

DAYCARE NEWSLETTER

together for
children
SUNDERLAND

July 2021



Introducing our Newsletter

We hope you will find this useful!

This is the first edition of our new newsletter for daycare providers.

We will be producing a new copy each month and will be filling it with lots of useful information and updates. We would love to have your input too! If you have any suggestions of things you would like to see in your newsletter please let Kaye or Nicola know (contact details at the bottom of each page).

We are also keen to use this platform to be able to share good practice. Whether that be stimulating environments or exciting activities. If you have anything you would love to share, please share it with us!



Happy Thoughts

If you read just one book a day to a child they would have had 1825 books read to them by their 5th birthday!

Upcoming Training

Development and the Adult Role – Drawing, Mark Making and Writing

Thursday 6th July 16:00 – 17:30

Unpicking the Areas of Learning -Mathematics

Wednesday 7th July
16:00 – 17:30

Child Development and the Adult Role – Books, Rhymes and Storytelling

Monday 12th July 16:00 – 17:30

Unpicking the Areas of Learning – Understanding the world and Expressive Arts and Design

Tuesday 13th July 16:00 – 17:30

Early Years SENDCo Forum

Thursday 22nd July 9:30-11:00

To book your places visit:

[Training & Events | Sunderland Traded Services](#)

If you don't already have an account just click the sign up button on the website. For booking queries please contact Julie Harrison on **07557 039214**



Safeguarding information

Just a reminder that if you have concerns about a child, referrals need to be made to The Integrated Contact and Referral Team.

Contact - **0191 561 7007**
Out of Hours - **0191 520 5552**

Calls should then be followed up with a written referral. The referral form and all the contact numbers can be accessed via Together For Children's Webpage. togetherforchildren.org.uk/professionals/integrated-contact-referral-team

Please let the Early Years team know if you need any support when it comes to meeting the safeguarding and welfare requirements. We are here to offer support and are always happy to help!

If you have any queries please contact:
Nicola Wardropper, Childcare Team Leader
nicola.wardropper@togetherforchildren.org.uk / 07435 753524 or
Kaye Welsh Childcare Development Officer
kaye.welsh@togetherforchildren.org.uk / 07867 160236

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Wider Safeguarding Concerns

Spiritual, Cultural and Religious Beliefs

- The belief in 'possession' or 'witchcraft' is widespread. It is not confined to particular countries, cultures or religions, nor is it confined to new immigrant communities.
- 'Belief in spirit possession' is the belief that an evil force has entered a child and is controlling him or her. Sometimes the word 'witch' is used as is the belief that a child is able to use an evil force to harm others.
- Known cases of child abuse linked to 'possession' or 'witchcraft' is small, but children involved can suffer damage to their physical and mental health. Such abuse generally occurs when a carer views a child as being 'different.'
- Families and children can be deeply worried by the evil that they believe is threatening them, and abuse often occurs when an attempt is made to 'exorcise', or 'deliver' the child. Exorcism is the attempt to expel evil spirits from a child.
- A number of faith groups have beliefs that affect how they use health services. A number of church's and faith groups believe in the power of prayer and may refuse medical treatment.

Breast Ironing

- Breast Ironing is practiced in some African countries, notably Cameroon. Girls aged between 9 and 15 have hot pestles, stones or other implements rubbed on their developing breast to stop them growing further. In the vast majority of cases breast ironing is carried out by mothers or grandmothers and the men in the family are unaware
- The practice of breast ironing is seen as a protection to girls by making them seem 'child like' for longer and reduce the likelihood of pregnancy. Once girls' breasts have developed, they are at risk of sexual harassment, rape, forced marriage and kidnapping; consequently, breast ironing is more prevalent in cities
- Concerns have been raised that breast ironing is also to be found amongst African communities in the UK, with as many as 1,0 00 girls at risk. Keeping Children Safe in Education (2016) mentions breast ironing on page 54, as part of the section on so called 'Honour Violence'

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Meet our Early Years Team

Nicola Wardropper Childcare Team Leader

I have over 16 years' experience working in the early years and childcare sector. My previous roles have included Area Manager for a large childcare organisation; early years advisor for the NDNA; early years inspector and day care manager on a school site.

I also worked for the childcare team in Sunderland a few years ago so some of you may remember me! Sunderland has always held a special place on my heart, and I am really excited to be back as Childcare Team Leader for Together for Children.

My aspirations are for the early years provision in our city to be of excellent quality, providing our children with the best opportunities in high quality, safe and nurturing environments so they have a great start to school life and develop a thirst for learning.

Email:
nicola.wardropper@togetherforchildren.org.uk

Mobile:
07435 753524

Kaye Welsh Childcare Development Officer

I recently joined Together For Children in March 2021. I have over ten years' experience working within early years. I started my career as a student in a private day care and progressed through the various roles up to nursery manager.

I have experience of Ofsted inspections from differing perspectives. I learned a lot by having an inspection as a manager and feel I could share my advice with childminders to help you all feel at ease and prepared when inspector calls.

I also have lots of experience as a SENCo and Designated Safeguarding Lead these areas are something I am very passionate about and will do my best to support you to ensure the best outcomes for our children.

Email
kaye.welsh@togetherforchildren.org.uk

Mobile
07867 160236

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Louise Stephenson

Early Years Advisory Teacher Teaching and Learning Support

I have worked for Sunderland council in this role for 12 years starting off based at the Rainbow Family Centre at Washington. Before this I worked in an Early Years school as a Nursery and Reception class teacher. I am now based at Bunny Hill Customer Care Centre where our team deliver training sessions, although during the lockdown, I have been working from home.

I support Early Years practitioners and childminders with the teaching and learning requirements section of the EYFS. This support is sometimes based in a setting or school. Recently, I have been completing teaching and learning audits with providers, as well as delivering online training regarding the EYFS changes which will come into place in September 2021.

Email:
louise.stephenson@togetherforchildren.org.uk

Mobile:
07780 338986

Sharon Preece

Early Years Advisory Teacher SEN Support

You can contact me for any support to do with Special Educational Needs and/or Disability. You can also contact for anything else to do with Early Years. If I can't help you, I will find someone who can.

Things I am most often asked about are:

- What do I need to do if I have a child with SEND?
- Support for specific conditions – What to do? / Who can help? / Are there any toys or equipment that would help?
- Completing paperwork if going forward for additional funding or an Education, Health and Care Plan
- What is an Education, Health and Care Plan?
- What other services are available and how you get in touch with them
- Support with your Local Offer entry as a setting

Email
sharon.preece@togetherforchildren.org.uk

Mobile
07780 338979

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Useful stuff!

Here is a link to a video with Julian Grenier discussing the new Development Matters and answering key questions:

[Exclusive Video Discussion \(part 2\) with Dr Julian Grenier - Lead Writer of Development Matters - Our members' questions answered... - Childcare.co.uk](#)

The updated Statutory guidance will apply from 1st September 2021, here is a copy:

[Statutory framework for the early years foundation stage \(publishing.service.gov.uk\)](#)

The updated Development Matters can be implemented from 1st September 2021, here is a copy:

[Development Matters - non-statutory curriculum guidance for EYFS \(publishing.service.gov.uk\)](#)

Early Years Inspection Handbook

The Early Years Inspection Handbook has been updated to reflect updates to guidance and legislation. Alongside the revised document there is a separate document called The Summary of Changes which is very helpful in highlighting the changes in the EIF Handbook. The documents can be accessed here [Early years inspection handbook \(www.gov.uk\)](#)

EYFS Disapplication's Guidance

The EYFS Disapplication's guidance has been updated. The guidance has been updated to:

- **Link to the current version of Ofsted's early years inspection handbook, published on 28 June 2021, for inspections taking place from 1 September 2021**
- **Clarify that the period in which the EYFS disapplication's can be used ends on 31 August 2021**
- **Clarify that if government restrictions and requirements are lifted before 31 August 2021 the disapplication's can no longer be used as the necessary conditions for using them will no longer be met**

[Early years foundation stage: coronavirus disapplications \(www.gov.uk\)](#)

[Actions for early years and childcare providers during the coronavirus \(COVID-19\) pandemic \(www.gov.uk\)](#) still currently remains and covers existing flexibilities within the EYFS with regard to staff ratios.

'Exceptionally, and where the quality of care and safety and security of children is maintained, changes to the ratios may be made.' (Paragraph 3.30 of the EYFS)

The DfE consider the extent of COVID-19 to be an exceptional temporary circumstance in which the staff to child ratios set out in the EYFS can be changed if necessary. Early years settings and schools, however, remain responsible for ensuring the safety and security of children in their care.



Let's keep our children healthy

A healthy balanced diet for children aged from one to four years is based on the four food groups listed below, which provide a range of essential nutrients that children need to grow and develop:

- **potatoes, bread, rice, pasta and other starchy carbohydrates**
- **fruit and vegetables**
- **beans, pulses, fish, eggs, meat and other proteins**
- **dairy and alternatives**

Useful Link:

[Example menus for early years settings in England - GOV.UK](#)

If you have any queries please contact:

Nicola Wardropper, Childcare Team Leader

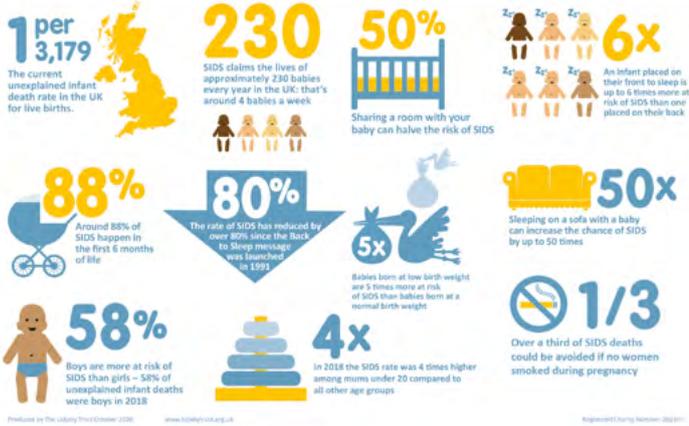
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SIDS In Numbers. Reduce the risk.



Useful Links

nhs.uk/conditions/baby/caring-for-a-newborn/reduce-the-risk-of-sudden-infant-death-syndrome/

nhs.uk/conditions/sudden-infant-death-syndrome-sids/

gov.uk/government/publications/child-oral-health-applying-all-our-health/child-oral-health-applying-all-our-health

Free Training (Oral Health)

portal.e-lfh.org.uk/Component/Details/587510

Sleeping Children

‘Children must be frequently checked to ensure that they are safe. Being safe includes ensuring that cots/bedding are in good condition and suited to the age of the child, and that infants are placed down to sleep safely in line with latest government safety guidance’

(EYFS statutory Framework 2020)



Oral Health

‘The provider must promote the good health, including the oral health, of children attending the setting’

(EYFS statutory Framework 2020)

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Using Characteristics of Effective Teaching and Learning

It is good practice when observing children to look for the Characteristics of Effective Teaching and Learning and note these on your observations. Adults should consider the Characteristics of Effective Teaching and Learning within the observation, assessment, and planning cycle. Why not use Development Matters as a tool to help you during your observations, as it gives guidance on what adults could do and what they can provide. Remember that The Characteristics of Effective Teaching and Learning are based upon how children learn, not what they are learning.

The characteristics of effective teaching and learning

In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately. Three characteristics of effective teaching and learning are:

- **playing and exploring** - children investigate and experience things, and 'have a go'
- **active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things (Development Matters 2020)



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Our early childhoods, the time from pregnancy to five, fundamentally shape our whole lives. Through research, campaigns and collaboration The Royal Foundation Centre for Early Childhood are working to change the way we think and act on the early years so that together we can build a happier, healthier, more nurturing world.

“The early years are not simply about how we raise our children. They are about the society we will become.”

The Duchess of Cambridge



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Attachment

Attachment relationships form throughout life and are the basis upon which children begin to feel safe and secure. The first attachment relationship with a primary care giver is the 'blueprint' for attachment relationships which form in the future. Attachment is a core process in child development and is supported by the role of the key person.

PRACTICAL STEPS:

- Think about 'All about Me' profiles, how are the children settling in and transitioning, include information about emotional responses.
- Ensure the key person and parent/carer have regular opportunities to communicate
- Create communication friendly spaces where children can withdraw to or share with an adult
- Allow time for child initiated interactions and expressions of emotions and feelings

NSPCC

The NSPCC have recently published new content on understanding attachment in children.

The content looks at: why attachment is important; how children develop attachment; attachment and behaviours to look out for; how trauma can affect attachment; and ways to support parents and carers to develop a bond with their child.

[Attachment and child development | NSPCC Learning](#)

Close relationships, and attachment, are critical to wellbeing and affect not only the child, but the family too. John Bowlby described how a secure base is provided through a relationship with one or more sensitive and responsive attachment figures. These figures meet the child's needs and provide a safe haven for the child when they are upset or anxious.

(Bowlby, 1988)



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Help For Early Years Providers

The government have developed resources and guidance to support early years providers to get ready for the changes coming to the EYFS in September. Using the link below you will be able to find information about each area of learning along with ideas for activities.

[Help for early years providers - Department for Education](#)

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