

CHILDMINDER NEWSLETTER

November 2021



KEEPING UPDATED!

Really useful sessions . . .

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

Our last catch up was 12th October where we shared information regarding Identifying and support children with SEN.

If you need any further advice around supporting children with SEN please get in touch with the Early Years Team.

Our next session will take place on the 9th November 18:15 where we will have Marie Roberts to talk to us about the services which Early Help can offer to families.

To book your places please contact-
julie.harrison@togetherforchildren.org.uk

CONTENTS

- Keeping Updated
- Upcoming Training/Events
- Wellbeing in Early Years
- Cultural Capital
- Outstanding Ofsted Inspection
- Hungry Little Minds
- Bump to Baby Project rated Outstanding
- Wider Safeguarding Concerns
- Supporting Communication and Language Development
- A Celebratory Approach to Working with Children With SEND
- Promoting Oral Health



Upcoming Training/Events		
Date	Time	Title
02.11.21	16:00 - 17:30	EYFS Principles into practice - Pedagogy
10.11.21	16:00 - 18:00	Introduction to Keeping Children Safe in Education
11.11.21	16:00 - 17:30	Child Development and the Adult Role
11.11.21	16:00 - 17:30	EYFS Principles into Practice – Curriculum
16.11.21	9:30 - 11:30 or 18:30 - 20:30	EYFS Exploring changes and implications for practice
16.11.21	16:00 - 17:30	EYFS Principles into Practice - Assessment

WELLBEING IN EARLY YEARS

The Anna Freud Centre have lots of resources and guidance around supporting mental health and wellbeing in early years. There is advice for parents and families as well as professionals around lots of different areas such as supporting under 5's through the pandemic, working with families facing challenges and common difficulties such as anxiety, aggression and bereavement.

It is a really useful tool which we could all be using so please [check it out!](#)



CULTURAL CAPITAL

Cultural capital is the essential knowledge that children need to prepare them for their future success. It is about giving children the best possible start to their early education. As part of making a judgement about the quality of education, inspectors will consider how well leaders use the curriculum to enhance the experience and opportunities available to children, particularly the most disadvantaged. (142 p31 Ofsted Early Years Inspection Handbook, Sept 2019)

Children will benefit most from a flexible curriculum that builds on what they understand and know already. This will also include thinking about and planning for any particular special educational needs or disabilities. Being aware of what children might need, how you will provide this, and then assessing the impact will be essential.

[Click here to see a video from Ofsted explaining Cultural capital within Early Years.](#)

OUTSTANDING OFSTED INSPECTION

Children's services in Sunderland – delivered by Together for Children on behalf of Sunderland City Council – are the first in the country to make the leap from Inadequate to Outstanding.

This national first makes Sunderland one of only 18 local authorities in England and one of only four local authorities in the North of England to be rated Outstanding.

During an inspection of services between 28 June and 9 July, Ofsted found that children's services have been 'transformed' and are 'making a real difference to children's lives.'

In a report outlining their findings, Ofsted said 'inspectors evaluated social work practice to be of consistently high quality and relentless in significantly improving the experience of children and young people.' They also highlighted that the improvement in quality is even more impressive as it's been achieved during the pandemic, as workers and leaders have worked ceaselessly to improve.





HUNGRY LITTLE MINDS

Hungry Little Minds is the new Department for Education campaign that encourages parents and carers to adopt positive activities and behaviours to boost children's communication, language and literacy development.

The campaign aims to help parents understand that they have a massive impact on their child's learning. Reading, playing and chatting with children are simple things parents can do to help them develop, even when they are too young to say much back.

[Hungry Little Minds – Simple fun, activities for kids aged 0 – 5 \(campaign.gov.uk\)](https://www.gov.uk/campaign/hungry-little-minds)

Behaviour we can model when communicating with children:

- Speak clearly and calmly
- Use age-appropriate language
- Make eye contact
(get down to the child's level if necessary)
- Repeat sentences back to children, replacing mistakes with corrections
- Repeat sentences back to children, expanding on the words they've used
- Describe and comment on what you're doing
- Describe and comment on what the children are doing
- Label objects and actions
- Listen carefully when the children are talking to you – be patient and give them plenty of time to find their words



TOGETHER FOR CHILDREN'S BUMP TO BABY PROJECT RATED OUTSTANDING BY OFSTED

Following a recent visit to our Bump to Baby Project, Ofsted have rated the service Outstanding!

The service, which is based at Ryhope Health Centre, is open to young children of teenage parents in Sunderland and has received an Outstanding rating in all four areas inspected: quality of education, behaviour and attitudes, personal development and leadership and management.

Ofsted inspectors found that children, who are aged between 0 to 5 years old, "thrive as staff are extremely experienced in support very young parents with their babies" and "staff ensure babies, toddlers and families have the very best start and are prepared for their eventual move to other provisions." The report highlights that children are at the heart of everything staff do, and it was recognised that children have high-quality opportunities to learn, develop and make sense of the world around them.

Congratulations to the entire team on this amazing achievement – as you can see from the photo, they're very happy with the inspection outcome!



WIDER SAFEGUARDING CONCERNS

What is child trafficking?

The NSPCC defines Child trafficking as the recruitment and movement of children for the purpose of exploitation. It is a form of child abuse and requires a child protection response. Trafficking is where children and young people are tricked, forced or persuaded to leave their homes and are moved or transported and then exploited, forced to work or sold. Traffickers often groom children, families and communities to gain their trust. They may also threaten families with violence or threats. Traffickers often promise children and families that they'll have a better future elsewhere. Children are trafficked for:

- domestic slavery like cleaning, hospitality and childcare
- forced labour in factories or agriculture
- sexual exploitation
- benefit fraud
- forced marriage
- committing crimes

Trafficked children experience many types of abuse and neglect and control. Children who have been trafficked may:

- Not understand they have been abused, particularly if they have been groomed
- Be unaware they are being exploited and believe they are in a relationship with the abuser
- Think it's their fault
- Think they have broken the law or done something wrong
- Feel guilty or ashamed

Signs of child trafficking include:

- rarely leaving the property they live at
- being orphaned or living apart from family
- live in low-standard accommodation
- be unsure which country, city or town they are in
- can't or are reluctant to share personal information
- not be registered with a school or GP practice
- be seen in inappropriate places such as factories or brothels
- have money or possessions you wouldn't expect them to
- have injuries from workplace accidents
- give a prepared story which is very similar to stories given by other children



If you are concerned a child is in danger, call 999, Inform your DSL and seek advice from ICRT. Contact the Modern Slavery Helpline for advice, support or raise suspicion on: 0800 012 1700 or complete the online form [File a report \(modernslaveryhelpline.org\)](https://modernslaveryhelpline.org)

SUPPORTING COMMUNICATION AND LANGUAGE DEVELOPMENT

'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. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively'

Development Matters 2021

Universally Speaking is a series of booklets for anyone who works with children and young people. The booklets show where children should be with their communication skills at any given age.

You can use the booklets to find out whether the children you work with are on the right track, what helps them learn to talk and listen and what to do if you have concerns about any of their communication abilities.

The document can be found here:

[tct_univspeak_0-5_update.pdf \(ican.org.uk\)](https://tct.univspeak.org.uk/0-5-update.pdf)

Some more useful Documents:

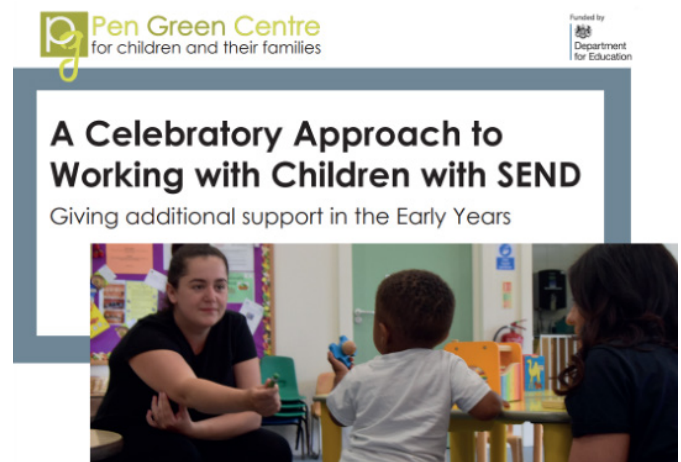
[What-to-expect-in-the-EYFS-complete-FINAL-16.09-compressed.pdf \(foundationyears.org.uk\)](https://foundationyears.org.uk/what-to-expect-in-the-eyfs-complete-final-16-09-compressed.pdf)



A CELEBRATORY APPROACH TO WORKING WITH CHILDREN WITH SEND

'Inclusive practice and effective support for children with Special Educational Needs and/or Disability should underpin all early years approaches to implementing the Early Years Foundation Stage framework (2021). A small group of professionals were commissioned to develop an inclusive document to align with the Early Years Foundation Stage reforms, implemented in 2021. This document has a particular focus on supporting children with Special Educational Needs and or Disabilities (SEND) and their families. The aim of this document is to provide information, exemplars, and links to relevant tools and/or services that will enhance practitioners' knowledge and skills when working collaboratively with children with SEND and their families. This work has been funded by the Department for Education.'

[A-Celebratory-Approach-to-Working-with-Children-with-SEND-FINAL.pdf \(foundationyears.org.uk\)](https://foundationyears.org.uk/A-Celebratory-Approach-to-Working-with-Children-with-SEND-FINAL.pdf)



PROMOTING ORAL HEALTH

There is evidence to suggest that the preventive action of toothbrushing can be maximised if the following principles are followed:

- brushing should start as soon as the first primary tooth erupts
- brushing should occur twice daily as a minimum – clean teeth last thing at night before bed and at least one other time each day
- children under three years should use a toothpaste containing no less than 1,000 ppm fluoride
- children under three years should use no more than a smear of toothpaste (a thin film of paste covering less than three quarters of the brush) and must not be permitted to eat or lick toothpaste from the tube

(Public Health England)

Quick Guide to a Healthy Mouth in Children from Public Health England -

[Factsheet \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

[Child oral health: applying All Our Health - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

