

## Children and Families, Early Years Division Weekly News Bulletin: 21.07.21



Department  
for Education

### What Step 4 changes mean for education and childcare settings

As most restrictions across all parts of society are relaxed from Monday 19 July, we want to keep schools, colleges and early years settings informed on what Step 4 changes mean. To help with this, we have recorded a [webinar](#) which provides information on the key changes to COVID-19 measures such as 'bubbles', contact tracing, face coverings, self-isolation and testing, in addition to providing answers to some frequently asked questions.

Changes to contact tracing for schools, colleges and nurseries from Monday 19 July  
From Monday 19 July, schools, colleges and nurseries will no longer carry out routine contact tracing. From this point onwards, close contacts will be identified and contacted by NHS Test and Trace.

In response to feedback from stakeholders, we have produced guidance, some frequently asked questions and answers and a template letter for settings to send to parents, pupils and students on changes to contact tracing of close contacts. These can all be found on the document sharing platforms for [primary and early years](#), [secondary schools, further education and higher education](#) and [children's social care](#).

### Early Years Step 4

As most restrictions across all parts of society are relaxed from Monday 19 July, we want to try and keep early years settings informed on what Step 4 changes mean for them. To help with this, we have recorded a webinar which provides information on the key changes to COVID-19 measures such as 'bubbles', contact tracing, face coverings, self-isolation and testing, in addition to providing answers to some frequently asked questions. The webinar can be accessed through the following link: [https://drive.google.com/file/d/1QEPboDASzcl\\_i2wTfeqAPrbKhITf74GD/view](https://drive.google.com/file/d/1QEPboDASzcl_i2wTfeqAPrbKhITf74GD/view). You will notice that the slides in the video use the term "nurseries" instead of "early years settings" (or similar), so just to confirm: the information outlined in the video applies to all early years settings.

Also from Monday 19 July, schools, colleges and early years settings will no longer carry out routine contact tracing. From this point onwards, close contacts will be identified and contacted by NHS Test and Trace. In response to feedback from stakeholders, we have produced guidance, some frequently asked questions and answers and a template letter for settings to send to parents on changes to contact tracing of close contacts. These can all be found on the document sharing platforms for [primary and early years](#), [secondary schools, further education and higher education](#) and [children's social care](#).





Department  
for Education

### Actions for early years and childcare providers during the coronavirus (COVID-19) outbreak

What childcare services early years settings, childminders and local authorities need to provide during the coronavirus (COVID-19) outbreak.

We have updated the actions for early years and childcare providers during the COVID-19 pandemic to reflect that we moved to Step 4 on 19 July. This includes removing the section on 'contact tracing until Step 4'. We have also updated sections on clinically extremely vulnerable staff and children.

Updated: 19 July 2021

### Actions for schools during the coronavirus outbreak

What all schools will need to do during the coronavirus (COVID-19) pandemic.

We have updated the schools COVID-19 operational guidance to reflect that we moved to Step 4 on 19 July. This includes removing the section on 'contact tracing until Step 4', the 'Schools COVID-19 operational guidance (applies until Step 4)' and 'Annex A: health and safety risk assessment'. We have also updated sections on clinically extremely vulnerable (CEV) children and CEV staff.

Updated: 19 July 2021

#### **Actions for early years guidance updated:**

On 6 July, the Department for Education (DfE) published updated guidance to be followed once Step 4 of the roadmap commences on 19 July. This has now been updated to include clarification on face coverings and contact tracing.

Key changes at Step 4 include:

- ◆ No longer recommending that it is necessary to keep groups apart as much as possible.
- ◆ Settings will no longer be expected to undertake contact tracing but may be contacted to help with identifying close contacts. DfE have produced guidance, FAQs and a template letter for settings to send to parents. These can be found [here](#).
- ◆ From 16 August, children under the age of 18 will no longer be required to self-isolate if they are contacted by NHS Test and Trace as a close contact of a positive COVID-19 case but they will be advised to take a PCR test.
- ◆ Face coverings will no longer be recommended for staff and visitors in corridors or communal areas. While the Government is removing the requirement to wear face coverings in law, guidance notes that it expects and recommends that they are worn in enclosed and crowded spaces where you may come into contact with people you don't normally meet. This includes public transport.
- ◆ Parent and child groups can operate as normal and without restrictions in attendance



## Department for Education

### **Introduction of Orient Gene self-test kits for at-home testing in private, voluntary and independent (PVI) nurseries**

From this week, NHS Test and Trace is introducing a new type of lateral flow device (LFD) called Orient Gene for at-home testing of staff in PVI nurseries. These tests involve double nasal swabbing only – a throat sample is not needed. The Orient Gene devices return a positive or negative result in under 30 minutes.

Settings should continue to use any remaining Innova self-test kit stock and only order additional test kits through the [online reordering system](#) when stocks start to run low. Orient Gene test kits for at-home testing are supplied in boxes of 7 and enable testing for 3.5 weeks. Updated guidance on the introduction of the new Orient Gene test kit has been uploaded to the [early years and primary school document sharing platform](#) in the 'Guidance Manuals/Documents folder.

### **[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.

This guidance has been updated to mirror wording in recently published guidance for CEV people, remove pre-Step 4 wording and redirected information on risk assessment to health and safety guidance. It has also been republished in HTML.

Updated:19 July 2021

### **[Health and safety: advice for schools](#)**

Guidance to help schools understand their health and safety obligations.

Updated with COVID-19-specific health and safety content.

Updated:19 July 2021

### **[Use of PPE in education, childcare and children's social care](#)**

When to use PPE, including for aerosol generating procedures (AGPs), in education, childcare and children's social care settings for COVID-19.

Removed Step 3 guidance and updated Step 4 guidance to remove (applies from Step 4) from the title.

Updated: 20 July 2021

Reformatted into HTML and clarified sub-headings and structure. We have also updated our guidance on transporting children, following confirmation that from 19 July, the Government is removing the requirement to wear face coverings in law but expects and recommends that they are worn in enclosed and crowded spaces where you may come into contact with people you don't normally meet. This includes public transport and dedicated transport to school or college.

Updated:15 July 2021



## Department for Education

### [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 to remove pre-Step 4 guidance, amend clinically extremely vulnerable information and publish in HTML.

Updated: 19 July 2021

### [Attendance in education and early years settings during the coronavirus \(COVID-19\) outbreak: 23 March 2020 to 15 July 2021](#)

A summary of attendance in education settings up to 1 July 2021 and early years settings up to 15 July 2021.

No data for Early Years published 20 July 2021.

Read more information about the collection and data here:

[Attendance in education settings since Monday 23 March 2020 and early years settings since Thursday 16 April 2020](#)

[Attendance in education and early years settings during the coronavirus \(COVID-19\) outbreak](#) week 29  
20 July 2021

## 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](#)



## Department for Education

### Development Matters

Development Matters offers a top-level view of how children develop and learn for all early years practitioners, including:

- childminders
- staff in nurseries
- nursery schools
- school nursery and reception classes in school

The guidance can help meet the requirements of the [early years foundation stage \(EYFS\) statutory framework](#).

Last updated 20 July 2021

Today we have published a revised version of Development Matters, government's non-statutory curriculum guidance for the Early Years Foundation Stage (EYFS), to reflect feedback received from our Early Adopter schools that have adopted the reforms to the EYFS over the 2020/21 academic year. Please note that changes to content are minor and providers will not need to alter any planning based on the September 2020 version that they may have already made.

You can find the revised version by clicking this link:

<https://www.gov.uk/government/publications/development-matters--2>

These minor changes include:

- updated links, making minor tweaks to wording for clarification purposes,
- updates to the Introduction and Characteristics of Effective Teaching and Learning sections to ensure the wording is aligned with the aims of the reforms and reflects the most recent research and evidence
- ensuring the document is accessible, inclusive, and easier to navigate which includes a new design, layout and colour coding.

No major changes have been made to the curriculum guidance under the seven areas of learning and therefore this update should not impact planning based on the early adopter version of Development Matters.

'Development Matters was originally road-tested with over 200 early years practitioners, who gave extensive feedback. Their input changed the document for the better. Since then, over 3000 schools have been 'Early Adopters' of the revised EYFS. They have been overwhelmingly positive about the revised Development Matters, but their experience has highlighted some minor areas for improvement in the document. I would like to thank all those teachers and early years educators for being so generous in giving this time and sharing their expertise.' – Dr Julian Grenier, who developed this guidance.

We hope that this new design will make it easier for practitioners to navigate and use for their curriculum planning.

Kind Regards  
EYFS Reforms team  
Department for Education



## Department for Education

### 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. This is in response to changes to consent arrangements.

Updated: 19 July 2021

### 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 June 2021.

Updated: 14 July 2021

## Early Years Workforce development

### **National Skills Fund: [National Skills Fund - GOV.UK \(www.gov.uk\)](http://www.gov.uk)**

The National Skills Fund will help adults to train and gain the valuable skills they need to improve their job prospects. It will support the immediate economic recovery and future skills needs by boosting the supply of skills that employers require. Any adult aged 19 and over who wants to achieve their first full level 3 qualification, which is equivalent to an advanced technical certificate or diploma, or A levels, can now access hundreds of fully-funded courses.

Langley College have been awarded funding to offer:

- NCFE CACHE Level 3 Diploma for the Early Years Workforce Part Time learning: <https://www.windsor-forest.ac.uk/courses/health-caring-and-child-care/332-childcare-24159/5660-ncfe-cache-diploma-for-the-early-years-workforce-work-base-learning.html#details>

This is a part time level 3 course starting in January 2022, requiring students to attend college one day a week (Wednesday)

In order to access the level 3 course practitioners will need to have functional skills level 1 in English (full qualification includes reading, writing, speaking and listening) and Maths. For practitioners who would be interested in the level 3 course they will need to start thinking about doing functional skills in September if they don't already have these or the equivalent GCSEs in Maths and English. To sign up to do functional skills with Langley College they can apply online or contact the admissions team on 01753 793288.

If you have staff members who you think meet the criteria to complete the level 3 Diploma via the National Skills Fund, please email [earlyyears@slough.gov.uk](mailto:earlyyears@slough.gov.uk). Please include in this email the members of staff's contact details and we will pass this information onto Langley College.

## The COVID Local Support Grant Summer Holidays 2021

As you are already aware, The COVID Winter Grant Scheme was made available to support those most in need across England with the cost of food, energy (heating, cooking and lighting), water bills (including sewerage) and other essentials. The aim was to give vulnerable households peace of mind over the Winter months during the pandemic by helping those who need it to have food on the table and other essentials, so every child could be warm and well-fed this winter.

### **The DfE has, once again, topped up this grant to cover the summer holidays.**

With regards to the above scheme, we want to ensure all eligible early years children (funded 2 year olds and those in receipt of EYPP) in the LA receive food vouchers **over the summer holidays.**

Every qualifying child will be eligible for an £80 payment, and we need your help to ensure that the children and their families in **PVI and childminder settings** are able to receive this.

Children qualifying for this grant in **PVI and childminder settings** are

- those in receipt of Early Years Pupil Premium
- those in receipt of 2 year old funding

If you need a list of qualifying children in your setting, please email [Eyfundingslough@slough.gov.uk](mailto:Eyfundingslough@slough.gov.uk) where our staff will be happy to help. Alternatively. Please contact Sandra Andrews on 07749 709909 or Balli Grewal on 07523 933028.

We need you to provide vouchers (we suggest supermarket vouchers) in the sum of £80 to each of these children, and we propose to cover the costs of these in advance through a BACS transfer directly into your bank account

**Audit requirements:** we will need

- evidence of spend purchasing the vouchers
- evidence that the child's family has received the voucher

Please can you confirm the number of Funded 2 year olds and those 3 & 4 year olds in receipt of EYPP that you will be claiming the Local Support Grant payment for.

**If you do not contact us we will assume that you are not claiming for any children**

**We apologise for the late notification of this grant- please contact us if you will need support to get these payments out to your families in time.**

Kindest Regards

**Balli Grewal**  
Administrative Officer  
Children & Families  
Slough Borough Council  
Tel - 01753 476575  
Mobile – 07523 933028  
[www.slough.gov.uk](http://www.slough.gov.uk)

**Sandra Andrews**  
Administrative Officer  
Children & Families  
Slough Borough Council  
01753 875719  
Mobile – 07749 709909  
[www.slough.gov.uk](http://www.slough.gov.uk)

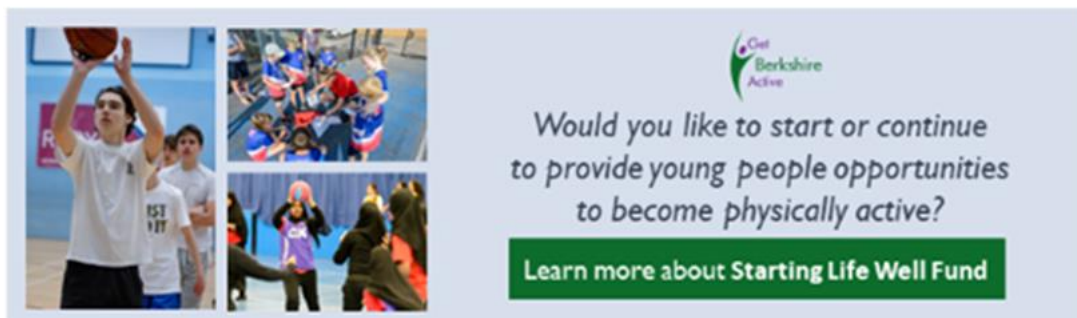
## Early Years Survey

The survey will take approximately 5 minutes to complete. The Children and Young People's Mental Health Local Transformation Plan has identified that there is a need to collaborate and develop the offer to support the emotional wellbeing of children under 5 years old. This can be either directly by offering opportunities for play and learning or indirectly by upskilling and supporting the workforce that support children under 5 years old. In this survey we will be focussing on indirect element of upskilling and supporting the workforce that supports children under 5 years old. We are gathering the views of our private, voluntary and independent education settings. This short survey only takes 5 minutes to complete and the information will be crucial in our service delivery planning moving forward.

The deadline for completion is 31st July 2021.

[Early Years Survey](#)

### In the news, events and information



Get Berkshire Active

Would you like to start or continue to provide young people opportunities to become physically active?

Learn more about Starting Life Well Fund

### **Get Berkshire Active are excited to announce the release of the Starting Life Well Fund, commissioned by Sport England.**

This fund is open to organisations looking to support young people aged 5-18 in becoming physically active. From a community centre looking to deliver physical activity in their youth sessions to grassroots sports clubs looking to target inactive young people in their community... we are looking for a wide range of applications!

To find out more information, check eligibility and to send in an expression of interest for the Starting Life Well Fund, please see [our website](#) for more information.

You can also book on to our SLWF Webinar to find out more information and take part in a Q&A. [BOOK NOW.](#)

If you have any questions regarding the fund, please email [info@getberkshireactive.org](mailto:info@getberkshireactive.org) and a member of the team will get back to you promptly.





## **MUDDYFACES**

Forest School, Outdoor Play  
and Learning Resources

With many of us hoping to get outside more in the next month to make the most of the summer weather and experiences with friends and family we thought it would be good to share the latest edition of '**The Outdoor Practitioner**', a free, e-magazine packed full of ideas available to **download** from the Muddy Faces website.

**The Outdoor Practitioner** is filled with feature articles, case studies/projects, activities and includes contributions from organisations such as the National Trust, The Wildlife Trusts and the Forest School Association.

This month includes feature articles on **hand washing** & Jan White delves into **The Natural Play Principles** and much more!



[Click here to see the Summer Edition!](#)

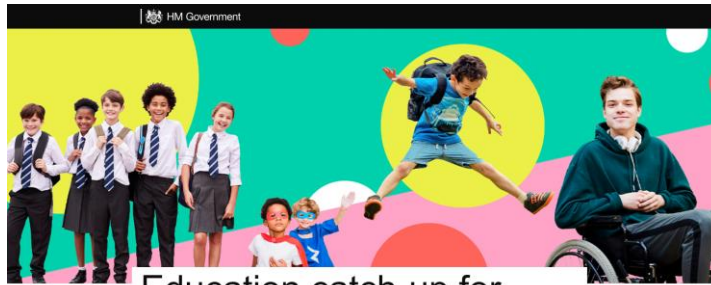
Enjoy having fun; exploring and relaxing in the natural environment and reaping the benefits of all it has to offer.

### [How the reception baseline assessment will be a fairer progress measure and give teachers more recognition](#)

A new post, "How the reception baseline assessment will be a fairer progress measure and give teachers more recognition" has just been published on the Teaching blog. Claire Harnden, Deputy CEO at South Farnham Educational Trust, shares her experiences of introducing the reception baseline assessment in her school Trust.

Read the new post: <https://teaching.blog.gov.uk/2021/07/19/how-the-reception-baseline-assessment-will-be-a-fairer-progress-measure-and-give-teachers-more-recognition/>

## Parents and carers



### Education catch-up for your child

#### **New website for parents to boost child's learning and wellbeing this summer**

We've launched a brand new site, designed especially for parents, with the support, information and resources they need to help their children enjoy the summer holidays and prepare for the next academic year.

The site features links to programmes, activities, resources and videos to boost children's learning and wellbeing aimed at parents of 0-19 year olds, with extra information for parents of SEND children. Please share this site with families and carers in your school community.

[Education catchup campaign](#)



Coram Family and Childcare is releasing [Holiday Childcare Survey 2021](#). The survey finds that holiday childcare prices have risen while there are substantial gaps in availability for some groups of children.

#### Cost of childcare

- Holiday childcare costs have risen by 5% in Britain since 2019.
- The average parents pay for one week of holiday childcare is £145.
- Parents pay over twice as much for childcare during the holiday as during term time.

#### Sufficiency of childcare

- Only one in three (33%) local authorities in England reported having enough holiday childcare for all parents working full time. This drops to one in six (16 per cent) for children with disabilities.
- One in three local authorities said that there were fewer places available than in 2019. This could cause significant shortages if demand for places returns to pre-pandemic levels.

<https://www.familyandchildcaretrust.org/holiday-childcare-survey-2021>



Coram Family and Childcare Holiday Childcare Survey 2021.pdf

The advertisement features a purple background with a central illustration of a family (father, mother, and three children) standing together. To the left, there are logos for 'UNDERSTANDING YOUR CHILD SOLIHULL APPROACH', 'ourplace', and 'NHS'. The main title is 'Online course for parents 'UNDERSTANDING YOUR CHILD'S MENTAL HEALTH & WELLBEING''. Below the title, it says 'ONLINE LEARNING (AVAILABLE 24/7) WORK THROUGH THE CONTENT ANONYMOUSLY AT YOUR OWN PACE'. On the right, a green curved banner says 'DISCOVER THIS COURSE HERE: WWW.INOURPLACE.CO.UK'. Below the family illustration, there are two callout boxes: 'COMPLETE PART 1 COMPLETE 'UNDERSTANDING YOUR CHILD' - £39\*' and 'OR 'UNDERSTANDING YOUR CHILD WITH ADDITIONAL NEEDS' - £38\*' followed by 'COMPLETE PART 2'. At the bottom, a small note reads '\*PREPAID FOR RESIDENTS ELIGIBLE FOR AN ACCESS CODE'.

**Public Health** of the new module “**Understanding your child’s mental health and wellbeing**” that has been added to the **Solihull approach online parenting guides**.

In case you are not aware of the ‘Solihull approach to parenting programme’.....It was created by psychologists, psychotherapists, health visitors and NHS and education professionals and has evolved over 20 years. Public health has procured the programme across Slough, Frimley Health and Care ICS including Ascot, Bracknell, Farnham, Maidenhead, North East Hampshire, Slough & Windsor and Surrey and South Bucks until April 2023, for families to access.

The ‘Free’ guides contain advice relevant to expectant parents, parents, grandparents and carers of children of all ages (bump – 19 years), including those with Special Educational Needs and Disabilities (SEND).

The current free modules on offer are:

1. Understanding pregnancy, labour, birth and your baby
  - Understanding pregnancy, labour, birth and your baby: for women couples
2. Understanding your baby
3. Understanding your child (in English, Urdu, Chinese, Arabic, Polish, Somali)
  - Understanding your child with additional needs
4. Understanding your child’s feelings (a taster course)
5. Understanding your teenager’s brain
  - Understanding your brain (for teenagers only!)

New module; Understanding your child’s mental health and wellbeing

The courses are completely **free** to anyone working or living in Slough, and they only require a one-off registration process for lifetime access (See the attached leaflet that explains how to access).



BRAND NEW Solihull Approach Mental Health and Wellbeing.pdf



Department  
for Education

**[What parents and carers need to know about early years providers, schools and colleges during COVID-19](#)**

Information for parents and carers about attending schools, nurseries and colleges in 2021.

Updated to confirm changes from 19 July.

Updated: 19 July 2021

**[Guidance for parents and carers of children attending out-of-school settings during the coronavirus \(COVID-19\) outbreak](#)**

Guidance for parents and carers of children attending community activities, holiday or after-school clubs, tuition and other out-of-school settings.

We have converted the guidance to HTML and updated the advice on CEV people to reflect that step 4 has taken place.

Updated: 19 July 2021

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