

IN THIS ISSUE

- Early Years Funding for 2020
- National News and Updates:
 - Draft revised EYFS pilot
 - Childcare providers & inspections
 - EIF roadshows
 - Reading and children's mental health
 - World Autism Awareness Week
 - EYFS reforms: DfE Consultation
 - International Playwork Census
- Kent News and Updates:
 - PDP update
 - Meeting the needs of Children in Care
 - Best Practice Guidance
 - Bookstart in Kent
- Good Practice:
 - EIF – Behaviours and attitudes
- Committee News
 - Safeguarding and protecting people
 - Fundraising
- Childminders
 - Every Child has a spark inside them
- Briefing and Networking Sessions
- EYC Provider Association Membership
- Contact Us

Welcome and Introduction Alex Gamby

Hello everyone

In October 2019, Central Government announced its intention to increase the 2019-20 Local Authority Free Entitlement funding rates by 8p from April 2020 for both the three and four-year olds and two-year-olds. The Local Authority funding rate for both the Early Years Pupil Premium and Disability Access Fund will remain unchanged. Local authorities must continue to set the hourly rate for three and four-year-olds to providers in line with the Education and Skills Funding Agency (ESFA)'s Early Years Single Funding Formula guidelines.

In light of the recent announcements and in recognition of the Government's funding rate freeze since 2017-18, Kent County Council (KCC) has taken the decision to pass on the full 8p to providers from April 2020 through an increase in the base rate paid to providers for both three and four-year-olds and two-year olds. This will ensure all providers benefit equally from the funding rate increase. The hourly rate for three and four-year-olds, which has been determined under the Early Years Single Funding Formula, will continue to be made up of a base rate plus, if applicable, any of the following supplementary rates: Quality (qualified leader), and Deprivation.

From April 2020, the base rates paid to providers will increase from £5.02 to £5.10 per hour for two-year-olds, and from £4.00 to £4.08 per hour for three and four-year-olds. The supplementary rates and the process for application will remain unchanged from April 2020: Quality (qualified leader) 30p or 90p and Deprivation which is a range from 1p to £1.23.

You should have already received (or if not will do so shortly) a letter from Matt Dunkley (KCC Corporate Director for Children, Young People and Education) with this information and further detail.

Draft revised Early Years Foundation Stage (EYFS) pilot: findings of the evaluation

[Findings from the pilot](#) of the draft revised EYFS framework, led by the Education Endowment Foundation, have been published. Overall, the teachers viewed the revised Early Learning Goals (ELGs) positively, describing them as clearer than the previous ELGs. Schools also reported that their workload reduced due to reduced expectations for assessment and evidence gathering, enabling them to spend more time with children. However, teachers wanted further supporting materials in addition to the ELGs, and there were mixed views on whether children would be better prepared for KS1. These findings will inform the roll-out of the reforms.

Childcare providers and inspections as at 31 August 2019

This Ofsted [statistical release](#) includes registered childcare providers and places, inspection outcomes, and joiners and leavers as at 31 August 2019. Main findings:

- The number of childminders registered with Ofsted has continued to decrease;
- The overall number of childcare places on the Early Years Register has increased slightly;
- More than 9 in 10 providers on the Early Years Register were judged good or outstanding;
- At their most recent inspection, 23% of non-domestic providers were judged outstanding, compared with 17% of childminders. However, the proportion of providers judged either good or outstanding for these two provider types was similar.

Education Inspection Framework (EIF) roadshows

Ofsted will soon be running a series of Education Inspection Framework roadshows for early years providers. These events will be held regionally across the country, between February and March this year and will offer the opportunity to find out about the key aspects of the EIF.

These half-day events will offer the opportunity to learn about early emerging findings from the EIF.

Two representatives from your provision are welcome to attend each session. Each person attending will need to register separately. Current Ofsted Inspectors (OIs) should not attend this event.

Please note that there is no charge for attending one of these events.

Spaces are available on a first-come, first-served basis.

If you are interested in attending one of these events, please register for your place [here](#) where you will be able to find timings, locations and venue details.

When registering for an event, please select the 'Early Years' remit and then select your regional location.

Research highlights the relationship between reading and children's mental health

Research carried out by the charity BookTrust has concluded that more than a third of parents surveyed worry about their child's mental health. Ninety percent of the parents agreed that reading together was a useful way of opening up conversations with their child. As part of their annual 'Time to Read' campaign, the charity is delivering a copy of Rob Hodgson's *The Cave* to school starters.

World Autism Awareness Week 2020


Dates have been announced for the 2020 World Autism Awareness Week – 30 March to 5 April. In 2019, over 4,000 schools signed up and took part in awareness and fundraising activities.

Early Years Foundation Stage reforms: Department for Education consultation

If you haven't done so already, don't forget to respond to this consultation which closes on 31 January 2020.

Are you a playworker in an out of school setting?

There is going to be a first ever International Playwork Census of all those who work in the playwork sector, including out of school settings, to build a better picture of the profession. We encourage you all to take part by following the link in the article below:



Swansea University
Prifysgol Abertawe

You are invited to take part in the International Playwork Census!

Dr Pete King (Swansea University) and Dr Shelly Newstead (Common Threads Publications Ltd.) are currently undertaking an International Playwork Census to find out who is involved in playwork around the world and what this means.

The **International Playwork Census** is for all current and past playworkers (students, practitioners, those in development or management roles, trainers or retired) and for practitioners working in other professions who may use a 'playwork approach' to their job, such as hospital play staff, childcare workers or educationalists.

So whether you have playwork in your job title or not, the International Playwork Census needs everybody around the world with an interest in playwork to take part so that we can build the first ever international picture of the playwork field!

To take part in the International Playwork Census, please go to the link below:

https://swanseachhs.eu.qualtrics.com/jfe/form/SV_82qrXGLp3Mwgp7

The research has been approved by the Research Ethics Committee, College of Human and Health Science at Swansea University. If you want to discuss any aspects of the research, you can email Pete at p.f.king@swansea.ac.uk or telephone 01792 602314. You can also find out more about the aims of the research here <https://www.commonthreads.org.uk/international-playwork-census.html>.

The Professional Development Programme update

Further to the initial information we released about the Professional Development Programme, we can now provide you with an update. As a reminder, Kent was invited to convene four local Early Years Continuous Professional Development Partnerships using the following criteria:

- Early Years (EY) providers that have been judged Requires Improvement (RI) or Inadequate in the last three years
- EY providers with high numbers of children in receipt of EY Pupil Premium
- EY providers with high numbers of children with SEND needs
- EY providers with high numbers of children taking up the disadvantaged two-year-old offer
- *EY providers where local intelligence suggests disadvantaged children would benefit from their practitioners receiving additional Continuous Professional Development (CPD) support.*

In Kent we focused on the fifth criteria and initially used our Free School Meal data in order to identify the required partnership areas: Canterbury, Dover, Tonbridge and Malling and Sevenoaks.

Settings in each partnership, with Champions shown in italics are:

Canterbury

Sharon Powell – Little Willows – Childminder

Sally Heath – Stepping Stones Pre-School

Donna East – Choochoos Day Nursery

Acorns Day Nursery

Bright Horizons Canterbury Day Nursery

Canterbury Day Nursery

Casper Nursery

Firs Nursery

Greenview Nursery

Squirrels Pre-School

Sturry Pre-School

Dover

Jayne Dunigan – St. Margaret's Nursery

Amy Britton – Kid Ease Buckland

Suzanne White – Wrap Around Care and Snug Bugs Nursery

Abbey Pre-School

Burgoyne Heights

Choochoos Day Nursery

Creative Minds Nursery

Freshfields Pre-School

Happy Feet Nursery

Pebbles Nursery

Tots R Us

Michelle Buckland - Childminder

Tonbridge and Malling

Debbie Older – Junior’s Day Nursery

Lauren Mills – Brambles Pre-School

Caroline Johnson – Stables Daycare Ltd.

Catherine Osborne – Steps to School Day Nursery Borough Green

Betty Lewis Nursery School

Benjamin Rabbit Nursery

St. Katherine’s School and Nursery

St. Thomas More Pre-School

Plaxtol Nursery School

Tracy Ledger - Childminder

Sevenoaks

Sarah Stewart – Farningham Day Nursery

Samantha Aitchinson – Anthony Roper Pre-School and Kindergarten

Sam Jefferies – Hextable Village Pre-School

Tracey McCartney – Halstead Nursery

C4K

Dawn to Dusk Day Nursery

Five Wents Pre-School

Oaks Day Nursery

Sarina Hancock - Rising Stars Childminding

Swanley Kindergarten Pre-School

The Lodge Nursery School

Westerham Day Nursery

Meeting the needs of Children in Care

Do you have Children in Care in your setting?

How can you best meet the child/ren’s needs?

- Establish a quality key person relationship with the child
- Link with Foster Carers and Social Workers to share information and establish starting points for children’s care, learning and development
- Become involved in the Personal Education Plan (ePEP)
- Access additional funding - Early Years Pupil Premium Funding (EYPP)
- Respond to parents who request an Early Years Plan for Adopted Children (EYPAC)

Who can support you?

Fostering Education Liaison Officers (FELOs)

The FELOs are part of Virtual School Kent and their role includes supporting children in care in the early years.

The FELOs work directly with carers and parents, empowering them and their children to get the most out of the educational opportunities available to them. They enable positive participation, encourage involvement in the learning environment and focus on preventative and early intervention strategies linking to other specialist services and agencies within the child’s network of support.

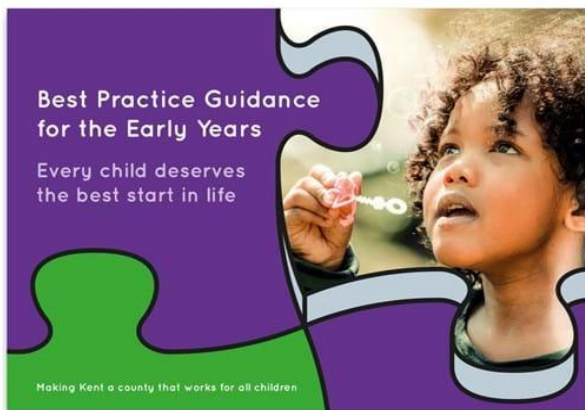
For more information, please follow this [link](#) to download the leaflet.

The Early Years and Childcare Service Equality and Inclusion Team

The Early Years and Childcare Service's Equality and Inclusion Team can offer support for settings to best meet the needs of this potentially vulnerable group of children.

Please follow this [link](#) to access our request for support form. Childminders wishing to request support should follow this [link](#) to download a form.

Best Practice Guidance



Thank you to everyone who has reported that they found the Best Practice Guidance (BPG) training valuable. Group settings should now have received their funded copy of the revised Best Practice Guidance document with eligible childminders receiving theirs following the next round of training.

Additional funding

In routine inspections, Ofsted is increasingly asking providers whether they are applying for the various additional funding streams available and how this is having an impact on the children who are accessing the money.

We hope you will find the Early Years Pupil Premium (EYPP) poster you received with your BPG useful in ensuring families are applying for this additional funding and are using the information on KELSI to apply for any funding streams your children are entitled to.

Don't forget if you are receiving Disability Access Fund for a child you can contact Emporium Plus to discuss the complimentary membership available, allowing you access to a high quality resource that can support you to meet their needs and interests <https://emporiumplus.co.uk/daf>

Bookstart in Kent

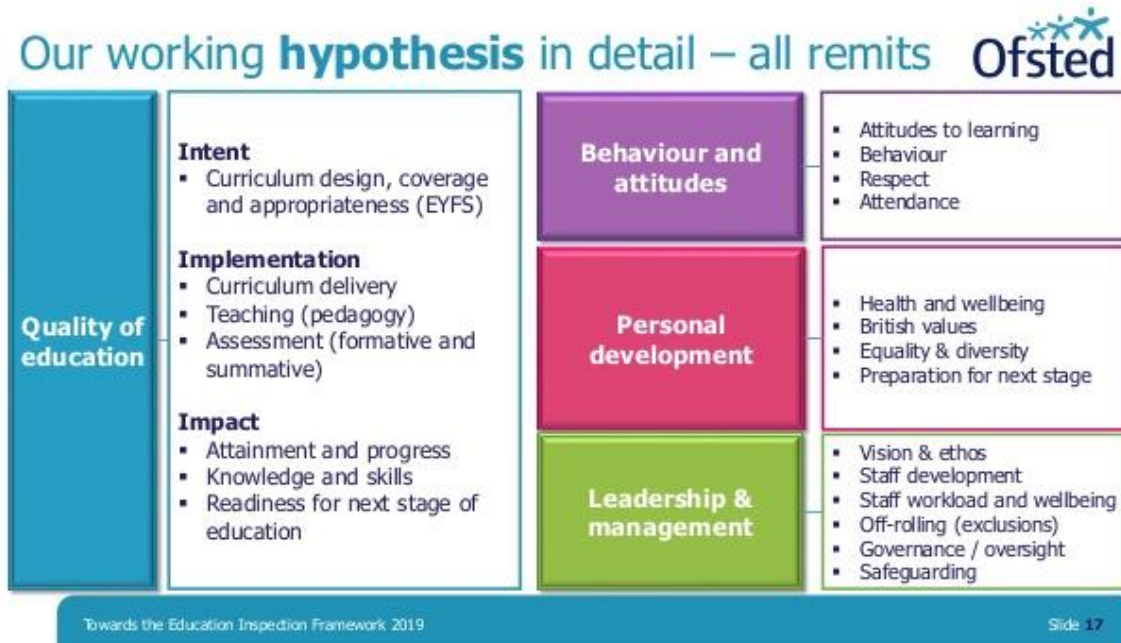
To find out more about Bookstart's two free book packs for all babies and young children in Kent, how to get them, what free additional needs packs are available, and how Kent Libraries support not just Bookstart in Kent, but many other areas of work with early years children and their families/carers, see the latest Kent Bookstart Annual Report [here](#).

How have you and your children/families used theirs? We'd love to know – send your feedback and any requests for further information to bookstart@kent.gov.uk.

Good Practice

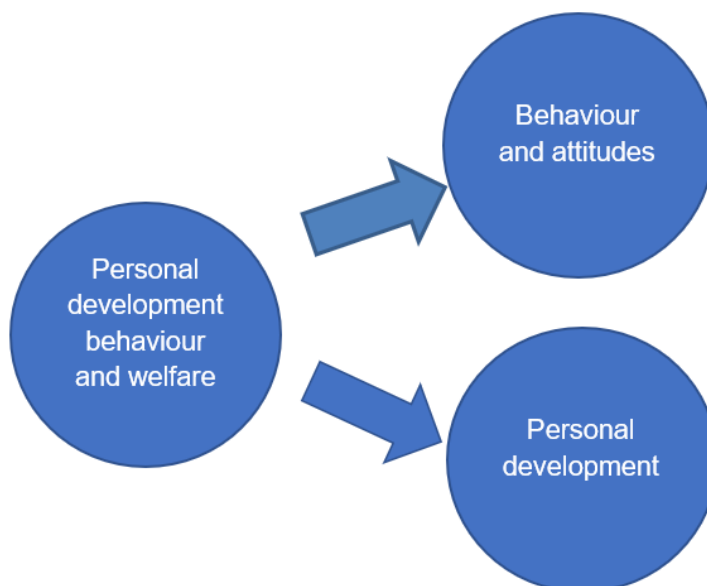
Education Inspection Framework – Behaviour and attitudes – part 2 of 4

This is the second in our four-part series looking at each of the new judgements in the Education Inspection Framework. We have previously looked at the quality of education and will subsequently look at personal development and leadership and management in future Bulletins.



Ofsted (2019)

The previous judgement of 'Personal development, behaviour and welfare' has been separated, resulting in two judgements, one for 'Behaviour and attitudes' and one for 'Personal development'.



Inspectors will consider to what extent children display the Characteristics of Effective Learning. It is therefore essential that the environment and practitioner interactions encourage this. They look for how children demonstrate a positive attitude to learning with high levels of curiosity, concentration and enjoyment.

Providers should have high expectations for children's behaviour and consistent strategies understood and applied by all to manage unwanted or challenging behaviour. Gill Jones, Ofsted's Deputy Director of Early Education is clear that providers are not judged on the children's behaviour but how adults manage this behaviour, support children to manage their own feelings and behaviour, demonstrate respect for others and help children to develop a sense of right and wrong.

Children's attendance will be considered and although not mandatory, inspectors will seek to understand how providers work with families to instil positive habits for future learning. There will be a particular focus on attendance for children in receipt of Early Years Pupil Premium (EYPP).

During inspection inspectors will spend as much time as possible gathering evidence to inform their judgement on behaviour and attitudes by:

- observing children at play
- talking to children and practitioners about the activities available
- observing interactions between adults and children
- gauging children's level of engagement in learning
- talking to parents.

For providers who only offer before and after school care and holiday provision the inspector will consider the criteria for this judgement when reaching their final judgement on the overall effectiveness: quality and standards of the early years provision and is likely to comment on specifics in the inspection report.

We are beginning to see Ofsted recommendations following inspection related to this judgement area, for example:

- review the organisation of some resources so that all children stay focused and engaged in their learning
- extend opportunities for children to think and freely express and communicate their ideas more consistently
- build on staff's use of questioning to help support children's thinking skills and learning further
- review and improve the way staff communicate instructions to younger children to help support their engagement in activities and maintain their focus and motivation
- develop consistent behaviour management systems to help support young children to manage their own feelings and behaviour
- build on children's understanding of the consequences of their actions to enhance their good behaviour even further.

For further support and training please visit our [website](#).

Committee News

Safeguarding and protecting people

The Charity Commission updated its guidance in respect of safeguarding on 22 October 2019. It continues to emphasise that safeguarding responsibilities and protecting people must be a governance priority for all charities, with trustees having clear oversight and monitoring mechanisms in place. Charities' policies and procedures must be responsive to change in order to ensure that they are fit for practice and reviewed regularly. A number of changes have been made, and it now recommends some key sources for charities to use as guidance for best practice in the sector: The National Council for Voluntary Organisation's safeguarding resource and Bond's 'Good governance for safeguarding'.

Fundraising

If you are a charity planning to undertake some fundraising this year, you may wish to read 'A Guide to Trustees Duties' (CC20). This resource gives guidance to what charities and their trustees need to consider when fundraising from the public.

Fundraising opportunities

Do you shop online? Do it through easy fundraising and raise a free donation for your preschool every time you shop. Over 3100 retailers including travel, accommodation, electricals, toys, takeaways and grocery shopping are involved.

www.easyfundraising.org.uk

Bernard Sunley Foundation is a family making foundation which supports charities in England and Wales working to raise the quality of life and provide greater opportunities for the young, the elderly, the disabled and the disadvantaged. Each year they give just over £3.5 million to capital projects that deliver a real community focus or provide facilities to support those in need across four categories. For further details please click on the following link: <http://www.bernardsunley.org>

Childminders

Every child has a spark inside them, and it is our responsibility to ignite that spark.

Theorist Howard Gardner sums up Cultural Capital and cultural entitlement with this beautiful phrase.

There has been much written and discussed on the term 'Cultural Capital' since it was included in the new September 2019 Ofsted Education Inspection Framework.

But what does it mean and what does it look like in practice?

Theorist Pierre Bourdieu described it as how an individual is defined by their own particular assets, background and social class. This may include individual tastes, mannerisms, material belongings, hobbies, levels of education to name but a few. For our young children this may include their family make up and extended family, how many siblings they have or whether they live in the country or a city. There may be key cultural factors that differ greatly from a rural setting in the North of England, as opposed to an urban setting in London.

As we already know, each of our minded children are unique and when we plan their next steps we acknowledge their individuality and their interests. During our interactions with children we should always be aiming to inspire, energise and help children to experience the 'awe and wonder' of the world. Giving our children learning experiences through all forms of teaching ensures that our children are prepared for future success so that they are 'educated citizens'.

Cultural Capital in early years is entwined in all the Areas of Learning and Development that are part of our everyday practice. The accumulation of capital begins as soon as a child is born. The greater the investment we can make towards a child's learning and development, the more likely they are to be ready for the next stage. It is the role of the setting to help the children experience the awe and wonder of the world in which they live, through all areas of learning.

Consider the following reflective questions and comments to help you demonstrate that Cultural Capital is at the heart of your childcare practice:

- What do you know about your children when they start at your setting? Did they have a normal birth, do they have siblings, are both parents based at home?
- Were they born in the UK, do they speak other languages at home, do they have family members abroad?
- What is their home setting like, could you consider a visit to family homes to be part of your settling process for new children?
- Do the children have a garden at home, do they see flowers or vegetables growing?
- How do you work in partnership with your families to ensure that you have an excellent working knowledge of your minded child's home life?
- How do you help all children build the confidence and communication skills that they need to speak up for themselves and to grasp the opportunities that await them?

Where children bring knowledge of other cultures, and the ability to speak other languages, this is a form of Cultural Capital that merits acknowledgement and celebration. For instance, inviting family members in to tell stories in other community languages is a great way to support family involvement.

In considering how we can offer children further opportunities to enhance their Cultural Capital it is important to not do this as a 'tokenistic' approach. We must always remember that Cultural Capital is not a list of cultural activities to be ticked off – an approach that would neither deepen children's understanding nor strengthen their language. It must be a child-centred approach that builds on each child's individuality and uniqueness. Childminders are uniquely placed to be able to embrace Cultural Capital in their daily routines and activities. For example, do your children have experience of going to local buildings such as the library, museum or park? There are many activities that can be spread over several days to enable children to fully appreciate the experience. Could you consider any of the following:

- Using your local post box to post a card, letter, picture, photo that the children have made to a family member.
- Choosing a recipe idea together by looking at books or the internet, then going to the shop with pictures of the ingredients to buy them using 'real money' not a debit card!
- Taking a slow walk in the local area and encouraging children to look for different objects – this could be anything from road signs to conkers to forms of transport or different buildings.
- When planning trips and outings do you always consider how all ages can take part fully in the activities? How can children in buggies still be involved, motivated and challenged? What can they see, what can they learn from their environment?

As quoted by Hodding Carter, "There are two lasting bequests we can give our children, one is roots, the other is wings"

Childminders offer such a flexible and varied service that Cultural Capital is most likely already at the heart of much of your practice – even if you haven't realised it!

.....

Bourdieu, Pierre. "The Forms of Capital" (1985), *Handbook of Theory of Research for the Sociology of Education* (1986) pp. 46–58

Hodding Carter. "Where main street meets the river". (1953)

Howard Gardner <https://www.leyf.org.uk/the-importance-of-cultural-capital-or-how-every-child-deserves-a-little-water-music-more-than-just-now-and-again/>

Keep yourself informed

The Early Years and Childcare Service's Childminding Team uses a closed Facebook Group to share information with childminders. If you haven't already joined the group you can do so [here](#).

Briefing and Networking Sessions

Our regular Early Years Briefing and Networking Sessions provide a good opportunity to keep your setting and staff up to date and to network with colleagues from other settings.

Why not book a place on the next round of Early Years and Childcare Briefing and Networking sessions and benefit from the opportunity to network and hear important updates?

EYC 20/001	Aylesham Community Project, Canterbury	5 February 2020
EYC 20/002	Darenth Valley Golf Club, Sevenoaks	6 February 2020
EYC 20/003	Singleton Environment Centre, Ashford	11 February 2020
EYC 20/004	Hadlow Manor Hotel, Tonbridge	12 February 2020

We are also running two additional evening Briefing and Networking Sessions specifically for eligible childminders and out of school settings who find it difficult to attend the weekday afternoon sessions.

EYC 20/114	Duke of York Royal Military School, Dover	26 February 2020
EYC 20/115	Inn on the Lake, Gravesend	4 March 2020

Early Years and Childcare Provider Association

You may recall from the September 2019 Bulletin that the Provider Association had recently reviewed and made available its Terms of Reference, still accessible [here](#). Integral to this review, as advised, we piloted an election-based approach to the Tonbridge and Malling vacancy, also saying that based on the effectiveness of this approach we will use it moving forward to implement a three-year rolling programme of member replacement. This pilot was unsuccessful in that no Tonbridge and Malling providers expressed an interest, hence we are now approaching Tonbridge and Malling providers who meet the criteria in an attempt to fill this vacancy in a different way.

However, we also now have vacancies in Dartford and Thanet and are once again currently attempting to fill these vacancies through an election-based approach. Outcomes will be reported in due course.

I am pleased to be able to tell you that we have secured childminder representatives from North and West Kent and are continuing to seek the same from South and East.

At the meeting in December the agenda included:

- The Early Years Integration Programme, a health-led initiative to promote and support more effective joint working across Health, Early Help and the Early Years and Childcare Sector, which will be brought to Briefing and Networking Sessions in the summer
- The Department for Education Early Years Foundation Stage Reforms Consultation (to which we alerted all providers in the last Bulletin)
- A 'Review and Refresh' of the Kent Provider Agreement, which will be on the agenda for the Briefing and Networking Sessions in February

Also at the February Briefing and Networking Sessions we will be repeating the 'trial' by handing over the last 15 minutes to Association members present. Anyone in attendance will be able to raise with the members any strategic and/or significant sector related issues they think the Association should be considering.

Early Years and Childcare Provider Association Membership 2020

Representation	Name	Provision
Ashford	Brigitte Watkins	St Michael's Pre-School
Canterbury	Michelle Jones	Little Acorns Pre School
Dover	Karla Tabony	Choochoos Day Nursery
Gravesham	Glynis Christopher	Scallywags
Maidstone	Julie Miles	Discovery
Sevenoaks	Debora Bell	Children's Workshop
Folkestone & Hythe	Lisa Evans (Chair)	Abacus Nursery & Childcare Ltd
Swale	Jim Duncan	Seashells Nursery
Thanet	Vacancy	
Tonbridge and Malling	Vacancy	
Tunbridge Wells	Hayley Coombes	The Little Learning Tree Pre School
Childminders	Member of the childminding team To be confirmed	The Education People Registered childminder representatives
Out of School Childcare	Jennie Cattell (Vice Chair)	Play4Ages
Dartford	Vacancy	

Contact Us

Threads of Success	www.ThreadsofSuccess.co.uk ThreadsofSuccess@theeducationpeople.org
Threads of Success Recruitment Hub	https://www.threadsofsuccessrecruitment.com/home
Sufficiency and Sustainability	Sufficiencyandsustainability@theeducationpeople.org
Education for Sustainable Development	ESD@theeducationpeople.org
Improvement and Standards	EYImprovementServices@theeducationpeople.org
Equality and Inclusion	EYInclusion@theeducationpeople.org
Collaborations	EYCollaborations@theeducationpeople.org
Childminding	childminding@theeducationpeople.org
Emporium Plus	Emporiumplus@theeducationpeople.org
Workforce Development	Earlyyearsworkforce.ask@theeducationpeople.org
Kent Children and Families Information Service	Kentcfis@theeducationpeople.org
Management Information	eyfe@kent.gov.uk
Free for 2 (FF2) Team	Eyfreefor2@kent.gov.uk
KELSI	http://www.kelsi.org.uk
Schools e-bulletin	http://www.kelsi.org.uk/working_in_education/news.aspx

The Early Years and Childcare Bulletin is compiled and edited by The Education People's Early Years and Childcare Service.

The next issue will be published in term 4