

Children and Families, Early Years Division Weekly News Bulletin: 29.09.21



Department
for Education

Increased daily lateral flow device (LFD) testing for schools and further education providers

Further to the [joint letter to parents](#) from the Secretary of State for Education and the Secretary of State for Health and Social Care on Monday 11 October, we have produced frequently asked questions for schools and further education providers on increased LFD testing to respond to potential outbreaks.

In addition to regular twice-weekly LFD testing, local health teams may advise additional LFD testing at your school or college. For example, if a student is identified as a close contact, they may be asked to take daily LFD tests while they wait for their PCR test result. In this scenario, they should continue to attend school or college as long as their LFD test results remain negative. You may also be advised to conduct a one-off round of LFD testing or daily testing for a group or cohort in secondary schools or colleges where case numbers are very high. This should be done for a minimum of 5 days, increasing to 7 days as necessary to ensure the final LFD test is taken on a school day.

The frequently asked questions can be found on the document sharing platforms for [primary schools](#)

[Managing coronavirus \(COVID-19\) in education and childcare settings](#)

What measures education and childcare settings should be prepared to introduce to manage coronavirus (COVID-19). Updated the advice on those previously identified as clinically vulnerable people, shielding and regular testing, and clarified guidance on contacting the NHS Test and Trace self isolation hub.

[Attendance in education and early years settings during the coronavirus \(COVID-19\) pandemic](#)

The early years local authority survey resumed on 16 September for the start of the 2021/22 academic year. We estimate 751,000 children were attending early years childcare settings on Thursday 14 October 2021 – about 59% of the number of children who usually attend childcare in term time. Due to many children attending EY settings on a part-time basis, we would not expect all children to be in attendance on the day of the data collection. On a typical day in the Autumn term we expect attendance to be 912,000. We estimate that the 751,000 children currently attending early years settings is approximately 82% of the usual daily level. Published 19.10.21

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](#)

EYFS

[Check early years qualifications](#)

Find out if a person's qualifications allow them to work in an early years setting, and if you can include them in staff:child ratios. Added information about Pearson knowledge-only pathways to explain that staff with these qualifications cannot count towards the staff:child ratios. Also updated to inform that the level 5 early years lead practitioner apprenticeship is now live. Removed the content relating to the temporary flexibilities for qualifications during the COVID-19 pandemic as they no longer apply.

Childminders

[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 consented addresses for childminders and domestic childcare as at 30 September 2021.

Early years publications - update from Ofsted

Ofsted have recently updated a number of their early years publications for families and childcare providers.

This [poster for parents](#), which can be displayed by childcare providers, provides information about Ofsted's role and responsibilities and the different ways parents can get in contact. More detailed information about Ofsted's role can be found in the guidance, '[Information for parents about Ofsted's role in regulating childcare](#)'.

In addition, Ofsted's guidance on [suspending a childcare provider](#) has been converted to HTML and includes updated links to relevant legislation and guidance. Registration guidance for [childminders and childcare providers](#) now also includes links to the Department for Education's recently published [list of childminder agencies](#).

Training

East Berkshire Child and Adolescent Mental Health Services (CAMHS) **Resilience and wellbeing interactive workshop for education staff** **Early Years and Primary**

Dr Emma Kell has over 20 years' experience as a teacher and leader in UK secondary schools and is a qualified Performance Coach. Emma speaks regularly on teacher wellbeing, recruitment and retention as is a TEDx Norwich speaker. She writes for a variety of publications including TES and BBC Teach. Emma has completed a doctorate on teacher well-being and parenting at Middlesex University. Emma is author of How To Survive in Teaching (Bloomsbury, 2018) and A Little Guide For Teachers: Wellbeing and Self-Care

By the end of this workshop, participants will:

- Have reflected on the factors that have an impact on their wellbeing and resilience.
- Understand models that can support a better balance of work, life and energy in a sustained way, throughout the academic year.
- Identify personal changes they can make to improve their own wellbeing

Please note this workshop has a maximum capacity of 16 participants.

To book a place please click [here](#)

In the news

Coronavirus: children and young people's mental health

Unicef has published a report on the mental health of children and young people during the coronavirus pandemic. Evidence from more than 130,000 children and adolescents across 22 countries including the UK shows: increased stress, anxiety and depressive symptoms; increased alcohol and substance use; and externalising behavioural problems. Positive mental health outcomes include: positive coping strategies, resilience, social connectedness through digital media, more family time, and relief from academic stress.

Read the abstract: [Life in lockdown: child and adolescent mental health and well-being in the time of COVID-19](#)

Read the report: [Life in lockdown: child and adolescent mental health and well-being in the time of COVID-19 \(PDF\)](#)

Family support

The Children's Commissioner for England has published a blog proposing a series of policies to support families in England. Proposals include: an expansion of the Family Hubs network to provide an access point for families to get help in every community in England; doubling funding for the Supporting Families programme for families facing multiple disadvantages; providing support for families and children who are in need including free breakfast clubs and an extension of the holiday activities fund.

Read the blog: [The Big Ask: family](#)

Read the proposals: [Children's Commissioner's proposals to help children by helping families \(PDF\)](#)

PACEY

This week the **Department for Education** issued updates for early years and childcare settings in England around coronavirus. The DfE has outlined these changes in its '**Frequently Asked Questions**' document which can be accessed [here](#).

Contacting tracing and the NHS Test and Trace self-isolation hub

Early years and childcare settings do not need to routinely provide staff details who have tested positive to NHS Test and Trace Self-Isolation Hub. Instead those individuals will be contacted by NHS Test and Trace directly, to identify and notify any known close contacts and provide public health advice.

However, a setting may wish to contact the self-isolation hub if a staff member is eligible for self-isolation financial support and:

1. The staff member is not exempt from isolation and has been in close contact with an individual who has tested positive, but that individual was unable to pass on their details to NHS Test and Trace
2. An individual who tested positive is unable to identify or provide details of staff they have been in contact, for example being temporary workers.

Further information on what to do if you are contacted by NHS Test and Trace, rules on isolation and financial support for those that have to isolate can be found [here](#).

Contingency Framework update

All settings should have in place contingency plans, also referred to as an outbreak management plan which sets out the measures that settings should take to manage Covid-19 transmission in the event of a local coronavirus outbreak or in response to a variant of concern.

The [DfE contingency framework](#) has been updated to reflect the position for people who were previously considered clinically extremely vulnerable. These individuals no longer have to follow shielding advice but should consider advice from their health professionals on taking additional measures.

The framework also states that increased coronavirus testing may be recommended by Directors of Public Health for individual settings or those in a particular local area. In this event, settings would work closely with the Directors of Public Health to identify any additional support that may be needed.

A Better Start

A Better Start is a ten-year, £215 million programme set-up by The National Lottery Community Fund, the largest funder of community activity in the UK. The five A Better Start partnerships, based in Blackpool, Bradford, Lambeth, Nottingham and Southend, are supporting families to give their babies and very young children the best possible start in life. *Sign-up to receive the A Better Start newsletter [here](#).*

[Trauma-informed practice – learning from A Better Start](#)

Trauma and adverse childhood experiences can have a devastating impact on babies and very young children. This report explores the evidence and shows how practitioners from across the A Better Start programme are responding.

[Celebrating World Breastfeeding Week](#)

As the world celebrates the benefits of breastfeeding, a local scheme in Southend has successfully improved rates.

[Innovation and Evaluation: Keeping the end goal in mind](#)

Clare Law from Blackpool Better Start, explains how measuring impact can go hand-in-hand with innovation in early years support.

[Eureka! Supporting bright ideas from the community](#)

How can innovative ideas from the community be put into practice? Jane Flewitt, from Small Steps Big Changes in Nottingham, shows how a local project has done it.

[Supporting our families means understanding the inequalities they face](#)

Shaneka Foster explains how LEAP is striving to make services as inclusive as possible so they appeal to all eligible families and in doing so, reduce inequalities.

[A Better Start – tackling communication and language vulnerabilities](#)

The appearance of a range of initiatives encouraging children to speak and interact with adults, signals that the importance of good early communication and language is now being recognised.

Some useful links/reading



[EYFS Framework Safeguarding & Welfare Checklist](#)



[Firework Safety | Home | Child Accident Prevention Trust \(capt.org.uk\)](#)



[Allergen labelling changes for prepacked for direct sale \(PPDS\) food | Food Standards Agency](#) and [Prepacked for direct sale \(PPDS\) allergen labelling changes for schools, colleges and nurseries | Food Standards Agency](#)

Parents and carers

[Baby Buddy](#) is an award-winning free app guiding parents, parents-to-be and caregivers through pregnancy and the first months of their baby's life.

On 25 November an updated version will be released, which will include:

- New content pathway for dads
- Content for the first year of a baby's life
- Shared spaces where family members can access information about the baby
- A digital version of the "red book"
- Information on places where mums can give birth, so parents can explore the options
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Baby Buddy is the world's first app with daily information for dads, who can often feel left out. Best Beginnings have created this content with the Fatherhood Institute and Future Men, speaking to dads from diverse backgrounds to build a detailed understanding of their experiences, what information they're looking for and the challenges they're facing.

Baby Buddy has more than 300 videos and 600 articles/FAQs on a huge range of topics accessed through an 'ask me a question' function. You can download it from 25 November on Google Play or the App Store.
