

CHILDMINDER NEWSLETTER

together for
children
SUNDERLAND

August 2021

Keeping Updated! Really useful sessions...

Many thanks to all of you who attended our Catch-Up sessions!

Our last catch up was 27th July where we focused on Health and Well Being. Don't forget to check out the Help for Early years Providers site Help for early years providers - Department for Education which provides great advice and guidance around Food Safety and Oral Health as well as supporting children's Physical and Personal, Social and Emotional development.

Our previous session on the 6th July discussed the implementation of changes to the EYFS. If anyone would like any more information regarding the changes please get in touch, remember the updated framework is to be used from 1st September and can be found here -

www.gov.uk/government/publications/early-years-foundation-stage-framework-2

The updated Development Matters guidance can be used alongside this document which you will find here -

www.gov.uk/government/publications/development-matters-2

Our next session will take place on the 17th August at 18:15 where there will be a focus on getting ready for your Ofsted inspection. Behaviour and Self Regulation will be the focus for our September 14th catch up. To book your place on these catch ups please contact julie.harrison@togetherforchildren.org.uk

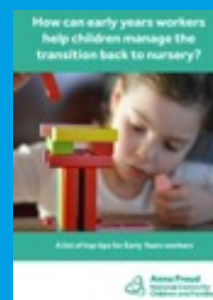
Upcoming Training/Events

More training and events will be coming up after the summer holidays. If there are any specific training or events you would like to see please get in touch and let us know.

The Anna Freud Centre has loads of great advice on supporting children's mental health and well-being, particularly through the Coronavirus pandemic [Coronavirus Support for Early Years | Coronavirus support for Nursery | Anna Freud Centre](#)

The Early Years in Mind learning network is a free network for early years staff and practitioners. By joining the network you will have access to termly newsletters and events, updates on current research, thinking and training, in regards to the mental health and wellbeing of babies, infants and their families

[Anna Freud National Centre for Children and Families \(list-manage.com\)](#)



SOME TIPS FROM THE BRITISH SKIN FOUNDATION TO KEEP OUR LITTLE ONES SAFE IN THE SUN.

We know children love spending time outdoors, whether in the garden, park or beach, however, their skin is more delicate than an adult's and can easily be damaged by the sun, even when it doesn't seem strong.

SUN SAFETY



Use a sunscreen with a minimum SPF 50 and at least 4 stars for UVA protection.



Wear sunglasses, ideally with wrap around lenses or wide arms, which carry CE and British Standard marks.



Reapply every two hours or immediately after swimming or sweating.



No sunscreen offers 100% protection so cover up with loose close weave clothing (such as cotton) and a wide brimmed hat to protect the neck, ears and face.



Generously apply sunscreen (5 teaspoons to cover the whole body) 15 to 20 minutes before going out.



Seek shade between 11am – 3pm when the sun is at its strongest. Always keep babies and toddlers in the shade if you can.



By following these simple tips your child will be able to stay safe and enjoy the sun. Remember parents, set your child a good example by also following this advice, and the whole family can have a happy sun safe summer.

For more information about the British Skin Foundation see www.britishskinfoundation.org.uk

   @BSFcharity



If you have any queries please contact:

Nicola Wardropper, Childcare Team Leader

nicola.wardropper@togetherforchildren.org.uk / 07435 753524 or

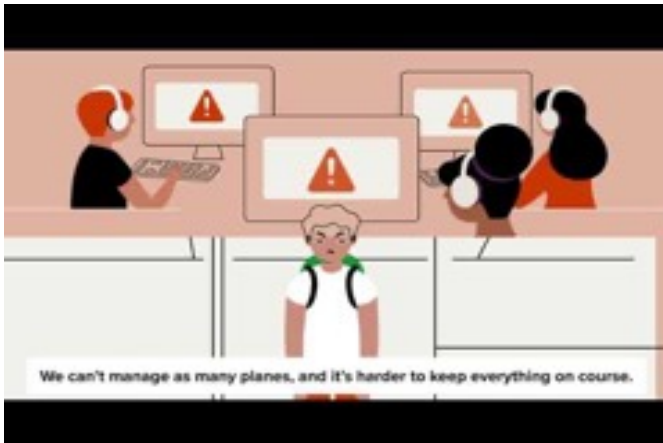
Kaye Welsh Childcare Development Officer

kaye.welsh@togetherforchildren.org.uk / 07867 160236

together for
children
SUNDERLAND

Executive Function and Self-Regulation

Executive function and self-regulation skills are the mental processes that enable us to plan, focus attention, remember instructions, and juggle multiple tasks successfully. Just as an air traffic control system at a busy airport safely manages the arrivals and departures of many aircraft on multiple runways, the brain needs this skill set to filter distractions, prioritize tasks, set and achieve goals, and control impulses.



Click the image to see a short video about Executive function.

When children have opportunities to develop executive function and self-regulation skills, individuals and society experience lifelong benefits. These skills are crucial for learning and development. They also enable positive behaviour and allow us to make healthy choices for ourselves and our families.

[Executive Function & Self-Regulation \(harvard.edu\)](https://www.harvard.edu/developmental-psychology/2015/05/01/executive-function-and-self-regulation/)

Language development is central to self-regulation: children use language to guide their actions and plans. Pretend play gives many opportunities for children to focus their thinking, persist and plan ahead.

(Development Matters 2020)

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

**together for
children**
SUNDERLAND



One Page Profiles

A One Page Profile captures all the important information about a child on a single sheet of paper under three simple headings:

- what people appreciate about me
- what is important to me
- how best to support me

One Page Profiles are deceptively simple, and in this simplicity lies their strength. They help us to support children better by:

- Helping us build better relationships by truly understanding what really matters to the child in their life and the way they are supported to live it
- Providing a record that can move with the child as they transition from service to service or use multiple services
- Being regularly updated to reflect people's changing circumstances and aspirations
- When used at in settings they can contribute to more child-centred approach, where individual strengths are recognised and different ways of learning are taken into account

Click the link below to read a case study around the use of one page profiles from a nursery in Sunderland.

[one page profile case study and example.pdf](#)
(openobjects.com)

For any support or advice regarding children with additional needs please contact:

Sharon Preece, EYFS Teacher

sharon.preece@togetherforchildren.org.uk / 07780 338 979

Sue Cutting, Area SENDCo

sue.cutting@togetherforchildren.org.uk / 07979 944 674

**together for
children**
SUNDERLAND

Language lets children express themselves and tell others how they feel

When children start school they should be able to speak to their new friends in full sentences, ask teachers simple questions and understand what they're told to do. When they have these skills they'll feel more confident and they'll be happier.

But children starting school all across the UK today are unable to do these things.

In England, 1 in 4 children starting primary school are behind with their level of literacy development (language, communication and literacy skills), rising to more than 1 in 3 (42%) in some areas (Department for Education, 2019). The picture is similar in Wales, Scotland and Northern Ireland too.

Language and communication skills unlock literacy, and that's why Tiny Happy People is concentrating on the building blocks of language development.'

This is a brilliant resource from the BBC the link below will take you to the Tiny Happy People webpage which contains lots of ideas for age appropriate activities to share with parents. There is also a really useful section around child development covering babies, toddlers and pre-school.

[Activities for babies, toddlers and children](#)
- [BBC Tiny Happy People](#)



There is a big focus on children's language development within the EYFS framework

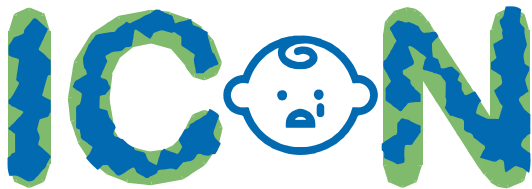
"The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial." (EYFS Statutory Framework 2021)

What is a language rich environment?

A Language rich environment is nurturing and stimulating. As providers we should offer resources which are open ended and spark curiosity. Practitioners should seize every opportunity to use language, encourage turn taking and interactions.

Happy Thoughts

At about 18 months, toddlers' spoken vocabulary starts to explode, adding new words at the astonishing rate of one every two waking hours! Language rich environments are so beneficial 😊



Babies Cry, You Can Cope!

The idea for the ICON programme and the different interventions within it was conceived by Dr Suzanne Smith PhD following a Winston Churchill Memorial Trust Travel Fellowship to USA and Canada in 2016 which included the study of effective interventions and research into the prevention of Abusive Head Trauma (AHT). Research suggests that some lose control when a baby's crying becomes too much. Some go on to shake a baby with devastating consequences. Suzanne found that the most effective evidence based programmes studied provide a simple message that supports parents/care givers to cope with infant crying. Apart from preventing AHT, most people who have ever cared for a baby appreciate some advice about how to comfort a crying baby and how to cope when it goes on for a long time.

[ICON - Babies cry you can cope - Advice and Support | ICON \(iconcope.org\)](http://iconcope.org)



Click the image to see a short video.

What ICON Stands For

ICON is all about helping people who care for babies to cope with crying.

ICON stands for...

- * **I** – Infant crying is normal
- * **C** – Comforting methods can help
- * **O** – It's OK to walk away
- * **N** – Never, ever shake a baby

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

together for
children
SUNDERLAND

Wider Safeguarding Concerns

Forced Marriage

A forced marriage is where one or both people do not (or in cases of people with learning disabilities or reduced capacity, cannot) consent to the marriage as they are pressurised, or abuse is used, to force them to do so. It is recognised in the UK as a form of domestic or child abuse and a serious abuse of human rights.

The pressure put on people to marry against their will may be:

- physical: for example, threats, physical violence or sexual violence
- emotional and psychological: for example, making someone feel like they are bringing 'shame' on their family

Financial abuse, for example taking someone's wages, may also be a factor.

[Forced marriage - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/forced-marriage)

County Lines

County lines is a form of criminal exploitation where urban gangs persuade, coerce or force children and young people to store drugs and money and/or transport them to suburban areas, market towns and coastal towns (Home Office, 2018). It can happen in any part of the UK and is against the law and a form of child abuse.

[Protecting children from county lines | NSPCC Learning](#)

Watch out for our 1 minute Safeguarding Guides coming soon! 😊

If you have concerns about a child please contact the
Integrated Contact & Referral Team (ICRT) on 0191 561 7007 (direct line) /
0191 520 5560 (TFC and ask for ICRT) / 0191 520 5552 (Out of Hours Team)

[Integrated Contact and Referral Team | Together for Children](#)

together for
children
SUNDERLAND

Sunderland Safeguarding Children Partnership have developed a really informative newsletter detailing their current focus and any changes to procedures within Sunderland.

[Sunderland Safeguarding Children Partnership - \(safeguardingchildrensunderland.com\)](https://safeguardingchildrensunderland.com)

There are also some quick guides to safeguarding concerns as well as some helpful resources.

[Sunderland Safeguarding Children Partnership - \(safeguardingchildrensunderland.com\)](https://safeguardingchildrensunderland.com)



Meet Pantosaurus!

A fun way to teach our children in early years that their body belongs to them.



NSPCC



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

You Said... We Did!

Many thanks to all of you who took part in our survey. These are the main findings from the **Survey Monkey** and what we have implemented so far as a result.

You would like regular advice and support and to be kept up to date with changes.

Regular communication is important and being able to talk to someone when you need to.

You would like to see more face to face support in your settings where possible.

The quality and cost of training is important, as is having access to training at times that suit you.

So far, we have:

Introduced our monthly newsletters and had really good feedback! Thank you!

Kept you updated with changes in practice and legislation via email, text, and Teams

Have sent out a contacts and useful links sheet

Offered Safeguarding and Learning and Development audits

Delivered free training sessions

And more to come so...



...Watch This Space!

There are lots of exciting things yet to come as part of the service we offer as a Childcare Team.

For example, we are hoping to introduce an online facility where you can access a wealth of useful information at times that suit you. We will bring you more information nearer the time it is launched so keep your eyes peeled!

Conducting surveys and speaking with all our lovely providers has given us the insight we need in order to tailor the services we provide to meet your needs.

We really do value your input so please let us know if there is anything you think we could support with or any services you would like to see on offer.

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

**together for
children**
SUNDERLAND