017 or email karen.hingston@peterborough.gov.uk
On 3 April 2017, the revised EYFS came into force for all settings and childminders on the Ofsted Early Years Register.

The key changes relating to safeguarding and child protection are within Section 3 – ‘The Safeguarding and Welfare requirements’:

Paragraph 3.6 – Now includes reference to Female Genital Mutilation (FGM) and refers to national FGM guidelines which help to support your setting’s practice.

Paragraph 3.7 – Includes references to new and updated government advice and guidance documents such as ‘Working Together to Safeguard Children 2015 (updated to include the definition of Child Sexual Exploitation on page 93) and the Prevent Duty Guidance 2015.

Paragraph 3.25 – Includes a new Paediatric First Aid (PFA) requirement for settings. All newly qualified entrants to the early years workforce with full and relevant level 2 and/or level 3 qualifications must also have a PFA certificate (full or emergency) before they can be included in the statutory staff:child ratios in early years settings. Details of the full and emergency PFA course content is set out in Annex A of the EYFS.

Paragraph 3.45 – Is amended to make it clearer that prescription medicines must not be administered unless they have been prescribed for a child by a doctor, dentist, nurse or pharmacist. The EYFS continues to require settings to implement a policy and procedures for administering medicines. It is therefore up to each setting to decide whether non-prescription medicines can be administered by staff to children.

There are also some additions to the footnotes within Section 3 ‘The Safeguarding and Welfare requirements’ which we advise are considered to ensure you are fully up to date.

We highly recommend that the Designated Persons for Child Protection ensure that all above changes to the Revised EYFS are embedded within practice as these are the minimum legal requirements for Ofsted registered settings.

2-hour Basic Child Protection (BCP) refresher training

Available from September 2017 for Cambridgeshire settings

The Cambridgeshire ‘Early Years and Childcare Training Programme 2017-2018’ will include details of a newly developed 2-hour BCP refresher training session aimed at experienced staff in settings who have completed 3 hour BCP training within the last 3 years.

Cambridgeshire County Council continues to advise that, for best practice, all staff refresh their BCP training every 3 years. However, experienced staff in settings refreshing their knowledge may prefer the shorter course. This practical 2-hour training session will include case studies and also guidance about writing good quality logs of concern about a child’s welfare.

All newly employed staff should complete the 3-hour BCP training to ensure they have a thorough understanding of their responsibilities to protect children from harm. The 3-hour training will also ensure new staff understand Cambridgeshire’s safeguarding children procedures fully. Existing staff who would prefer to attend the 3-hour course, for a full refresher of basic child protection, are also welcome.

Did you know that bespoke BCP training (either 2 or 3 hours) can be purchased via the Education Child Protection Service? These sessions are tailored to meet the needs of the individual setting and can be arranged to run from your setting. For further details contact Gemma Hope, Early Years Safeguarding Manager: gemma.hope@cambridgeshire.gov.uk
Early Years Child Protection Information Networks (EY CPINS) for DP’s in Cambridgeshire settings

The CPINS have proved to be very popular since we launched them last year in the county. The spring 2017 networks welcomed approximately 100 DPs over 3 dates.

Many thanks to all who hosted and attended the CPINS. If you would like to join us in the future, please see the dates for the summer term within this article. A PACEY representative is also attending and will feed back relevant information to childminders.

Feedback from the Spring CPINS:

- The CPINS are great for networking with other DPs
- The updates are always really useful to ensure we keep up to date with new legislation, changes to county procedures and best practice
- It is good to have a daytime CPIN as well as evenings
- It has been useful to hear about updates to sample policies
- Attending the CPIN has improved my confidence within my DP role through gaining greater knowledge and understanding.

Peterborough: Following the introduction of the Designated Lead practitioner (DLP) for safeguarding course it was decided that DLP’s would like to have a regular forum where they can keep their knowledge up to date and share good practice within safeguarding and child protection. The first session will be held on Tuesday 6 June 1.00pm – 2.30pm at Peterborough education conference centre. We have invited Gaynor Mansell, Safeguarding lead for schools to talk about information sharing between settings and schools. If you would like to book a place email sally.goodwin@peterborough.gov.uk

Staff supervision in early years and childcare

Guidance for early years and out of school childcare settings

April 2017

Good supervision contributes to effective child protection in settings. Our new Supervision Guidance is now available
DPs are continuing to sign up to the online ‘Early Years Designated Person for Child Protection’ Learn Together Hub to keep up to date with safeguarding and child protection developments. The Education Child Protection Service Team uses the hub to share key documents, event information and guidance leaflets/posters for use in your setting.

To join the Learn Together Hub:
Trained DPs can join the hub via: https://www.khub.net/learntogether and by clicking on the ‘Join Groups’ text. This will take you to a list of various Learn Together Hub groups. To join, scroll down and click on the ‘Cambridgeshire Early Years Designated Person for Child Protection’ Hub and request membership approval. A The Learn Together Hub HOW TO guide can be downloaded via this link as well.

Making the most of the Learn Together Hub:
We received feedback that some DPs are sent daily emails informing them of updates to the Hub. To avoid this please change your ‘notification settings’ from the default setting from ‘daily’ to ‘weekly’ emails (this will be prompted when you first join or by adjusting your settings but can also be amended at a later date) by following the instructions below:

- Once logged in, click on your name on the top right of the screen
- Select ‘change notification settings’
- Click on the ‘General’ tab to the right of your screen and select ‘weekly’ from the drop-down list
- Repeat the last step for ‘Networks’ and for ‘Groups’ (found on the right of screen)

When you log into the Hub, choose the ‘Cambridgeshire Early Years: Designated Person for Child Protection (PVI) group’ located on the ‘Home’ page (at the top of your screen). The ‘Library’ tab contains lots of information and guidance to download for free.

What DPs say about the Hub...
“After initial feelings of apprehension around using the hub, I am now confident in accessing this. I find the process interactive, and the hub extremely useful. Real time updates, ranging from national campaigns to updates in legislation, give me peace of mind that my setting is ‘on the ball’ with regard to safeguarding. I have also shared experiences of how I have put the ‘underwear rule’ (NSPCC) into practice within my setting, which I hope will be useful to my colleagues and fellow practitioners. A very useful addition.”

Julie Howells
DP/Manager, Buttons and Bows Pre-School, Sawtry

“The Hub is a great way to keep in touch and network with others without the constraints of travel and time barriers. From training updates to the latest news on matters of interest for the sector getting alerts by email is a quick and efficient way of receiving information. I particularly find the forum useful, where anyone can ask questions, share advice and experiences.”

Alison Caudwell
DP/Manager, Chestnut Nursery School, Cambridge
Children Missing Out –

Foundation Years Forums

The focus of these events will be **Attendance Matters**

- Who are the children missing out? How does this impact on their progress?
- Sharing good practice, Attendance Matters Guidance and Leaflets

**June 2017 • all events at 6.45 – 9.00 pm**

Tea/coffee and biscuits will be available during networking between 6.45-7.00pm.

Venues across the county

For information on the dates and to book on, please visit
http://www5.cambridgeshire.gov.uk/learntogether/homepage/66/ey_development

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**Check out...**

**Peterborough Early Years new courses!**

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Dates</th>
<th>PVI Cost</th>
<th>Maintained/out of area cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Forest Awareness: Woodland setting, extending learning outdoors, igniting curiosity and imagination</td>
<td>Friday 9 June &amp; Friday 7 July 9.30-12.00</td>
<td>£75</td>
<td>£95</td>
</tr>
<tr>
<td>Early Years Maths Matters: Developing practitioner confidence, providing practical ideas indoors and outside</td>
<td>Wednesday 14 June 9.30-3.00</td>
<td>£75</td>
<td>£95</td>
</tr>
<tr>
<td>Developing Creativity Through Block Play: Different stages of block play, developing ideas with additional resources</td>
<td>Tuesday 20 June 9.00-1.30</td>
<td>£40</td>
<td>£60</td>
</tr>
</tbody>
</table>

To book your place email sally.goodwin@peterborough.gov.uk

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**Equal Chances – Equalities Conference**

**Friday 16 June 2017 at Girton College Cambridge**

**Keynote speaker:** Dr Donald Simpson – ‘Working with poverty in the early years; challenges of pursuing equality of participation without treating children the same across England’

**Workshops include:** Insights from research and applying findings, Working with central and eastern European families, Improving outcomes for traveller children, Celebrating difference and challenging gender stereotypes, Humanism and being inclusive of the non-religious, Looked after children

**Market place:** resources and publications available for purchase!
Acknowledgements

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

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

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

Copy deadline for the next edition of Jigsaw is Thursday 7 September 2017

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

Are we reaching you? Please keep us informed of any changes of contact details, including key contact and email addresses.

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Cover pic: Baskets of Treasures in Playlanders Playgroup and Preschool. Find out more on page 8.

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