FOR PLAYWORK, EARLY EDUCATION AND CHILDCARE PROFESSIONALS IN SURREY
As significant changes continue to happen within the sector, generated particularly by Government and Ofsted, we’ve been using our weekly Way Ahead e-bulletin (www.surreycc.gov.uk/wayahead) and SurreyEYCS Facebook and @SurreyEYCS Twitter pages to keep you updated. In this issue we’re taking a closer look at the changes around the Early Years Foundation Stage from September in the cover story on page 10. And we’re giving you an overview of what’s happening around special educational needs and disabilities on page 8.

Last issue we looked at how our Playwork Team supports out of school settings and this time it’s the turn of our Home-based Childcare Team (page 16). With 99% of the childminders attending our Childminder Introductory Programme (ChIP) getting a good or outstanding in their first Ofsted inspection, they really know their stuff.

Kate Cairns took time out of her busy schedule to tell us more about her Five to Thrive approach which gives parents easy ways to support their child’s early brain development (page 6). You may find the tips useful in your own practice as well as sharing them with parents to support children’s personal, social and emotional development at home.

We have a policy update for you on page 18 as Surrey Safeguarding Children Board brings in a mandatory bruising in non independently mobile children policy following a serious case review.

Finally, if you think it could never happen to you, think again and read the Treasurer ran off with all the money feature where our Childcare Business Team highlight some of the stranger emergencies settings in Surrey have faced and the support they gave them (page 9).

Phil Osborne
Head of Early Years and Childcare Service
CHANGE TO SAFEGUARDING LEAD TITLE

Surrey County Council has changed the safeguarding lead title in schools from Child Protection Liaison Officer (CPLO) to Designated Child Protection Officer (DCPO) to better reflect the wording in Working Together to Safeguard Children (2013). So to keep it the same across the county we’ve done the same. This means our safeguarding workshops will be called DCPO new to safeguarding workshops same. This means our the county we’ve done the same across.

Please update your setting’s policy and procedures where needed and bear with us whilst we do the same to our policies and procedures guidance notes online at www.surreycc.gov.uk/eyfs.

If you have any questions, email our safeguarding advisor at eycs.safeguarding@surreycc.gov.uk.

NEW EARLY YEARS EDUCATORS

The Government set out its vision and plan of action for high quality early education and childcare in More Great Childcare. To increase the skills of the workforce they’re introducing a new Level 3 Early Years Educator qualification in September 2014. All entrants to the qualification will need to have GCSEs in English and Maths at grade C or above.

This requirement is reflected in the revised Early Years Foundation Stage, due to be introduced in September 2014, which states that to be counted in the ratios at Level 3, staff holding Early Years Educator must also have achieved the GCSE requirement.

Don’t worry if you already have a qualification but don’t have these GSCEs as the requirements don’t apply to existing qualifications and you’ll still be able to practice. For more information on qualifications, training and funding contact our Workforce Development Team by calling 01372 833900 or emailing workforcedevelopment@surreycc.gov.uk.

DON’T KEEP THE NEW CRITERIA FOR FEET A SECRET!

Can you help us spread the word about the fantastic offer of 15 hours of Free Early Education for Two year olds (FEET) to families with a household income of less than around £16,190? There are still lots of two year olds who qualify under the financial criteria, whose dads, mums or carers haven’t heard about the offer of FEET. Help us to help them by displaying FEET resources and reminding parents that they can check to see if they qualify and get hold of an application form by searching online for FEET Surrey or going to www.surreycc.gov.uk/feet.

MEN IN PLAYWORK, EARLY EDUCATION AND CHILDCARE (MIPEC)

Our Workforce Development Team has been busy refreshing our website and they’ve added five short films with male practitioners to show what it’s like working with children.

As you know, no two days are the same and it takes lots of energy, enthusiasm and commitment to work with children but it can be incredibly rewarding. Please share them with any men you know that has what it takes to put a smile on a child’s face and encourage them to come to one of our MiPEC Networks.

Our MiPEC Networks give men who want to find out more about what it’s like to work with children an opportunity to chat to male practitioners about how they got into childcare and their experiences. One of our recruitment and retention advisers will be on hand to give advice about getting started, career pathways, where to find work and funding opportunities. The bacon butties are waiting!

To watch the films or find out more about the next MiPEC Network go to www.surreycc.gov.uk/meninearlyyears.

CHANGES TO THE WAY WE PUBLISH OUR TRAINING PROGRAMME

Due to your feedback, we now publish our training directories and the training overview a week before bookings go live.

This means the training directories and overview for the autumn term went live online as normal on Monday 2 June (the first Monday after half term). We then waited a week before the booking links went live on Monday 9 June to give you a chance to look through the directories and plan your training.

We’re making these changes because you’ve told us it’s difficult to book spaces when our training programme goes live. We hope that doing it this way will help you to target the workshops you really want and need and will cut the number of cancellations we get later on. We welcome your feedback on whether this makes the booking process any easier for you.

You can find our training programme at www.surreycc.gov.uk/childcareworkshops.

You’ll be able to view the spring term 2015 training programme online from 3 November and book from 10 November.

Keep up to date between issues at www.surreycc.gov.uk/wayahead.

Reading our weekly Way Ahead e-bulletin is the best way to keep up to date with what’s happening but if you’ve missed any, here are a few items that may have passed you by...
With over 100 group settings and a similar number of childminders on board, our Quality Improvement Award (QIA) is going from strength to strength. Its journey started back in 2006 and after a number of changes, most recently a name change, we’ve written the latest version with the help of some of you, our fantastic practitioners.

We knew you wanted something that was simple to use and provided you with the tools and support you need to make sure your setting continues to deliver a service to the highest standard. And we don’t think you’ll be disappointed! Experts, national organisations and our own service helped us come up with something that has business, leadership, management, practice and provision at its heart.

Want to know what else we’ve included?
We’re giving you the chance to use the rating scales ITERS and ECERS (Infant and Toddler Environment Rating Scale and Early Childhood Environmental Rating Scale) as well as other assessments, evaluations and self-assessment tools that could really make a difference to your setting. These will all allow you to self-serve and identify improvements needed yourselves. Childminders have their own bespoke assessment tool too.

We’re still here for you!
Offering you the opportunity to play a bigger part in determining improvements at your setting is important, so although we’re encouraging you to self-assess, we will be working together, guiding and supporting you every step of the way.

The changes mean that we can concentrate on what really matters – your setting and the children and families that use it. Cutting down on the need for report writing and focussing on what is working and what could be improved. Parents aren’t forgotten in all of this, they will also have an opportunity to get involved and have their say on improvements. So we’ll encourage you to include them through consultations whilst you’re carrying out your self-assessment.

Want to know more?
We have lots of information about our QIAs along with an expression of interest form online at www.surreycc.gov.uk/surreyeycs
Or contact the Quality Improvement Advisory Team through your early years improvement advisor, home-based childcare advisor or email: quality.improvement@surreycc.gov.uk

Something for everyone
This award is designed for early years group settings. Registered childminders with an Ofsted inspection outcome of satisfactory or requires improvement can contact their home-based childcare advisor for details on the QIA for childminders. We also have a toolkit available for out of school settings, please speak to your playwork advisor for more information.
Based in a village hall in Langley Vale, Epsom Downs Pre-school was the first setting in Surrey to complete the revised Quality Improvement Award (QIA). Their manager Debbie spoke to Way Ahead about why they took part and what it’s meant to her setting, its staff and the families they support.

Debbie can you tell us a little about your pre-school?
We’re a parent-committee run sessional pre-school, offering 15 hours of care over five mornings per week, term time. Seven members of staff work here and each session has around 26 children, aged between 2 years 6 months and 4 years 11 months.

Why did you decide to complete the QIA?
We wanted to be able to evaluate all the areas of our provision, so that we could provide the best possible quality care and education for the children. Also we were keen to improve on our Ofsted rating of good in 2010 and get an outstanding at our next inspection, we believed that the QIA would help us achieve this.

How did your staff react?
The team here were really on board and each took ownership of a task, whilst supporting each other along the way. We mustn’t forget the families either, they provided us with some great feedback and ideas which we fed into our activities, so it was a collaborative achievement.

What support were you offered?
We had great support from Surrey Early Years and Childcare Service, in particular our mentor Katie Brendan and Gaynor Moss our assessor. Katie would come along to meetings with us and carry out focussed observations, providing us with positive feedback that we could embed in our practice.

Tell us what was involved
There are several parts to the QIA. The first concentrates on the business, strategic and statutory aspects of the award, so that fell to me as the manager to complete. The rest of the team got involved with part two which involved evaluating other areas of the setting provision, including feedback from parents and children.

Any advice to practitioners considering taking the award?
Involve your team from the start! You’ll be invited to a meeting, so make sure they go along too, that way they’ll know exactly what’s involved and what will be expected of them. They need to be on board and motivated, otherwise it won’t work.

You also need to be realistic with your timescales, we set ourselves a goal of getting the award in 18 months, but we were delighted when we got it in under a year.

Final thoughts Debbie?
In our experience, the award showed us that we already had so much good practice in place, so everything that we’ve done has enhanced this. But it’s not over, we’ll continue to implement actions and can’t wait for the day to show Ofsted what we have achieved.

We can’t wait to show Ofsted what we’ve achieved
We all know that children need good food and healthy exercise for their bodies to grow strong. But recent research shows that brains need more than this to grow strong. Human beings need loving relationships for healthy brain development. Of course we have always known that children thrive better when they are loved, but now we know why this happens – it is because being with people who love us feeds our brains.

The human body is constantly producing new cells. That’s how children grow, and it’s how adults stay fit and healthy. But the brain doesn’t generally grow new cells. Instead, we are born with far more cells in the brain than we will need in a lifetime, but it is only when these cells become active – growing and stretching out and linking up with other cells – that our brains can work. The cells of the brain become active in response to our experience, and the most important experiences for growing strong healthy brains are experiences of being with people who connect with us lovingly.

Our brains are changing and adapting to our experience all our lives, but they grow fastest when we are young. This is partly because for babies all experiences are new, so that the brain cells of babies are always having to produce new connections. As we get older there are more experiences that are repeated. Our brains don’t need to grow new connections to carry information about experiences we’ve had before – the connections are already in place. So our brains grow new connections when we have new experiences, and use existing connections for experiences that are familiar to us.

So what is it about loving relationships that helps brain development? There are five simple activities that parents do every day that help the brains of children to grow well. These have been described using five key words, one for each activity, so that we can notice this happening, and make sure our children get the brain food they need:

- RESPOND
- CUDDLE
- RELAX
- PLAY
- TALK

These are the Five to Thrive of healthy brain development.

Often in daily life these activities happen all together and very quickly – think of a child who tumbles down and is upset, who comes for a parent to ‘kiss it better’ and then quickly toddles off to their next adventure. Yet even when they happen very quickly each of the five activities has a part to play in helping the brain to grow strong, and it is useful to be able to notice each one as it happens.
The parent needs to be there to **RESPOND** to their upset child. As they do this the two brains, child and adult, connect together. Then being close together as they **CUDDLE**, links them together so that the child’s stress at being hurt passes to the parent. Adults can calm themselves, babies can’t. When the parent can **RELAX** while connected with the child, the child also calms down. Then the adult shows through the non-verbal communication of **PLAY**, how the adult is feeling, and this helps the child to feel better. And finally, the adult uses words, they **TALK** which helps the child to make sense of feeling better.

This moment of loving connection will have created vital new connections in many areas of the growing brain of the child. And when this experience is part of a pattern, the brain grows strong and flexible. The child becomes able to soothe themselves through the small adversities of life. And the child also becomes able to look for help from other people when they face a problem too big for them to settle for themselves. So little things make a big difference to brain development.

At other times the activities of **Five to Thrive** may take place over an extended period, as parents nurture and play and talk with their children, or lovingly give their children the space and opportunities to explore and play and make their own discoveries knowing that they are safely held in mind by their parents. This extended brain activity strengthens existing connections, so that the child becomes able to use their growing brain flexibly and find pleasure in everyday experiences.

When we know about good food we can make sure that children get what they need to grow strong and healthy bodies. When we know about **Five to Thrive** we can make sure that children get what they need to grow strong and healthy brains. And when parents are helped to notice themselves being brain builders it also adds to feeling confident and happy about being a parent – which in turn makes it more likely that their children will be confident and happy. Healthy brains are the basis for happy lives.

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**Useful books**

**The Developing Mind: How relationships and the brain interact to shape who we are** – An examination of the ways interpersonal experiences forge key connections in our brains (Daniel Siegel, 2012)

**Affect Regulation and the Origin of the Self** – The hard science behind the process of attunement (Allan Schore, 1999)

**What Every Parent Needs To Know** – An accessible and comprehensive guide to child development and psychology (Margot Sunderland, 2007)

**Your Baby and Child** – Another great introduction to brain development for parents (Penelope Leach, 2010)
There’s still a lot happening around special educational needs and disabilities (SEND), here’s a quick overview of where things stand now.

**Children and Families Act**
The act introduces a number of changes as to how children and young people with SEND will get support both nationally and in Surrey. One of those changes is giving all those children that would previously get a statement of educational need an Education, Health and Care Plan (EHCP). From now on those children with a highest level of need will have an EHCP and not a statement. This brings joint working and planning for children and families to the forefront. This of course reflects the way we already work in the playwork and early years sector and the ethos of the Early Years Foundation Stage, with parents as partners. The key worker approach, coordinating services and empowering families is now a firm part of the changes to SEND.

This of course reflects the way we already work in the playwork and early years sector and the ethos of the Early Years Foundation Stage, with parents as partners. The key worker approach, coordinating services and empowering families is now a firm part of the changes to SEND.

You can find the Children and Families Act and the new SEND Code of Practice that supports it online at [www.gov.uk/dfe](http://www.gov.uk/dfe).

Look out for updates in Way Ahead e-bulletins (subscribe at [www.surreycc.gov.uk/wayahead](http://www.surreycc.gov.uk/wayahead)), about SEND workshops, Keyworker training and borough special educational needs coordinator (SENCO) forums to keep up to date with the changes. You can also contact your early years improvement advisor or home-based childcare advisor for more information on processes for individual children. If you’re not sure who this is, call us on 01372 833833 or email eycs.admin@surreycc.gov.uk

**Local Offer**
The new SEND Code of Practice Children and Families Bill requires all local authorities to make information available to families and professionals about local services for children and young people with SEND aged 0-25. In Surrey, this information will be available online from September at [www.surreycc.gov.uk/sendlocaloffer](http://www.surreycc.gov.uk/sendlocaloffer).

Thank you to everyone that has sent back their setting’s Local Offer information, we’ve had a fabulous response. If you haven’t yet completed your Local Offer response for your setting please contact your early years improvement advisor or home-based childcare advisor to find out how to do this.

Early Help Assessments
In Surrey, Early Help Assessments have replaced the Common Assessment Framework (CAF). The new assessment looks at the needs of the family as a whole, rather than just the child’s.

There’s also a new web based system called eHelp to make it easier for professionals to work together to support the family. You’ll be able to access eHelp from September 2014 and training is available from the Surrey Safeguarding Children Board.

You’ll find a practitioner guide explaining all the changes around Early Help Assessments plus information about training online at [www.surreycc.gov.uk/earlyhelp](http://www.surreycc.gov.uk/earlyhelp).
Running any sort of business through a recession can be a struggle. Though the signs show that the economy is picking up, the childcare market can lag behind the recovery when parents need to be sure of their income before committing to a childcare setting. Plus unexpected things can happen, buildings can be flooded, broken into or catch fire, the lease can be terminated with little warning, the manager becomes ill or the treasurer runs off with all the money! Don’t be complacent – all these things have happened to settings in Surrey in the last four years.

Working with you
Our Childcare Business Team will do their best to offer business advice for those opening new childcare settings, and to help owners and providers through emergencies. They are keen to make sure businesses have robust action plans to get themselves back on track, and offer a business review service to suggest ways to help owners and committees be more successful.

Carol Savedra and Rod Pierce, our Childcare Business Advisors, are here to help you. They’re challenging providers to consider whether their opening times are still appropriate to maximise their business. For example, on a visit to The High Scope Nursery in Sunbury back in 2012 they were losing money on the four hour sessions they’d introduced as a way of increasing income, as parents couldn’t afford to pay for the additional time. Rod suggested changing their morning free entitlement sessions to 3½ hours including lunch time so parents could gain 15 hours free over four days. Now the nursery is full each morning. Rita Levy, the owner comments:

“The advice we’ve received from Rod and the business team has been invaluable and has enabled us to maximise the places available in our setting without implementing extra charges or fees of any kind. I’d encourage everyone to undertake a business review, as Rod has also been able to suggest ways to market our childcare business more effectively”.

Problems can happen at any time. When a nursery in Surrey was broken into and the heating boiler and radiators cut out with hacksaws and stolen – twice, we helped with some emergency funding. And we’ve offered help when successful providers have been forced to move premises.

Carol and Rod are often invited to talk to voluntary management committees because there are frequent changes and newly appointed trustees don’t always appreciate what their responsibilities are. “We usually hold one or two advice sessions each year” said Carol “and are disappointed if only a few people come, because they could be missing out on information that would benefit them”.

Get in touch
If you have a question or think we can help, get in touch with our Childcare Business Advisors, Carol and Rod, or their Manager, Anita Birtles. You can email the team at childcarebusinessadvice@surreycc.gov.uk

Carol Savedra
Covers south Surrey
01372 833874

Rod Pierce
Covers north Surrey
01483 517068

We also have all sorts of advice for managing and developing your business online at www.surreycc.gov.uk/surreyeycs
To help you prepare for 1 September 2014, when the updated Early Years Foundation Stage (EYFS) takes effect, here’s a handy guide to the changes.

Why are they changing it?
The changes are the Government’s response to their consultation on The Regulation of Childcare. It captures the new regulations and removes any requirements that aren’t necessary or are repeated in other statutory documents.

Is it all changing?
No. The changes apply to some areas within section 3 on Safeguarding and Welfare. The tables below highlight all the changes from the 2012 version and the new 2014 version of the EYFS. We’ve included the reference numbers to make it easier for you to find the right bits when you refer to the documents.

The changes to the EYFS start from 1 September 2014

<table>
<thead>
<tr>
<th>EYFS 2012</th>
<th>EYFS 2014</th>
<th>We say...</th>
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<tbody>
<tr>
<td>Learning and development requirements</td>
<td>No change</td>
<td></td>
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<tr>
<td>No Summary page</td>
<td>Summary page gives new information about the statutory framework including Childminder Agencies</td>
<td>See our childminders agencies box on p14</td>
</tr>
<tr>
<td>Wrap around and holiday care (p4)</td>
<td>This section does not appear in 2014 version in line with the new regulations</td>
<td>The way Ofsted registers before and after school provision is changing. Keep an eye on Way Ahead e-bulletins for updates (<a href="http://www.surreycc.gov.uk/wayahead">www.surreycc.gov.uk/wayahead</a>)</td>
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<td>Progress Check information (p11)</td>
<td>Change of wording to encourage integrated working</td>
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[www.foundationyears.org.uk]
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<tr>
<th>EYFS 2012</th>
<th>EYFS 2014</th>
<th>We say…</th>
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<tbody>
<tr>
<td><strong>Introduction (p13)</strong></td>
<td>Change of wording to incorporate childminder agencies</td>
<td>See our childminders agencies box on p14</td>
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<tr>
<td><strong>Child Protection (p14)</strong></td>
<td>Change of wording to incorporate childminder agencies</td>
<td>See our childminders agencies box on p14</td>
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<tr>
<td>** Suitable People (p15) 3.10 and 3.12**</td>
<td>Change of wording to incorporate childminder agencies</td>
<td>See our childminders agencies box on p14</td>
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<tr>
<td>** Suitable People (p15) 3.13**</td>
<td>Additional wording to clarify further section 35 of the Safeguarding Vulnerable Groups Act 2006</td>
<td>See our childminders agencies box on p14</td>
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<tr>
<td>** Disqualification (p15)**</td>
<td></td>
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<tr>
<td>** Disqualification (p15 and 16) (all sections)**</td>
<td>Changes to wording to incorporate childminder agencies</td>
<td>See our childminders agencies box on p14</td>
</tr>
<tr>
<td>** Staff Qualifications, training, support and skills (p17) 3.18**</td>
<td>Additional information around supporting staff to take appropriate training and professional development opportunities 3.20</td>
<td>Our Workforce Development Team can help you identify and plan your training and professional development, including for your staff team. Email them at <a href="mailto:workforcedevelopment@surreycc.gov.uk">workforcedevelopment@surreycc.gov.uk</a></td>
</tr>
<tr>
<td>** Staff Qualifications, training, support and skills (p17) 3.22**</td>
<td>Section removed – “Providers should ensure that regular staff appraisals are carried out”</td>
<td>Appraisals are still included in Ofsted’s guidance and they may look for this at your inspection. We offer a Supervision and appraisal for managers workshop, book online at <a href="http://www.surreycc.gov.uk/childcareworkshops">www.surreycc.gov.uk/childcareworkshops</a></td>
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<tr>
<td>** Staff Qualifications, training, support and skills (p17) 3.23**</td>
<td>Requirement for childminder training to be local authority approved removed</td>
<td>We will continue to offer our successful Childminding Introduction Programme (ChIP) for new childminders (99% of childminders were graded good or outstanding in their first Ofsted inspection after going on our ChIP course) and our range of training for existing childminders</td>
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<td>** Staff Qualifications, training, support and skills (p17) 3.24**</td>
<td>Further clarification on the requirement for childminders and assistants who may be left in sole charge of children to hold paediatric first aid</td>
<td>You can find the guidance about paediatric first aid training requirements in the footnote (18) on p21 in EYFS 2014. Ofsted have further guidance about requirements in their Guide to registration on the Childcare Register document (ref 120084) on p27-31, Annex A - First Aid guidance We will be taking down our list of approved paediatric first aid training providers from our website</td>
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<td>** Staff: Child Ratios (p18) 3.28**</td>
<td>Insertion of wording “staff working as apprentices in Early Education…” 3.29</td>
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<tr>
<td>** Staff: Child Ratios**</td>
<td>New title included Early Years Providers (other than childminders) (p22)</td>
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<td>EYFS 2014</td>
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<td><strong>Staff: Child Ratios (p19) 3.32</strong></td>
<td>Removal of operating hours in line with the new regulations</td>
<td>See our Update on p3</td>
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<tr>
<td></td>
<td>Addition of Early Years Teacher Status to incorporate the new qualification 3.33</td>
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<td><strong>Staff: Child Ratios (p19) 3.3</strong></td>
<td>Removal of the requirement for early years provision operating outside the hours of 8am and 4pm in line with the new regulations 3.34</td>
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<td><strong>Staff: Child Ratios (p19/20) 3.34</strong></td>
<td>Inclusion of Early Years Teacher Status to incorporate the new qualification 3.35</td>
<td>See our Update on p3</td>
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<tr>
<td><strong>Staff: Child Ratios (p20) 3.35</strong></td>
<td>Inclusion of Early Years Teacher Status to incorporate the new qualification 3.36</td>
<td>See our Update on p3</td>
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<tr>
<td><strong>Staff: Child Ratios (p20) 3.36</strong></td>
<td>Removal of wording “except for children in Reception classes” 3.37</td>
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<tr>
<td><strong>Staff: Child Ratios (p20) 3.37</strong></td>
<td>Change to wording to incorporate different legislation 3.38</td>
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<td><strong>Staff: Child Ratios</strong></td>
<td>New section “Before/After School Care and Holiday Provision” 3.40</td>
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<tr>
<td><strong>Staff: Child Ratios, Childminders (p21) 3.39</strong></td>
<td>Inclusion of wording to define a “young child” 3.41</td>
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<td><strong>Staff: Child Ratios, Childminders (p21) 3.40</strong></td>
<td>The word “Ofsted” included and additional wording to incorporate childminder agencies</td>
<td>See our childminders agencies box on p14</td>
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<tr>
<td><strong>Food and Drink (p22) 3.47</strong></td>
<td>Additional wording to incorporate childminder agencies 3.49</td>
<td>See our childminders agencies box on p14</td>
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<td><strong>Accident or injury (p23) 3.49</strong></td>
<td>Additional wording to incorporate childminder agencies 3.51</td>
<td>See our childminders agencies box on p14</td>
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<td>EYFS 2014</td>
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<td><strong>Managing Behaviour (p23) 3.50</strong></td>
<td>Removal of the requirement to have and implement a behaviour management policy and procedures</td>
<td>Although you won’t need a policy, staff still need to have clear guidelines and you must be able to demonstrate to parents how your setting manages behaviour, such as a child biting, especially if a parent makes a complaint. You may find our Behaviour management in early years policy guidance useful. Find it at <a href="http://www.surreycc.gov.uk/eyfs">www.surreycc.gov.uk/eyfs</a>.</td>
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<td></td>
<td>Removal of the requirement for a named practitioner to be responsible for behaviour management in every setting.</td>
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<td>New wording states “providers are responsible for managing behaviour in an appropriate way.” 3.52</td>
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<tr>
<td><strong>Safety and Sustainability of premises, environment and equipment (p23/24) 3.53</strong></td>
<td>Change of wording highlights overall floor space, age of children and fire safety requirements.</td>
<td>It’s still important you carry out risk assessments as needed. As all staff involved in preparing and handling food must still receive training in food hygiene (<a href="#">3.48 p26</a>), we will continue to offer our Food hygiene for catering e-learning, find out more at <a href="http://www.surreycc.gov.uk/childcareworkshops">www.surreycc.gov.uk/childcareworkshops</a>.</td>
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<tr>
<td></td>
<td>Removal of the requirement for a Health and Safety Policy 3.54</td>
<td></td>
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<tr>
<td><strong>Smoking (p24) 3.55</strong></td>
<td>Removal of the requirement for a no smoking policy</td>
<td>You’re no longer allowed to smoke on the premises.</td>
</tr>
<tr>
<td></td>
<td>Change of wording around smoking on premises 3.55</td>
<td></td>
</tr>
<tr>
<td><strong>Premises (p24) 3.57</strong></td>
<td>Change of wording – the need to ensure that “facilities, equipment and access to the premises are suitable for children with disabilities” has been removed.</td>
<td>Find the act at <a href="http://www.legislation.gov.uk">www.legislation.gov.uk</a>. We’re running half day Introducing the Equality Act 2010 workshops in the autumn term, book online at <a href="http://www.surreycc.gov.uk/childcareworkshops">www.surreycc.gov.uk/childcareworkshops</a>.</td>
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<tr>
<td></td>
<td>The requirement for providers to follow their legal responsibilities under the Equality Act 2010 has been included 3.56</td>
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<tr>
<td><strong>Premises (p24) 3.58</strong></td>
<td>Removal of the requirement for provision to be made (space or partitioned area) for children who wish to relax, play quietly or sleep, equipped with appropriate furniture 3.59</td>
<td>We recommend you still offer children a range of environments, including quiet areas, plus it’s included in the national ECERS and ITERS audit tools (<a href="http://www.ecersuk.org">www.ecersuk.org</a>). The Elizabeth Jarman Foundation website has useful information about environments for babies and in the early years <a href="http://www.elizabethjarmanfoundation.org.uk">www.elizabethjarmanfoundation.org.uk</a>.</td>
</tr>
<tr>
<td><strong>Premises (p25) 3.59</strong></td>
<td>Removal of wording – no longer a suggested number of toilets and hand basins</td>
<td>It’s still important you carry out risk assessments as needed.</td>
</tr>
<tr>
<td></td>
<td>Removal of requirement for a Risk Assessment policy 3.60</td>
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</tr>
<tr>
<td><strong>Risk Assessments (p25) 3.63</strong></td>
<td>Change of wording – addition for providers to ensure that they take reasonable steps to ensure that staff are not exposed to risks and must be able to demonstrate how they are managing risk</td>
<td>It’s still important you carry out risk assessments as needed.</td>
</tr>
<tr>
<td></td>
<td>Removal of requirement for a Risk Assessment policy 3.64</td>
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</tbody>
</table>
### Find out more

You can find the old and new versions of the EYFS online at [www.gov.uk](http://www.gov.uk).

We’ve updated all of our workshops for the autumn term to be in line with the new EYFS. You can see what’s available and book online at [www.surreycc.gov.uk/childcareworkshops](http://www.surreycc.gov.uk/childcareworkshops).

If you have any questions or need support, contact your early years improvement advisor, home-based childcare advisor or playwork advisor. If you’re not sure who this is, get in touch with us by calling 01372 833833 or emailing eycs.admin@surreycc.gov.uk. Remember if you’re a maintained nursery you can now get support from one of our early years improvement advisors too.

A big thank you to Foundation Years for allowing us to use their table outlining the 2012 and 2014 changes to the EYFS and for us to adapt it by adding the We say column. You can find their document at [www.foundationyears.org.uk/eyfs-statutory-framework/](http://www.foundationyears.org.uk/eyfs-statutory-framework/).

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### Childminder agencies

The Government introduced childminder agencies in their Improving the quality and range of education and childcare from birth to 5 years policy. Childminder agencies will be able to support childminders with training and business advice while providing parents with access to childcare. Find out more at [www.foundationyears.org.uk](http://www.foundationyears.org.uk). It will be **entirely voluntary** for childminders to join agencies and for parents to use them. If you choose not to join a childminder agency, you’ll still be able to get dedicated support, training and advice from our Home-based Childcare Team and the rest of our service (see page 16 for more about the team).

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### EYFS 2012 EYFS 2014 We say...

<table>
<thead>
<tr>
<th>Outings (p25) 3.64</th>
<th>Parental permission no longer requirement for children to take part in outings 3.65</th>
<th>Although you no longer need a policy, you still have to meet your statutory duties under the Equality Act 2010 and must take into account things like the ethnicity, gender and disability of your children, parents and staff. Find out more at our Every child is equal: Promoting equal opportunities in your setting workshop. Book online at <a href="http://www.surreycc.gov.uk/childcareworkshops">www.surreycc.gov.uk/childcareworkshops</a>. We’re only running the SENCO new to role workshop and SEND updates in the autumn term. New workshops will follow in the spring term.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Equal opportunities (p26) 3.66</td>
<td>Change of section title to “Special Educational Needs” Removal of the requirement for an Equal Opportunities Policy Changes to SENCO arrangements. “Maintained nursery schools must identify a member of staff to act as SENCO and other providers (in group provision) are expected to identify a SENCO 3.67</td>
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<tr>
<td>Information and Records (p26) 3.67</td>
<td>Additional wording to incorporate childminder agencies 3.68</td>
<td>See childminder agencies box below</td>
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<tr>
<td>Information and Records (p26) 3.68</td>
<td>Additional wording to incorporate childminder agencies 3.69</td>
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<tr>
<td>Complaints (p27/28) 3.73</td>
<td>Additional wording to incorporate childminder agencies 3.74</td>
<td>See childminder agencies box below</td>
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<tr>
<td>Complaints (p28) 3.74</td>
<td>Additional wording to incorporate childminder agencies 3.75</td>
<td>See childminder agencies box below</td>
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<tr>
<td>Changes that must be notified to Ofsted (p28) 3.76 and 3.77</td>
<td>Additional wording and change to the heading to incorporate childminder agencies 3.77 and 3.78</td>
<td>See childminder agencies box below</td>
</tr>
</tbody>
</table>
Ever wondered what it’s like to be at the heart of a busy children’s centre, Way Ahead went along and chatted to Sue Burgess, Manager of Clarendon Children’s Centre, near Ashford to find out.

Hi Sue, you mentioned that your children’s centre is busy. Can you tell us how many people use it?
Last year, just under two thousand children and adults accessed our children’s centre, so as you can see we support a lot of local families. In fact, we’re such a busy centre that some of the sessions we run get booked up so quickly, we have to encourage families to book early to avoid disappointment.

Who uses your children’s centre?
Children’s centres cater for anyone who’s a parent or a carer to a child under five years old. We welcome mums, dads, uncles, aunts, grandparents, foster carers and childminders as well as expectant parents of course! One thing’s for sure, everyone can be guaranteed a warm welcome!

How do you work with other agencies?
Partnership working has been very successful at Clarendon and through our work with the health service, we’re able to offer a well baby clinic, breastfeeding cafe, family and child therapy and a midwife clinic. This has meant that we can bring all the services together under one roof for the families. Combining this with the use of the children’s centre really gives families a “one-stop-shop” approach.

We also work with adult education, and volunteering agencies, which means we can offer families the chance to take part in adult learning, as well as provide visitors with advice on employment and volunteering opportunities. Because we have a free creche onsite, parents don’t have to worry about childcare while they’re here either!

Basically, we’re really lucky that we have forged some great partnership working here, so collectively we are able to bring the right services that matter to the people who need it.

What’s the best thing about your job?
I love my job and consider it a privilege to be the manager of the Clarendon Children’s Centre, working with an excellent and not to mention enthusiastic team of people. But by far the best part has to be meeting all the different children and families, this makes the job more varied, interesting and of course rewarding, because when you work in a children’s centre you can really make a difference to others.

Find out more
You can find out more about children’s centres in Surrey, including your nearest one, at www.surreycc.gov.uk/childrenscentres And to find out more about Clarendon Children’s Centre, go to www.clarendoncc.co.uk

Life at a busy children’s centre
There are 58 Sure Start Children’s Centres in Surrey, each providing families in their local communities with a variety of vital support services and activities.
Ever come across our Home-based Childcare Team? No? Well they’re a dedicated team who provide support, information and advice to home-based childcarers. Way Ahead caught up with Pauline Jacobs, the team manager over a cup of tea to discover more.

Pauline, what does your team do?
We offer support, information and advice either over the phone, by email or we can come along to a childminding play and learn session. Our advisors can help with training, grants for qualifications, Ofsted inspections, how to work with parents or information on starting the Quality Improvement Award (see page 4).

We know that some play and learn sessions are run independently, so anyone running an independent childminding group just needs to let their local advisor know where the group is and we’ll come along and see them.

Where are the advisors based?
Every area of Surrey has an advisor who will support it, so no one will miss out.

How can people find out who their advisor is?
Take a look at the list of advisors with the areas they cover in the box. Or call the main office number on 01372 833833 and ask to speak to your home-based childcare advisor. If the advisor isn’t available, you can leave your number and your advisor will call you back.

Are advisors only available for people who have recently registered?
Not at all, we support all home-based childcarers as long as you are registered in Surrey.

FEET is big news at the moment, can registered childminders claim without needing to be a member of an accredited childminding network?
Yes, you can claim for 15 hours of Free Education for Two year olds (FEET), as long as you have an Ofsted grading of good or outstanding. Again you need to talk to your home-based childcare advisor and they can tell you where the forms are you need to complete. We are looking for childminders to register for FEET, so if you have a good or outstanding Ofsted grading call us and we can talk you through the process. You don’t need to have a vacancy right now but we will put this information on Childcare Finder so that parents can contact you in the future to see if you have a space.

How about Free Early Education for 3 & 4 year olds?
Again, yes. As long as your Ofsted grading is satisfactory/requires improvement, good or outstanding, then yes you can register for it. If you have any questions about claiming the grant on behalf of families, speak to your home-based childcare advisor. You need to fill in a couple of forms beforehand, which are available to download at www.surreycc.gov.uk
We sometimes hear from childminders who are concerned that a child in their care is not progressing as well as they should, but the parents don’t seem so worried. What advice would you give to them?

Talking to your advisor would be my first answer. All the home-based childcare advisors are special educational needs coordinators (SENCOs). So we can give childminders practical suggestions and ideas on working in partnership with parents and how to deal with situations like this. We can also tell you what training is available to help you do this.

How can childminders record children’s progress?

We have forms (most of which can be downloaded from the Surrey County Council website), that you can use to log children’s progress. If you drop us an email at eycs.training@surreycc.gov.uk we’ll send you the link to all the forms you need to meet individual children’s learning journey and meet Ofsted requirements.

Or just give us a call and we’ll send you information by email, signposting you to websites that have some useful ideas and suggestions.

Many childminders would have heard that there are changes to the way Ofsted inspections are carried out. Can you give them any tips or advice on how to prepare for this?

Of course! We want you to contact us - we can give you some top tips and checklists on how to prepare. As well as talk through any concerns you have.

We’ve heard that there are quality assurance schemes that childminders can join. Can you tell us a little about them?

Yes, all childminders with a good or outstanding Ofsted rating automatically meet the criteria to join the Quality assured childminding network. If you have a satisfactory or requires improvement grading, you may still be able to join.

The scheme allows childminders to reflect on current practice, identifying your strengths and discovering what areas need to be improved. This can be achieved with the individual help and support of a home-based childcare advisor. So get in touch with us and see how we can help.

Don’t know who your home-based childcare advisor is? Take a look below to find yours and how to contact them.

Elmbridge
Lorna Porter
01372 833828
lorna.porter@surreycc.gov.uk

Epsom & Ewell
Ruzica Clancy-Petrovska
01372 833027
ruzica.clancy-petrovska@surreycc.gov.uk

Guildford and Waverley
Vicky Collins
01372 833915
vicky.collins@surreycc.gov.uk

Mole Valley
Anke Hambelton
01372 833417
anke.hambelton@surreycc.gov.uk

Reigate & Banstead
Sarah Morgan-Petrillo
01372 833090
sarah.morganpetrillo@surreycc.gov.uk

Surrey Heath and Waverley
Kathy Ayres
01372 833418
kathy.ayres@surreycc.gov.uk

Spelthorne and Runnymede
Cathy Chappell
01372 833815
cathryn.chappell@surreycc.gov.uk

Tandridge and Reigate & Banstead
Elke Bailey
01372 833071
elke.bailey@surreycc.gov.uk

Woking and Runnymede
Kim Hope
01372 833864
kim.hope@surreycc.gov.uk
Why is bruising so significant?
• Bruising is the most common feature of physical abuse in children, the younger the child, the greater the risk that bruising is non-accidental.
• Any bruising or marks that might be bruising, in a child of any age, should be taken as a matter for inquiry and concern.
• Bruising in a child not independently mobile should raise suspicion of maltreatment and should result in an immediate referral to Children’s Services.
• It is the responsibility of the examining paediatrician to decide whether bruising is consistent with an innocent cause or not, even if a plausible explanation is given by the carer.

What do I need to do?
The SSCB policy gives you an action plan for what to do if a child who is not independently mobile has bruising or suspicious marks. It includes information about:
• Innocent bruising.
• Emergency admission to hospital.
• Referrals to Children’s Services and for Paediatric opinion.
• Involving parents and carers.
• Sharing information and consulting colleagues.
• History taking and examination by a Paediatrician.

You can either use this policy in your setting or update your safeguarding policy to include this information along with the new contact numbers for Children’s Services (see box). Make sure everyone on your staff team knows about the new policy and process.
Although a small percentage of bruising in NIM children will have an innocent explanation, it is important you refer all bruising on NIM babies and children to Children’s Services. If a child is seriously ill or injured, or in need of urgent treatment you should immediately refer them to hospital before referring them to Children’s Services.

If a child gets bruised whilst at your setting, you do not need to refer them to Children’s Services. You should follow your usual procedure of recording, completing a body map and telling the child’s parents.

We can’t emphasize enough the importance of signed, timed, dated and accurate records and that SCCB body maps should form part of your process.

Do not confuse the ‘shoulds’ in this article with the ‘musts’ and ‘shoulds’ of the Early Years Foundation Stage. This bruising policy is not a good practice requirement but mandatory under your legal duties to safeguard children and protect them from harm (Working Together to Safeguard Children 2013).

Find out more

Find the full Bruising in children who are not independently mobile (NIM) policy which includes the SSCB body map at www.surreycc.gov.uk/safeguarding (click on Guidance and protocols and scroll down to other). You can also register for alerts for when their safeguarding procedures manual is updated (click on Surrey Safeguarding procedures manual and supporting guidance and then click on Register for alerts on the left).

You may find SSCBs leaflet, What’s going on? Information for parents and carers: Bruising in children who are not independently mobile, useful to help parents understand what happens if their child is referred to Children’s Services. Download it from www.surreycc.gov.uk

We understand you may have questions and may at times need support or guidance so please get in touch by emailing us at eycs.safeguarding@surreycc.gov.uk

Referrals to Children’s Services within Surrey County Council

There’s been a bit of a change in Children’s Services and now all social care referrals will be dealt with in the area where the family lives. This means that teams in four geographical areas now carry out the work of the Contact Centre and who you need to call has changed.

For advice or to make a referral call:

• North East Safeguarding Hub
  0300 123 1610

• South East Safeguarding Hub
  0300 123 1620

• North West Safeguarding Hub
  0300 123 1630

• South West Safeguarding Hub
  0300 123 1640

• Emergency Duty Team
  01483 517898

• Surrey Police - 101
  (or 999 in an emergency)

To make a referral to Children’s Services you need to use a Multi-Agency Referral Form (MARF), available at www.surreycc.gov.uk/safeguarding. If the referral is urgent and is made verbally you must follow it up with a MARF within 48 hours.

If you have any questions email us at eycs.safeguarding@surreycc.gov.uk
What's stopping you?

“Excellent workshop! Not having to introduce myself at the start was a relief.”
Childcare practitioner, Schemas workshop, November 2013

We're ready when you are

Discover more about our training programme at www.surreycc.gov.uk/childcareworkshops