

CHILDMINDER NEWSLETTER

December 2021



WISHING YOU ALL A MERRY CHRISTMAS

And a happy new year!

We would like to wish you all a lovely Christmas, hope you are all able to find time to relax and recharge your batteries ahead of the new year. The lead up to Christmas can be such an exciting but busy time in Early Years!

There will be some exciting new updates coming from the childcare Team in January we look forward to sharing this with all of you.

Our next childminder catch up will be 7th December where we will be focusing on Prevent Duty. We hope you can make it.

To book your places please contact-

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Upcoming Training/Events		
Date	Time	Title
02.12.21	09:30-11:30 or 18:30-20:30	EYFS Framework – Mathematics
07.12.21	09:30-11:30	EYFS Framework – Educational Programmes
07.12.21	16:00-17:30	Child Development and the Adult Role
07.12.21	09:30-11:30	Prevent – Counter Terrorism Strategy
14.12.21	16:00-17:30	Principles Into Practice – Characteristics of Effective Learning

TOILET TRAINING

'It can be useful to clarify expectations with parents about who is responsible for starting off toilet training and what the approach should be. As children's bodies mature at different speeds, it is worth taking a 'stage' rather than an age approach to toilet training. This means identifying with parents the signs that a child might be ready.

Perhaps the most important of these is bladder maturation. This is the ability of the bladder to hold urine for at least an hour at a time and then release it completely. Children also need to know that they have or are passing a bowel movement. While some parents are keen to start the process, if the child's body is not ready, all the star charts or reminders in the world will not make a difference.'

P.Tassoni

For more information about toilet training, visit ERIC, the children's bowel and bladder charity

[Potty training | ERIC](#)

ERIC's Guide to Potty Training



SIGNS OF SAFETY

'Signs of Safety is an innovative strengths-based methodology to child protection casework that aims to 'build up' families by giving acknowledgment to what is going well and addressing what improvements are necessary.

Signs of Safety meetings in Sunderland are attended by all professionals involved with the children, the parents and sometimes the children themselves if appropriate. There will also be an independent reviewing officer who will lead the meeting as well as minute taker.

Signs of Safety meetings are more informal than child protection conferences enabling the chance for more open discussions. Ensuring the parents feel less intimidated by the process.

During the discussion there are three points as a focus 'What are you worried about?', 'What is working well?' and 'What needs to happen?'



FOOD SAFETY- CHOKING PREVENTION

Ensuring children are kept safe within early years settings is a priority and for children under five choking prevention is an important part of this. Tragically, a child dies in the UK every month from choking and hundreds more require hospital treatment. It can happen quickly, and it can happen to anyone. The Food Standards Agency have issued some useful resources in the form of two posters. We would encourage you to display these where food is prepared and served to children as a helpful reminder of how to minimise the risk of choking.

Early Years Choking Hazards Poster [PowerPoint Presentation \(foundationyears.org.uk\)](#)

Early Years Choking Hazards Table [PowerPoint Presentation \(foundationyears.org.uk\)](#)



Click the image to play the video demonstrating what to do if a child is choking.



‘Staffing arrangements must meet the needs of all children and ensure their safety. Providers must ensure that children are adequately supervised, including whilst eating, and decide how to deploy staff to ensure children’s needs are met.’

EYFS Statutory Framework paragraph 3.29

The Help for Early Years Providers website also outlines important messages and links to useful resources regarding keeping children safe whilst eating [Food safety - Help for early years providers - GOV.UK \(education.gov.uk\)](#)

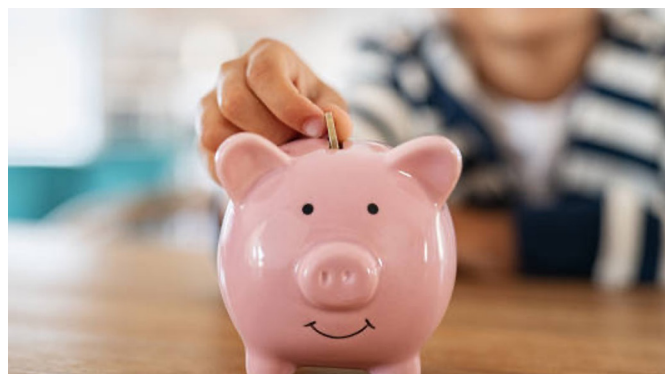
HELP WITH CHILDCARE COSTS: INFORMATION FOR PARENTS AND PROVIDERS

HMRC have produced a toolkit to help you communicate with working parents about the support they can get through Tax-Free Childcare. In this toolkit, you will find a series of FAQ's and myth busting facts about Tax Free Childcare [PowerPoint Presentation - Myth Busting Q&A factsheet.pdf \(childcarechoices.gov.uk\)](#)



Childcare Choices

Please share the government Childcare website [Childcare Choices | 30 Hours Free Childcare, Tax-Free Childcare and More | Help with Costs | GOV.UK](#) with your parents to help them view a range of offers and identify which is suitable for them.



DO I NEED TO KEEP MY CHILD OFF SCHOOL?

Public Health have shared a poster that provides parents/carers with advice on when children should stay off school and nursery, and when they can return following certain illnesses. The poster is also available in other languages at:

[Do I need to keep my child off school? \(English and translations\) | HSC Public Health Agency \(hscni.net\)](#)

Do I need to keep my child off school?



Chicken Pox Until all spots have crusted over	Conjunctivitis No need to stay off but school or nursery should be informed	Diarrhoea & Vomiting 48 hours from last episode	Glandular Fever No need to stay off but school or nursery should be informed	Hand, foot & mouth No need to stay off but school or nursery should be informed	Impetigo Until lesions are crusted & healed or 48 Hours after commencing antibiotics
Measles or German Measles 4 days from onset of rash	Mumps 5 days from onset of swelling	Scabies Until after first treatment	Scarlet Fever 24 hours after commencing antibiotics	Slapped Cheek No need to stay off but school or nursery should be informed	Whooping Cough 48 Hours after commencing antibiotics
	Flu Until recovered	Head Lice No need to stay off but school or nursery should be informed	Threadworms No need to stay off but school or nursery should be informed	Tonsillitis No need to stay off but school or nursery should be informed	



The NSPCC have developed a positive parenting booklet to offer parents advice around managing behaviour in children of all ages. This could be useful to share with some of the parents who attend your setting.

[Positive parenting \(nspcc.org.uk\)](https://nspcc.org.uk)

IMPLEMENTATION OF EARLY YEARS FOUNDATION STAGE REFORMS

To aid implementation of the EYFS reforms from September 2021 the DfE have delivered various resources and supporting materials. You can access the most up to date versions through these links.

Development Matters. [Guidance overview: Development Matters - GOV.UK \(www.gov.uk\)](#) The non-statutory curriculum guidance that offers a top-level view of how children develop and learn for all early years practitioners.

Help for Early years Providers. [Help for early years providers - Department for Education](#) An online service which features resources to support childminders and staff in PVI settings to understand and implement the reforms

What to expect in the Early Years Foundation Stage. [What-to-expect-in-the-EYFS-complete-FINAL-16.09-compressed.pdf \(foundationyears.org.uk\)](#) Guidance for parents on what to expect in their child's development to help practitioners engage with parents about their child's development.

A Celebratory Approach to Working with Children with SEND guidance. [A-Celebratory-Approach-to-Working-with-Children-with-SEND-FINAL.pdf \(foundationyears.org.uk\)](#) Guidance to help practitioners who may be supporting children who require additional help or children with SEND.

EYFS Reforms implementation videos. [Implementing the early years foundation stage reforms - Case study - GOV.UK \(www.gov.uk\)](#) A small suite of videos with direct messages from DfE, Ofsted and early adopter schools talking about their experiences in delivering the reforms and how they have changed their approach to the EYFS and assessment.

EYFS Profile handbook [Early years foundation stage profile handbook. GOV.UK \(www.gov.uk\)](#) Guidance for LAs and early years providers on completing EYFS profile assessments at the end of reception year to support practitioners to make accurate judgements about children's attainment





BUILDING YOUR CURRICULUM

‘Practitioners must consider the individual needs, interests, and development of each child in their care, and must use this information to plan a challenging and enjoyable experience for each child in all areas of learning and development. Practitioners working with the youngest children are expected to ensure a strong foundation for children’s development in the three prime areas. The specific areas of learning provide children with a broad curriculum and with opportunities to strengthen and apply the prime areas of learning. This is particularly important in developing language and extending vocabulary.’

EYFS Statutory Framework paragraph 1.11

Click the image to see a useful interview with Julian Grenier around building your curriculum.

