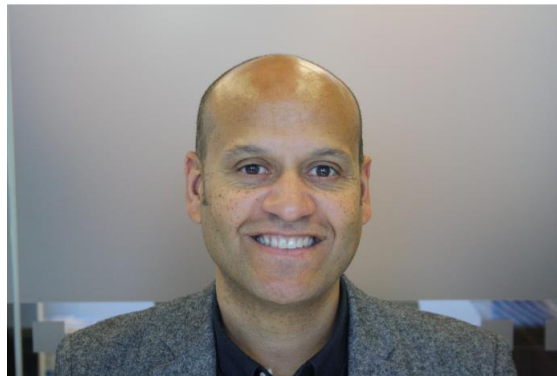


Children and Families, Early Years Division
Weekly News Bulletin: 01.09.21

Message from Michael Jarrett



Dear members of the early years sector,

I am proud to work with such dedicated and inspiring individuals who provide incredible services for children and families across Slough.

I have been appointed as a Director of Children's Services so will be leaving Slough in the middle of November but wanted to take the time to update you. The Early Years Service will continue to provide support across the sector and despite the financial challenges of the council we are committed to ensure children and families receive their statutory entitlement to early education.

I will provide more details in the coming weeks and months but wanted you to be amongst the first to know of the immediate staffing changes within the department.

All the very best, take good care.

Michael



Department
for Education

[Actions for schools during the coronavirus outbreak](#)

What all schools will need to do during the coronavirus (COVID-19) pandemic; updated information on CO2 monitors in the 'Control measures: Keep occupied spaces well ventilated' section.

Updated: 27 August 2021

[Schools covid-19 operational guidance](#)

[Special schools and other specialist settings: coronavirus \(COVID-19\)](#)

What all special schools and other specialist settings will need to do during the coronavirus (COVID-19) outbreak.

'SEND and specialist settings: additional COVID-19 operational guidance' – updated information on CO2 monitors in the 'Control measures: Keep occupied spaces well ventilated' section.

Updated: 27 August 2021

[SEND and specialist settings additional covid-19 operational guidance](#)

[Protective measures for holiday or after-school clubs and other out-of-school settings for children during the coronavirus \(COVID-19\) outbreak](#)

Protective measures for providers of community activities, holiday or after-school clubs, tuition and other out-of-school settings offering provision to children during the coronavirus (COVID-19) outbreak. Updated information on CO2 monitors in the 'Control measures: Keep occupied spaces well ventilated' section.

Updated: 27 August 2021

[Guidance](#)

Important information about clinically extremely vulnerable children and young people

Clinical studies have shown that children and young people, including those originally considered to be clinically extremely vulnerable (CEV), are at very low risk of serious illness if they catch the virus. The UK Clinical Review Panel has recommended that all children and young people under the age of 18 should no longer be considered CEV and should be removed from the Shielded Patient List, the national database of people considered clinically extremely vulnerable.

All children and young people should continue to follow the same guidance as everyone else, which can be found at www.gov.uk/coronavirus. For a very few individual children specific clinical advice may be given and this should continue to be followed.

continued

The Department for Health and Social Care have developed an [FAQ](#) that can be accessed online.

A letter has been sent by the Department of Health and Social Care to the families of children and young people who were previously classified as CEV informing them of this change. Although shielding was paused on 1 April 2021, we know that for some this may be a significant change and they may be anxious about returning to face-to-face education for the Autumn Term. Whilst attendance is mandatory, we recommend that leaders in education work collaboratively with families to reassure them and to help their child return to their everyday activities. Discussions should have a collaborative approach, focusing on the welfare of the child or young person and responding to the concerns of the parent, carer or young person.

Contacting NHS Test and Trace on 119 for issues and queries about the supply, ordering and delivery of test kits for all settings that are part of the education rapid testing programme

Please contact NHS Test and Trace on 119 for any issues or queries about the supply, ordering or delivery of test kits. The helpline is open 7:00am to 11:00pm, Monday to Sunday. Please note that the DfE COVID-19 helpline will no longer be able to respond to queries about test kit supply and logistics. For all other enquiries about the rapid testing programme in education, please continue to contact the DfE COVID-19 helpline on [0800 046 8687](tel:08000468687). The helpline is open 8:00am to 6:00pm, Monday to Friday and 10:00am to 6:00pm on Saturdays and Sundays.

COVID-19 test kit delivery schedules for schools and colleges

The delivery schedules for deliveries of COVID-19 test kits for the week commencing Monday 30 August are now available on the document sharing platforms. Please check the published delivery schedule and wait for 48 hours after a scheduled delivery date before contacting NHS Test and Trace on 119.

The delivery schedules can be viewed on the:

- [secondary schools and colleges document sharing platform](#)
- [primary schools and nurseries document sharing platform](#)

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Please note that the DfE COVID-19 helpline will no longer be able to respond to queries about test kit supply and logistics.

Department for Education COVID-19 helpline

The Department for Education COVID-19 helpline and the PHE Advice Service (option 1) is available to answer any questions you have about COVID-19 relating to education settings and children's social care.

Phone: 0800 046 8687

Opening hours:

Monday to Friday from 8am to 6pm

Saturday and Sunday from 10am to 6pm

Department for Education Guidance

Our guidance to support education providers, local authorities and parents during the COVID-19 pandemic can be accessed using the links below:

- [Guidance for early years and childcare providers](#)
- [Guidance for schools](#)
- [Guidance for further and higher education providers](#)
- [Guidance for local authority children's services](#)
- [Guidance for special schools and other specialist settings](#)

[Consented addresses for childminders and domestic childcare](#)

This report details the names and addresses for childminders and childcare on domestic premises, where the provider has consented for their name and address to be published on the Ofsted inspection report website.

Updated: 13 August 2021

[Joiners and leavers in the childcare sector](#)

Management information aggregating monthly joiners and leavers on our registers. A time-series of joiners and leavers includes data since April 2020.

Updated: 16 August 2021

[Suspending a childcare provider](#)

Information for providers, parents and carers about what happens when we suspend a childcare provider's registration.

Updated links to legislation and other published guidance documents.

Updated: 16 August 2021

EYFS

EYFS Framework and reforms from 01.09.21

As of today, 1 September 2021, childminders, nurseries, preschools and primary schools in England must follow the new [early years foundation stage \(EYFS\) framework](#). We believe these curriculum, assessment and minor welfare changes can make a real difference for children and the incredible early years workforce. We realise that implementation of the reforms may feel easier for some providers than others depending on various factors, and so we wanted to re-highlight resources we have provided so far and to ask you to help share these with the sector if you feel able to do so. We are continuing to work on further implementation support information and materials including with the aim of responding to common questions from providers as they implement the changes.

continued

The key aims of the reforms are to:

- improve child outcomes at age 5, particularly in early language and literacy, especially for disadvantaged children; and
- reduce workload, such as unnecessary paperwork, so that practitioners can spend more time interacting with children in their care.

The key areas of the reforms are:

- revised educational programmes and early learning goals, including a clear focus on early language development and more information on self-care and being healthy;
- changes to the EYFS profile assessment requirements at the end of reception year including removal of the 'exceeding' criteria and statutory local authority moderation; and
- a change in the safeguarding and welfare section of the EYFS, promoting children's oral health and other small changes in that section, including to support prevention of choking in settings.

The role of Local Authorities:

- LAs retain a crucial role in supporting early years provision
- Provision of training and information – LAs are still under a duty to support children's outcomes and secure or provide training to settings including on EYFS assessment and the completion of the profile to all providers who need it
- Removal of statutory duty to externally moderate 25% of schools each year
- EYFSP data – LAs are still responsible for collection of the EYFSP data, quality assurance of the data and submitting this to DfE
- Supporting reforms implementation and strengthening practice – LAs have a key role to play in helping to reduce practitioner workload and putting professional judgments and understanding of child development at the heart of assessment

During academic year 20-21 over 3,000 'early adopter' schools used the revised framework and their feedback has helped us shape various resources and supporting materials to aid implementation of the reforms. We also used feedback from early adopter and other settings to make some further changes to Development Matters, Government's non-statutory curriculum guidance. The changes focused on formatting, a clearer introduction and inclusivity. The guidance has been designed to help practitioners and leaders plan and deliver strong and inclusive curriculums with early language at the heart. For the first time it includes a dedicated reception year focus. It is freely available on [GOV.UK](https://www.gov.uk) in pdf and html formats as different practitioners have wanted it in different formats to suit their preferred way of viewing and using the guidance.

An online resource hub has also been created to support nurseries and childminders with the reforms. Reception teachers and school leaders may also find some of the resources useful. The service '[Help for early years providers](#)' has been developed with sector experts and has undergone extensive user testing to ensure it meets the needs of the workforce. We continue to use rolling feedback on the live service to iterate and augment it. The service contains a range of videos and written materials covering all areas of learning along with overarching materials to support effective practice. Further resources will continue to be added to the service.

DfE, Ofsted and Foundation Years have worked together to publish a range of vodcasts aimed at different parts of the sector to support understanding and implementation of the revised EYFS:

[Implementing the revised EYFS in primary schools](#)

[Understanding the revised EYFS - headteachers and senior leadership](#)

[Understanding the revised EYFS - PVIs and childminders](#)

[Understanding the revised Development Matters](#)

[Learn - Explore - Debate events: implementing the revised EYFS](#)

***From EYFS Reforms Implementation team
Department for Education***

Changes to the early foundation stage framework

Explains how changes to the early years foundation stage (EYFS) framework will affect you, what you need to do and how to access support.

Changes to the early years foundation stage (EYFS) framework became law on 1 September 2021.

Information about changes to the EYFS framework for:

- childminders
- nursery leaders
- nursery and pre-school practitioners

The resources supplied alongside this information will help you to:

- understand the requirements for each area of learning and development
- get ideas for activities you can do with children
- find advice and support

Reception teachers may also find some of the information useful.

The changes have been made to:

- improve outcomes at age 5, particularly in early language and literacy and especially for disadvantaged children
- reduce workload and unnecessary paperwork so you can spend more time with the children in your care

[Changes to the early years foundation stage framework](#)

[Resources to support childminders, nursery leaders and preschool practitioners](#)

EYFS staff:child ratios – DfE approved qualifications

Lists of qualifications that meet DfE's criteria for counting in the Early Years Foundation Stage Framework staff:child ratios.

We have updated the 'Early years qualifications: from 1 September 2014' spreadsheets at rows 16 and 35.

Updated: 13 August 2021

Schools updates

Information on school attendance expectations

School attendance is mandatory and the usual rules continue to apply, including:

- a parent's duty to ensure that their child attends regularly at school, where the child is a registered pupil at school
- schools' responsibilities to record attendance and follow up absence
- the ability for schools and local authorities to issue sanctions, including fixed penalty notices in line with local authorities' codes of conduct

continued

To promote excellent attendance this term, we expect schools and local authorities to continue to:

- communicate clear and consistent expectations around attendance to families
- identify pupils who are reluctant or anxious about attending or who are at risk of disengagement and develop plans to re-engage them, especially those who are persistently absent or at risk of persistent absence
- use the additional recovery funding, attendance staff, resources and pupil premium funding, as well as existing pastoral and support services, to put measures in place for those families who will need additional support to secure pupils' regular attendance
- work closely with other professionals to support regular attendance

We have updated our [guidance](#) setting out how schools should record where pupils do not attend school this academic year for reasons related to COVID-19 (code X).

Schools may also find it helpful to refer to our published [best practice advice](#).

Reminder to complete the educational setting status form for schools and colleges

Schools and colleges are asked to resume completing the [educational setting status form](#) from the start of the autumn term. Please complete the form each day by 2pm.

We are asking you to continue to submit your attendance data daily throughout September, so we can monitor attendance in schools and colleges after the summer break.

We have made some changes to the form to align with the latest guidance for [schools](#) and [colleges](#), however this does not impact the way that you complete the form. We have updated the questions on COVID-19 related absence and have added a new set of questions about managing COVID-19 in your school or college.

Further information on completing the educational setting status form, including an updated set of attendance sub-codes, can be found in our [guidance](#).

Webinar on preparing for autumn term for all education settings

The Department for Education has recorded a webinar explaining the changes that came into effect from Step 4 of the roadmap (Monday 19 July). This webinar provides an update on testing, latest contingency planning, and COVID-19 management advice. It is a useful additional tool for all education settings and complements existing guidance. The webinar can be found on the [document sharing platform](#) titled 'Ref RP158 preparing for autumn term'

Remote education temporary continuity direction for schools

School attendance is mandatory for all pupils of compulsory school age. However, we recognise that COVID-19 may cause further disruption this academic year, with some pupils not able to attend school if they test positive for COVID-19, or if wider attendance restrictions need to be reintroduced.

We have therefore issued a new [remote education temporary continuity direction](#) for academic year 2021/22, which places the same requirements on schools as the direction from last academic year 2020/21. Schools affected by the temporary continuity direction must provide remote education for state-funded, school-aged pupils whose attendance would be contrary to local public health advice or UK central government guidance or law relating to COVID-19. Schools must also have regard to the [expectations for remote education](#), which remain the same as last academic year.

A comprehensive package of support continues to be available to help schools meet the remote education expectations on [Get Help with Remote Education](#). As of this week, support now includes access [to a new grant](#) which schools can use to support pupils with internet access when learning from home and [case studies](#) on how schools have approached educating pupils both onsite and remotely.

[Back to school campaign launches](#)

Children and young people are set to return to early years, schools and colleges over the next few weeks

Updated: 26 August 2021

[Back to school campaign launches - GOV.UK \(www.gov.uk\)](#)

Webinar for all education settings on preparing for the autumn term

The department has recorded a webinar to further explain the changes that came into effect from Step 4 of the roadmap (Monday 19 July). Many of you will already be familiar with these, but it may be a helpful reminder for term time settings as they reopen. The webinar complements existing guidance and provides an update on the latest contingency planning and COVID-19 management advice. It can be found on the [document sharing platform](#) titled 'Ref RP158 preparing for autumn term'.



Please note that all old guidance has now been removed and the September 2021 handbooks are now in force 01.09.21

[Inspections and performance of education providers - GOV.UK \(www.gov.uk\)](#)

[Early Years Inspection Handbook](#)

Ofsted guidance on inspecting registered early years and childcare providers under the education inspection framework.

[Summary of changes' document.](#)

Updated: 31 August 2021

August 2021 (for September 2021 version)

Major changes

Paragraph 96: Clarification on the use of a provider's internal progress and assessment data on inspection.

Paragraph 152: Clarification on exemptions from the learning and development requirements of the EYFS and how this will be looked at on inspection.

Paragraph 181: A new section providing clarification on providers offering a specialist early years curriculum.

Minor changes

Paragraph 8: Clarification on use of video/telephone calls on inspection, if appropriate.

Annex A, Paragraph 14: Clarification that where a setting has a 'met' judgement, inspectors will usually report on what the setting needs to do better but will not raise recommendations.

Ofsted EIF inspections and the EYFS

What schools and registered early years providers need to know about delivering the current and revised early years foundation stage (EYFS)

Updated: 16 August 2021

[Registered early years providers](#)
[The EYFS in schools](#)

Inspecting safeguarding in early years, education and skills settings

Guidance for Ofsted inspectors to use when inspecting safeguarding under the education inspection framework.

A new section has been added to the policy about Ofsted's review of sexual abuse in schools and colleges and there are further references throughout the guidance outlining expectations of providers. Updates throughout to align with the Department of Education's updated guidance 'Keeping children safe in education'.

Updated: 24 August 2021

[Inspecting safeguarding in early years, education and skills - GOV.UK \(www.gov.uk\)](#)

Gathering additional evidence to secure an incomplete inspection

Ofsted's protocol on arrangements for gathering further evidence if an inspection is incomplete. The policy has been updated to give further clarification on the steps that will be taken if we decide that a further visit is necessary to gather additional evidence to complete the inspection.

Updated: 24 August 2021

[Gathering additional evidence to secure an incomplete inspection - GOV.UK \(www.gov.uk\)](#)

Ofsted's plans: 2021

Guidance and details of our plans from January 2021 as part of a phased return to full inspection.

Updated the 'Non-association independent schools' section to clarify that the inspection cycle will be extended by 4 terms.

Updated: 31 August 2021

Childcare providers and inspections as at 31 March 2021

This release includes registered childcare providers and places, inspection outcomes, and joiners and leavers as at 31 March 2021.

We have made revisions to the ODS data files to redact details for a small number of providers in response to changes to consent arrangements.

Updated: 26 August 2021

[Childcare providers and inspections as at 31 March 2021 - GOV.UK \(www.gov.uk\)](#)

Safeguarding

[Ofsted safeguarding policy](#)

Ofsted's safeguarding policy and guidance for inspectors on handling safeguarding disclosures.

Updated the internal contact inspectors should use when arranging a safeguarding referral.
Updated: 1 September 2021

[Keeping children safe in education](#)

Statutory guidance for schools and colleges on safeguarding children and safer recruitment.

The September 2021 version of the keeping children safe in education guidance is now in force and replaces previous versions.

Updated: 1 September 2021

[Keeping children safe in education 2021](#)

In the news



[NEWS: Isolation rules remain in place for childminders in England](#)

PACEY has been working with the Department for Education and other government departments to explore how the coronavirus isolation rules in England could be adapted to prevent childminding businesses having to close if there was a positive case in their household. We proposed that childminders could remain open if they took certain mitigations to ensure that children were kept safely away from that individual.

However Public Health England, the Cabinet Office, and The Department of Health and Social Care have reaffirmed the position that a childminder in England with a positive case in their household cannot accept children onto the premises, saying those individuals “*must not have visitors to their home, including friends and family – except for people providing essential care. This means that childminders and private tutors should not operate in a household where there is a positive case*”.

continued

Liz Bayram, Chief Executive at PACEY comments:

“We are hearing from many PACEY childminder members that, as schools return and many fear a rise in Covid cases, they will be facing frequent temporary closures again. It is disappointing that we have been unable to secure Government’s support for additional mitigations that could help childminders to avoid the disruption temporary closures cause to the children and families who rely on them. We believe childcare should be included under government’s definition of ‘essential care’ and that there are additional mitigations that childminders could put in place if there is a case of Covid in their household.”

Operating from different premises

PACEY’s advice to childminder members in England at this point is to now take time to look into the options that may be available to them to operate from a different premises for a short time, utilising the flexibility that Ofsted regulations provide in this area. This could be a partnership with another childminder, with a local pre-school or nursery to share space for a short period. More information on operating in different premises can be found on page 2-3 in [this Q&A](#). Whilst none of this is ideal nor indeed feasible for everyone, it could reduce disruption to your service and prevent loss of income. It is important to explore if these options are available to you and to agree your final continuity plan with your parents in advance.

You should notify Ofsted if you are temporarily working in other premises. You should also review your risk assessment and check your public liability insurance before making a temporary change to your premises. And as always, talk to your families about the arrangements you may be able to put in place if this situation arises to ensure that they are supportive.

[NEWS: Education settings in England to receive air quality monitors](#)

On Saturday 21 August the government [announced](#) £25 million funding for education settings in England to receive carbon dioxide monitors from September. These portable monitors will allow settings to assess the air quality in different areas and identify where ventilation is poor. Alongside this the Department for Education (DfE) will be issuing more guidance on steps settings can take to improve ventilation where necessary.

The funding for monitors is being allocated to all “state-funded education settings” which includes PVI nurseries and pre-schools. PACEY believes that registered childminders should also be included on this definition, as they provide state-funded early education in the same way that nurseries and pre-schools do.

Liz Bayram, Chief Executive of PACEY said:

“This is a welcome step, given the impact good ventilation and air flow has in reducing the risk of coronavirus transmission. We believe that our registered childminders members are in need of this support to help reduce the risk of transmission in their settings just as much as our nursery and pre-school members. We have already made this clear to the Department for Education and we are now waiting for their clarification on whether this will be the case. We will also be seeking to input to the revised guidance on ventilation so that it is as supportive and relevant to all types of early years and childcare setting.”

The monitors will be distributed from the start of the new term, with special schools and alternative provision prioritised first (as they have a larger number of vulnerable pupils who are at higher risk from coronavirus). Alongside this, the government is trialling air purifiers in 30 schools in Bradford to test the impact of these on improving air quality.

continued

As well taking measures to improve ventilation, DfE is encouraging settings in England to continue with twice weekly asymptomatic testing. Early years and childcare settings should already have these measures outlined in their coronavirus risk assessments. We have produced sample and template risk assessments available to PACEY members [here](#).

Return to settings parent's leaflet

Public Health England have published a series of resources to help keep parents informed as their children return to education settings. We have attached a [leaflet](#) titled "***Taking your child to an early years setting: information for parents***". It outlines the importance of children attending early years settings and includes a wide-ranging FAQ



Taking your child to an early years setting - information for parents.pdf

Young people and vaccines toolkit



2021-08-25 Young people and vaccines Toolkit V.1.0.pdf

