Good level of development

Discover more about maths in the early years

In this issue
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ACE THAT OFSTED INSPECTION
Tips from people in the know

Get creative and have fun!
Artists share their top ideas

LAST EVER ISSUE - BUT THIS ISN’T GOODBYE!
Welcome to Way Ahead

Welcome to the last issue of Way Ahead magazine. In this digital age and feeling the financial squeeze, it’s time to move on. But you won’t be missing out. We know you like these more in-depth articles and case studies so we’ll be sharing them with you through our web pages at www.surreycc.gov.uk/surreyeyecs and through our weekly Way Ahead e-bulletin instead. If you haven’t subscribed to Way Ahead e-bulletin yet you can do this at www.surreycc.gov.uk/wayahead

We’re working hard to improve both our web pages and our Way Ahead e-bulletin to make them even better for you, and you’ll notice some changes over the coming year. We’ll also be asking for your feedback as we make these changes, to make sure we’re giving you what you want. We’ll let you know how and when through Way Ahead e-bulletin and as ever, we appreciate your involvement. Plus don’t forget, if you use social media, we have a SurreyEYCS Facebook and @SurreyEYCS Twitter page too.

In this final issue we’re looking at supporting children to achieve a good level of development (GLD) at the end of the foundation stage as this continues to be a high on our agenda. Sixty three per cent of children in Surrey achieved a GLD in 2014 and we want to improve on this figure. In our cover story, Kay Mathieson, author and early years expert, talks about supporting individual children. (page 7) And we look in more detail at supporting maths in the early years as one of the areas of learning that make up the GLD (page 8). Plus we’re looking at getting creative (page 4), Ofsted inspections (page 14) and much more.

We’ve enjoyed bringing you Way Ahead magazine over the years and I would like to thank everyone who has shared their ideas and tips with us and welcomed us into their settings for interviews and photoshoots to help us make this such a great magazine. We hope this will continue as we turn to sharing interviews and photoshoots to help us make this such a great magazine. We hope this will continue as we turn to sharing interviews and photoshoots to help us make this such a great magazine. We hope this will continue as we turn to sharing interviews and photoshoots to help us make this such a great magazine.

Phil Osborne
Head of Early Years and Childcare Service

LAST EVER ISSUE OF WAY AHEAD MAGAZINE

We’d like to say a big thank you for all your input to Way Ahead magazine over the years. This may be the last ever issue but this isn’t goodbye as we’ll continue to share useful and in-depth information and case studies with you through our web pages at www.surreycc.gov.uk/surreyeyecs and our ever popular weekly Way Ahead e-bulletin (subscribe at www.surreycc.gov.uk/wayahead). Keep an eye on these as we’ll be making some changes and big improvements to both over the next year and we’ll want to know what you think. And don’t forget you can read this and past issues of Way Ahead magazine online at www.surreycc.gov.uk/wayahead Plus, if you’re a fan of social media, come and say hello to us as we’re on Facebook and Twitter too.

EVIDENCE NEEDED FOR SPEECH AND LANGUAGE REFERRALS

Did you know that if a child from your setting is referred to a speech and language therapist at Virgin Care, you must send them an Evidence to Support Referral to Speech & Language Therapy form? They can’t process the referral without one, no matter who makes the referral.

If Virgin Care do not receive the evidence form, they will write to you and the parent asking you to send the form within four weeks. If they don’t get it before the four weeks is up, they’ll close the referral and send a letter to the referrer and the parent letting them know.

You can download the referral form and the evidence form from www.surreycc.gov.uk/surreyeyecs

IMPORTANT CHANGE TO FEET FUNDING

Since 1 January 2015 we can only fund children for Free Early Education for Two year olds (FEET) that go to an early years setting or childminder in Surrey. This means it doesn’t matter where the child lives, if they qualify for funding and go to an early years setting or childminder in Surrey, we’ll fund them. We encourage parents who want to attend a setting in Surrey to apply for FEET through us.

Find out more about FEET funding at www.surreycc.gov.uk/feet

CHILDcare Sufficiency ASSESSMENTS

Every year, we look at how much childcare and early education there is in Surrey as part of our duty to make sure there is enough for parents. We use information that you tell us, about how many places you offer, your opening hours, occupancy rates and other information about parental demand.

Most of this comes from the annual census you complete for your setting in January. We also talk to parents about what they need.

We’ve recently published our 2014 childcare sufficiency assessment (available at www.surreycc.gov.uk), where we found that just over a quarter of parents (29%) aren’t using as much childcare as they need to be able to work or train. Affordability is the main barrier for parents when trying to use childcare.

What you can do to help parents:
• Contact our Childcare Business Team for business advice about expanding, or offering free early education more flexibly, email childcarebusinessadvice@surreycc.gov.uk
• Help parents find out more by directing them to Surrey Family Information Service. You could add a link to their page from your website too. Call 0300 200 1004, email surreyfis@surreycc.gov.uk or visit www.surreycc.gov.uk/fis

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Visit www.surreycc.gov.uk/surreyeyecs

If you’re a fan of social media, come say hi, you’ll find us on Facebook and Twitter:

Facebook: Like SurreyEYCS
Twitter: Follow SurreyEYCS

Way Ahead is a magazine produced by Surrey Communications Team, Surrey Early Years and Childcare Service. For more information or to contact us: email: wayahead@surreycc.gov.uk tel: 01372 833833

Our eco credentials

The paper used for Way Ahead is from sustainable forests grown for the production of paper and has the Forest Stewardship Council mark. The magazine is printed, using vegetable based inks, by an ISO 14001 accredited printer.

Produced by Surrey Communications Team, Surrey Early Years and Childcare Service}

Stay connected
We’ve all got a creative side
It’s time to let it out!

Singing and music-making

Anna Tabush
Community Music Workshop Facilitator
www.communityvox.org.uk

Nicola Collett
Head Teacher, Hambledon Nursery School, Hambledon Village

The theory
My theory is that children are instinctively creative with sound production, singing and music-making. Your job is to never give them the idea that what they are doing is “wrong” or that they have to be “good” at music to be able to make it.

Musical activity ideas
Music-making doesn’t have to sound like anything you’ve heard before. Music is just a way of communicating feelings and stories through sound. Start by picking something that makes a noise (like a fork and sieve) and try and make happy and sad sounds. Once you have a range of emotions you could use your sounds to accompany children’s favourite story books, or get the children to write their own “story in sound”.

Top tips
• Never say you can’t sing! The most important message you can send is that making music is for your own enjoyment, and the best way to teach children is by example.
• Be silly and have fun. Make up songs about going to the park or loo! Or make instruments out of kitchen utensils, showing the children that there is no right or wrong way to make music.
• Music-making for children should be fearless and part of your job is to give children the freedom to make some noise!

But I can’t sing!
Everyone can sing, it doesn’t matter if you sing out of tune – the practitioners who said they can’t are now joining choirs with parents!

Making music
We found children were more engaged and creative when they could take ownership of a song and create new words. Singing with alien voices or animal sounds was really fun and exciting for children too. Simple repetitive songs with short lines are great to sing, especially in rounds.

We invited our parents to join us singing first thing in the morning - it was a joy to see them impressed by their own skills.

The difference
As children were given the go ahead to experiment with sound, it gave them confidence. Children asked to sing their own made up songs which had never happened before!

Top tips
• You don’t need expensive resources to be creative. Use your voices, bodies and everyday objects to create sound and rhythm.
• Have fun, be spontaneous and have a can do attitude.
• Allow children to transfer their learning to a place where it makes sense and where they make a connection. Giving them the opportunity to explore, experiment, discover, take risk and be creative.

Getting creative with children in your setting can be a whole load of fun, but for some it can also be a little daunting. Settings that took part in our Creative Shoots project (involving Surrey Arts Partnership and three local artists) learnt that getting stuck in and having fun with children benefited everyone. Way Ahead spoke to the artists and some of the practitioners involved, to get their tips. This project involved working with children under five years old but most of these activities can easily be adapted for older children and mixed abilities – so what are you waiting for?

Storytelling

Roya Hamid
Director of Marvellous Productions
marvellousproductions.com/blog

The theory
I’m a registered drama and movement therapist. My approach is based on theories such as Rudolph Laban’s Art of Movement, Peter Slade’s work in children’s play and Marian Lindkvist’s non-verbal language of Movement-with-touch-and-sound. I use the persona of clown in my work, voice, story enactment, improvisation, puppets, masks and small play explored in a safe and playful environment.

Storytelling sessions
I played alongside the children, telling stories spontaneously, picking up on their cues and interests. Then I had a storytelling session on my magic carpet. I told a story so the children were familiar with it. They then acted it out, choosing whichever role they liked best whilst I narrated. I never designate roles and allow children to play whatever part they wish however big or small. There can be five children playing the same character, it doesn’t matter as the skill is with the narrator as the story is retold. This technique is useful for positive reinforcement (and the tree grew big and strong) or for control (and the bears all sat down and had a sandwich).

We incorporated all of the children’s ideas and characters into a joint story and when they acted them out, it’s ok if they wanted to be the tree or the pond!

The children’s enthusiasm was exciting and their self confidence with their own storytelling grew. They became more motivated and active about their learning, their language skills soared, and they became creative thinkers.

Creative storytelling
We held a storytelling fair for our nursery families and having fun with children benefited everyone.

Top tips
• Storytelling can happen anywhere and it doesn’t have to come from a book.
• Create a magical den or a space using a magic carpet.
• Everyone has a story in them.
• The best activities, the ones where real learning happens, are open ended.

The difference
Our staff team’s confidence grew to such an extent that we held a storytelling fair for our nursery families with staff members becoming the storytellers.

Sue Lewis & Julie Johnson
Owner/Manager and Lead Practitioner for the Creative Shoots Project, Peter Pan, Littlewick Common

Top tips
• Have confidence in yourself as a practitioner and have fun!

Photograph of Roya Hamid taken by Elizabeth Molineux.
Supporting children with a good level of development

Dr Kay Mathieson, keynote speaker at four of our Good level of development conferences in spring, tells Way Ahead magazine more about good levels of development in the Early Years Foundation Stage (EYFS) and what it means for individual children.

Good levels of development are part of the EYFS Profile. This profile is a teacher assessment of children’s development at the end of the EYFS (the academic year in which a child turns five). Children achieving a good level of development are those achieving at least the expected level within the following areas of learning:

- Communication and language
- Physical development
- Personal, social and emotional development
- Literacy
- Mathematics.

In 2014, national statistics show that 60% of children achieved a good level of development. They provide the developmental springboard for learning in the wider context. And our own understanding of each child’s characteristics of effective learning, allows us to recognise the most effective ways to support them.

Children’s agendas are not the same as ours, they haven’t read the EYFS and they aren’t intent on achieving a good level of development. They are however, striving to ‘survive’ as best they can in the environment in which they find themselves. Our role is to use our knowledge and understanding of child development to give each child the best possible chance to ‘survive’ and even succeed in the next phase of their education.

Find out more

Turn to page 8 for tips on supporting young children with maths. And find out more about good levels of development with information about the EYFS at GOV.UK

Visual art

Hilary Budd
Manager
St. Michael’s Community Nursery, Mickleham

The theory
My approach is always to look and listen to the children I meet and play with. My inspiration comes from them and the imagination that leaks out of all their actions in play, discoveries and conversations.

Creating your own activities
There are some key areas that can help you plan activities.

1. Resources - plan them carefully, multiply of the same resource, freely available, and simple in their theme create the most extraordinary results.
2. Space - allow enough space for the freedom of movement and use the outside space and the resources it can bring.
3. Time - allow for play to develop naturally, some sticky tape, scissors and pens. Stripping back limited resources was risky but worth it and really demonstrated how creative both adults and children could be.
4. Communicate - this applies to the space, the resources and the time!
5. Record - make sure you record accurately what you used and how the play developed with the children, so that you can reflect on where to take it next.

Top tips
- Trust - children need to feel you want and can play.
- Look at what you’re spending your budget on.
- Take considered risks in your planning - challenge what you have in place.
- Play is essential to life, and shouldn’t stop when we move up the educational framework.

Musical mark making
We moved our hands to the music before putting a pen in them. With the children’s eyes closed it really helped them to listen and focus on the beat. It was interesting as both the children’s and adult’s marks were very similar.

Box day
We had a box day! A day with no resources other than empty boxes, some sticky tape, scissors and pens. Stripping back limited resources was risky but worth it and really demonstrated how creative both adults and children could be.

The difference
The visual artist took lots and lots of photos, and her blog allowed parents to be much more involved in their children’s learning. We’ve changed our learning journeys to an online version that gives parents more instant access to their child’s day.

Top tips
- Be prepared to be a bit bonkers and take a risk.
- Look at what you’re spending your budget on.
- If you’re employing an artist, do your research - speak to other settings that the artist has worked in. There’s a website www.spear-online.com where you can search for artists.

Want to have a go at some of these activities yourself?
Look out for the Creative Toolkit - offering simple step by step instructions and links to learning objectives so that you can deliver fun and engaging activities in your own setting. Arts Partnership Surrey commissioned this toolkit which includes nine activities from the Creative Shoots project. It’s available to download from May 2015 at www.spear-online.com (we’ll let you know when through Way Ahead e-bulletin - subscribe at www.surreycc.gov.uk/wayahead)

Go online to watch Hilary’s box day in action!
www.surreycc.gov.uk/surreyeycs
Maths in the early years

Maths is part of daily life, from making a packed lunch and checking bills to working out how long it will take to get to work each morning. A quick trip to the supermarket shows how much we need and use maths skills on a daily basis, such as 2 for 1, 50% off, £1.50 per 100g or more importantly, do I have enough money? Young children experience maths from the very earliest days. They may not understand all the maths they hear, but with your help they can begin to understand how and what maths is used for.

A mathematical world
Learning and using maths is not about maths lessons. Babies and young children understand the world through their senses. Early awareness of space, shape and measure comes from exploring objects, space and movement during play and experiences that are meaningful to them. Through exploring things that smell, feel and look the same or different, babies begin to recognise similarities and differences in people and objects in their everyday life. This helps them to start to make sense of their mathematical world.

Everyday maths
Children learn about maths through their play and daily experiences. And experiencing maths in a meaningful way helps them understand and make sense of mathematical words and concepts.

Children love to help, so think about the mathematical learning opportunities in a daily routine like preparing the snack table.

- When halving or quartering pieces of fruit, ask the children to tell you how many segments there are.
- Suggest they tell you whether they can see bigger or smaller pieces.
- Ask whether or not you have enough chairs, cups and plates. Or if you need to take some away.
- Sort a variety of food into bowls or onto plates and ask them what’s the same or different?
- Measure capacity together when pouring drinks.
- Use a visual timetable to sequence the order of events and time.

Fun and practical
It’s important that you recognise and value the amount of maths that’s happening every day as children play and explore throughout your setting. And that you make the most of these opportunities to support and extend their learning.

There are lots of fun and practical things that you can do with children to help make maths learning easier. For example, research has shown that children who regularly experience stories, songs, rhymes and games that have a mathematical content are more successful in understanding number systems. This gives them a context for making sense of numbers, particularly if you give them time to talk, play, discuss and practice using the numbers. Using your fingers or having objects that the children can see and touch will also help to strengthen their mathematical understanding.

Maths and the Early Years Foundation Stage
Characteristics of effective learning
Encouraging children to be active learners helps them to become persistent, creative and critical thinkers. And this then supports children in problem solving and being able to make links or connections, such as recognising patterns or making predictions, which are all important maths skills.

Prime Areas of learning and development
Maths skills link in with and are supported by children’s development in the three Prime Areas so it’s worth keeping this in mind when you’re observing and extending children’s play.

Maths is part of daily life, from making a packed lunch and checking bills to working out how long it will take to get to work each morning. A quick trip to the supermarket shows how much we need and use maths skills on a daily basis, such as 2 for 1, 50% off, £1.50 per 100g or more importantly, do I have enough money? Young children experience maths from the very earliest days. They may not understand all the maths they hear, but with your help they can begin to understand how and what maths is used for.

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Free resources for parents
Have you seen the great resources we have for parents online that support the good level of development areas of learning? There are downloadable sheets full of tips of things to do with children from birth to five years old, plus an idea of what children like and can do at each stage. We have sheets for communication & language, physical development, personal, social & emotional development and reading and we’re just about to add maths and writing too! You’ll find them all at www.surreycc.gov.uk/earlylearning

For example: Physical development underpins a child’s ability to explore. Young babies learn about space, shape and size through mouthing, handling and exploring objects. And children are more likely to understand mathematical concepts of position and size if they’re able to use their body movements and senses to feel and experience what it is like to be in, on or under something.

Personal, social and emotional development. For any child to learn, they need to feel emotionally safe to explore new experiences, take risks, and to cope with difficulty and uncertainty – all part of being an effective learner. Children also need to be able to relate well to others, as social interaction is a key part of effective learning.

Communication and language is a vital part of developing mathematical thinking and being able to communicate mathematical ideas. If children can’t talk about what they are doing and why, it will be more difficult for them to move on in their mathematical development and also less likely that they will engage in mathematical play.

Want to know more?
Book on to our 2 + 2 = 4 but how do children get there? workshop for early years practitioners and home-based childcarers to discover more about how children acquire mathematical skills in the early years, from practical activities to using numbers in the abstract. Check your training directory at www.surreycc.gov.uk/childcareworkshops for details.
Have you heard about the Early Years Pupil Premium (EYPP) that Government is introducing from April 2015?

The Department for Education has estimated that 1,744 children in Surrey are eligible and it could mean more money for your setting.

What is it?
The EYPP is additional funding for early years settings to improve the provision that disadvantaged three and four year olds receive. We’ll pass it on to early years setting who have eligible children, targeting the most disadvantaged families, looked after children and children that have been adopted or left care.

What’s it for?
This extra money is to help close the gap between disadvantaged children and their peers by supporting you to offer high quality education and care. It’s worth £302.10 for every child accessing their full 15 hours of free early education.

How will I know who qualifies?
Children must be receiving Free Early Education for 3 & 4 year olds and need to meet criteria to qualify. You can find the full criteria in the Early Years Pupil Premium: Guide for local authorities at GOV.UK

Parents need to let you know if they think that their child qualifies, but it’s completely voluntary so they don’t have to. You should let all parents at your setting know about EYPP and highlight the benefits for their child to encourage them to come forward.

We’re including sample letters that you can use in our EYPP toolkit along with ideas to help you raise awareness.

Will it be checked?
Yes. The main way will be through the usual Ofsted inspection process and it’ll be assessed under the Leadership and Management judgement. During the first year of EYPP, Ofsted will be looking for evidence of your planning to strengthen the quality of your provision for disadvantaged children and how you’re going to measure the impact of the funding.

Where can I find out more?
You can download our EYPP toolkit at www.surreycc.gov.uk/eypp and there’ll be good practice guidance on the Ofsted website at gov.uk/ofsted

What can I do with it?
The Government hasn’t set any hard rules or requirements so you’re free to choose how you spend the premium to support the eligible children in your care.

At the EYPP information sessions we held with practitioners in the autumn term, we asked you how you might use this funding to improve outcomes and to boost disadvantaged children’s achievements. You had some great suggestions, including:

• hiring a graduate practitioner
• training staff to support language development
• training for parents
• sharing the services of a community nursery nurse with other settings.

We’ve put all these ideas, plus others, into an EYPP toolkit to give you useful suggestions for using the extra funding with an idea of costs.

Representing the early years sector
The Early Years Provider Reference Group and the Schools Forum have been running for years, but do you know why they’re so important and what impact they have? We interviewed Sian Bath, a member of both groups to find out more and to see how you can get involved and make a difference.

I’m Joint Senior Manager of Nurturing Childcare Ltd which is a company that runs two nurseries in the Guildford borough. One nursery is full day care and the other is an extended day pre-school.

I’ve been a representative on the Early Years Provider Reference Group since about 2007 when it first started. And I was elected to represent the early years sector at the Schools Forum about this time too. I’ve been a member of both ever since.

Early Years Reference Group
The group is made up of elected members from private, voluntary and independent early years settings. We act as representatives for the different sectors in childcare and meet termly with members from Surrey Early Years and Childcare Service.

It was first set up under the last government to offer a way for local authorities to seek views and information from providers across the early years sector. It started with the delivery of 15 hours of free early education but now we discuss many issues including the new SEND (special educational needs and disabilities) pathway, funding, Early Years Pupil Premium and much more.

Anyone from the early years sector (including childminders) can nominate themselves to be part of the reference group. It’s a great way to keep ahead of changes and to help influence how we’re supported by Surrey County Council. It also helps me to think about the big picture and to feel part of a bigger community.

Schools Forum
Schools Forum has been running for longer but early years are a relatively new addition to the panel. The forum meets to approve decisions made by the local authority on the delegated budget for schools, high needs children and the early years sector. Although the final decisions lie with the local authority, the Department for Education advise that local authorities work with schools via the forum to agree spending decisions on these areas.

I find these meetings beneficial as they help me understand the bigger picture in terms of funding and delivery of services. It also helps to raise the profile of our sector and I give input to help clarify issues in relation to our sector.

Want to get involved?
You can give your comments to any of the representatives to feedback to the groups. Find their contact details at gov.uk/surreycc.gov.uk

Practitioners at early years group settings can also speak to an Early Years Provider Reference Group representative at your local area forum meeting.

If you’d like to nominate yourself as a representative, contact Anita Birtles, Childcare Business Manager, by emailing childcarebusinessadvice@surreycc.gov.uk or calling 01372 833833 for more information. Nominations for the 2015-16 school year close on 18 July 2015.
Neglect

What is neglect?
The Department for Education defines neglect as “The persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in the serious impairment of the child’s health or development” (Working Together to Safeguard Children, 2013).

Neglect can begin in pregnancy through substance abuse. And once a child is born, neglect may involve through neglect of a child protection plan. And closer to home, of the approximate 975 children on a child protection plan in Surrey, over half of these are under the category of neglect. So it’s vital that you help protect children from neglect but do you know the signs and what to do if you have a concern?

The impact of neglect on children

The impact of neglect on children is enormous, it causes great distress and can lead to poor health, poor social and educational outcomes and can be fatal. Research has shown that neglect can affect the development of a child’s brain, preventing them from achieving developmental milestones.

Risk factors

There are some family situations to be aware of where there is a higher risk of neglect happening, although it doesn’t mean that these factors necessarily lead to child neglect.

Family risk factors include:

- adult mental health (including depression)
- domestic abuse
- drug and alcohol misuse
- parent’s own exposure to maltreatment
- lack of experience of positive parenting in childhood
- poverty when linked to other risk factors
- poor social support for parents
- child having a disability, behaviour difficulties or chronic ill health
- unrealistic expectations of the child
- being absent so the child is left alone
- avoiding routine health appointments
- avoiding taking the child to a GP surgery when ill
- complaining about the child, failing to provide attention or praise
- giving inappropriate adults access to home
- not attending early years setting or school regularly or on time
- lack of parental interest in what the child is doing
- poor or inadequate supervision.

Signs of neglect of a child include:

- poorly fitting, smelly and dirty clothes
- appearing dirty or unwashed
- lacking friends, being bullied or laughed at by peers
- appearing frightened of parent or carer
- not doing homework
- being underweight or overweight

Assessments

How much support a family needs is based on the Framework for the Assessment of Children in Need and their Families (see scb.proceduresonline.com). This assessment framework gives multi-agencies a way to work together to analyse and record what’s happening to a child within their family and the wider community in which they live.

The assessment stages involve three areas:

- child’s developmental needs
- parenting capacity
- family and environmental factors.

Everyone has a responsibility to carry out this assessment using the framework. You can also use the Early Help multi-agency levels of need guidance document to look at where the information you’ve gathered fits in (find it at scb.proceduresonline.com). If it’s not up to you to make the final decision so if you have a concern for a child you should always call your Referral Hub for advice or to make a referral to Children Social Care Service (see box).

Levels of need

If Children Social Care Service’s get involved with a family, they use the Early Help multi-agency levels of need guidance document to work out which of the four categories apply.

- Level 1 – children are achieving expected outcomes and have their needs met within universal service provision without any additional support. Agencies provide universal prevention services that aim to respond quickly when problems arise in order to prevent them getting worse.
- Level 2 – children who would typically benefit from an Early Help Assessment (which has replaced the Common Assessment Framework). For example children receiving inadequate parenting that is having an effect upon their development and preventing them from reaching their full potential. Such as poor stimulation or low level concerns for hygiene and diet.
- Level 3 – children who would typically benefit from targeted and timely intervention. For example where there are concerns about ongoing parental substance misuse, that is likely to have a detrimental impact upon a child’s health and development with statutory intervention.
- Level 4 – children who would typically require a child protection plan of specialist intervention. For example in situations of neglect that will result in significant harm, as a result of severe acute or long-term parental mental health.

Find out more

You’ll find our guidance on writing a safeguarding and child protection policy and procedures at www.surreycc.gov.uk/eyfs

Both the Surrey Safeguarding Children Board training and our workshop on neglect are being reviewed. They’ll be re-launched shortly, we’ll let you know when through Way Ahead e-bulletin (subscribe at www.surreycc.gov.uk/wayahead) and you’ll be able to book at www.surreycc.gov.uk/childcareworkshops

Concerned about a child?

If you’re concerned that a child is being neglected, refer to your safeguarding policy and follow the procedure to call your area Safeguarding Hub for advice.

Referral Hubs contacts:

- north east (Elmbridge, Epsom & Ewell, Spelthorne) 0300 123 1610
- north west (Runnymede, Surrey Heath, Woking) 0300 123 1630
- south east (Mole Valley, Reigate & Banstead, Tandridge) 0300 123 1620
- south west (Guildford, Waverley) 0300 123 1640
- Emergency Duty Team 01483 517898

In an emergency where you are concerned for the child’s immediate safety, call 999
You ask us a lot about how to prepare for an Ofsted inspection as the grading you get can make a big difference to your setting. Here we focus on two key areas, safeguarding and quality improvement, and speak to the people within Surrey Early Years and Childcare Service who know all about it.

Safeguarding, Sue Monk, Safeguarding Children Advisor

What do Ofsted inspectors look for?
The inspector will look at the arrangements you have in place for safeguarding children, including child protection procedures, risk assessment of the premises and outings, staff recruitment procedures and staff supervision.

The inspector doesn’t need to check all your policies and procedures, but they will want to see the Disclosure Barring Service records, a selection of recruitment records and qualification certificates including paediatric first aid. The inspector will also make sure that all staff have been trained to identify possible signs of abuse and neglect and know how to respond (see our article on page 12).

How can I prepare for inspections?
It’s important that all staff at your setting (this includes anyone working at the premises such as the cook, cleaner, admin staff and volunteers) have the appropriate safeguarding training and are fully aware of your settings policy and procedures.

The inspector will ask staff questions to check they understand their responsibilities and they must be able to answer directly and correctly. It’s not acceptable for them to say they’d ask the manager or look at the policy. Here’s an example of what the inspector may ask.

• What does safeguarding mean to you?
• What are the four categories of abuse?
• What would you do if you saw a colleague using their personal mobile phone in the setting?
• What would you do if a colleague shouted at a child?
• What would you do if you didn’t feel your designated child protection officer had acted on your concerns about a child appropriately?

Remember, staff must also be able to answer questions about the Early Years Foundation Stage (EYFS) safeguarding and welfare requirements (see section three, page 16 of the EYFS). This includes staff in playwork settings too.

What support is there?
We have guidance on writing policies and procedures at www.surreycc.gov.uk/eyfs.

If you need advice, email me at eycs.safeguarding@surreycc.gov.uk or speak to your early years improvement advisor, home-based childcare advisor or playwork advisor. If you’re not sure who this is, call us on 01372 833833 or email eycs.admin@surreycc.gov.uk

What can I stay up to date?
Most importantly, you must keep your safeguarding training up to date. See our training directory at www.surreycc.gov.uk/childcareworkshops for more information.

As well as the EYFS, you must take into account other legislation and guidance around safeguarding children. The Surrey Safeguarding Children’s Board has the job of making sure that this information is available to you. Find their procedures manual and register for updates at sscb.proceduresonline.com

Unless you’re a registered charity, if you take photos of children and/or record information electronically, you must register with the Information Commissioners Office (ICO). Charities can voluntarily register. Sign up for email alerts from the ICO at ice.org.uk.

Subscribe to Way Ahead e-bulletin to get our updates at www.surreycc.gov.uk/wayahead

Raising quality, Terri Trask, Quality Improvement Manager

What’s quality improvement?
It’s important to be able to show Ofsted what you’re doing to raise quality. Quality improvement is a great way to do this, it’s a type of self-evaluation that helps you look at what you do and how to improve. Below are the quality improvement schemes we offer.

Quality Improvement Programme
We’ve recently developed this programme for staff working in nurseries or pre-schools. It’s made up of six cards with key questions to help staff think about their practice, and what they may need to change or do differently to support children to reach a good level of development by the end of the EYFS. You can just use one card, or use them all.

Quality Improvement Award
Our Quality Improvement Toolkits contain open-ended questions and good practice suggestions. The toolkit for childminders and home-based childcareers includes 12 discussion cards to help you reflect on all aspects of how you deliver the EYFS. And the toolkit for extended schools and out of school settings includes a workbook based on the five Every Child Matters headings, plus useful documents.

Find out more
You can find out more about these schemes at www.surreycc.gov.uk or by emailing quality.improvement@surreycc.gov.uk

Visit GOVUK to find:
• EYFS safeguarding and welfare requirements
• Framework for the regulation and inspection of provision on the Early Years Register from September 2014
• Framework for the regulation and inspection of provision on the Childcare Register from September 2014
• Inspecting early years providers self-evaluation form
Stay connected

Continue to get useful and in depth information and case studies through our Way Ahead e-bulletin and web pages. Thousands of practitioners are already taking advantage of our online updates. Are you?

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