

CHILDMINDER NEWSLETTER

together for
children
SUNDERLAND

July 2021



Keeping Updated! Really useful sessions...

Our last catch up was 15th June thanks to all of you who attended! It really is brilliant to see more and more of you turning up to our sessions. Last time we included our safeguarding briefing within our session we hope you found this useful! If anyone would like any further information around anything we talked about during the briefing please contact Nicola or Kaye.

Our next session will take place 6th July 18:15 where we will be looking briefly at the changes to the EYFS which need to be implemented in September. To book your place please contact julie.harrison@togetherforchildren.org.uk

Upcoming Training

Unpicking the Areas of Learning- Literacy

Thursday 1st July 18:30 – 20:00

Unpicking the Areas of Learning -Mathematics

Wednesday 7th July
18:30 – 20:00

Unpicking the Areas of Learning - Understanding the World and Expressive Arts and Design

Tuesday 13th July 18:30- 20:00

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**



Happy Thoughts

Babies and children can laugh up to 300 times a day! There's nothing more infectious than a little one's laughter



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



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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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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Calming Glitter Bottle (1-5 minutes)

When we shake up a glitter bottle, the water becomes cloudy with all the colourful and sparkly contents swirling around quickly. This can resemble how our mind and emotions feel when we are worrying, angry or stressed.

Watching the water inside the bottle become calm and clear as all the little bits of glitter fall slowly and gently to the bottom, helps us find calm. When we sit quietly and just watch the settling, we give ourselves time and space to regain a sense of control and ease. Watching the glitter engages our senses and brings us into the present moment.

This works with children and adults. Seeing how the water becomes clear, when all the contents are resting quietly, also reflects our ability to see more clearly when we are in this calm and emotionally regulated state.

Make your own calming glitter bottle:

- Find a bottle or jar - rigid plastic or glass works best as lighter, thinner plastic may warp with the introduction of warm water.
- Fill the jar to 1/4 full with glue (Elmer's Clear School Glue or similar, or you can use premixed glitter glue). The more glue, the slower the objects will settle after shaking.
- Add 1-2 tablespoons of glitter and other small objects if you like – a small funnel is very helpful for this step.
- Fill the bottle the rest of the way with very warm water
- Add food colouring (optional)
- Glue cap on bottle. Let the bottle rest to allow sealing glue to fully harden or the bottle may leak. You could use hot glue for a stronger seal.
- You can also mix the ingredients in a bowl before transferring the mixture into the bottle



Mindfulness in Early Years

Practicing mindfulness techniques within the early years can support children to become more aware of their own emotions and help children to feel calmer.

Teaching children various mindfulness techniques will give them the tools they need whenever they are feeling anxious or need to calm down in everyday situations.

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Online Safety for under 5's

More and more of our children in early years are using devices to access various platforms. They will watch their favourite shows or use apps to play games.

We need to play our part in keeping our children safe ensuring they are not able to access any inappropriate content online.

[Online safety guide 0-5 year olds - Internet Matters](#)



More Guidance

With internet enabled devices being a part of everyday life for children, early years settings (birth to 5 years old) provide a vital foundation for online safety education in today's digital age.

To support early years settings, the UKCIS Education Working Group has developed two documents to help early years settings managers and staff consider their practice and to take steps to safeguard both children and adults online.

[Safeguarding children and protecting professionals in early years settings: online safety considerations - GOV.UK \(www.gov.uk\)](#)

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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 a 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'

A referral to the Integrated Contact & Referral Team should be made if you ever have concerns about a child.

0191 520 5560

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

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