

## Early Years Bulletin

Dear Colleagues,

Early Years DSL Forums taking place on 15<sup>th</sup> November 2024. The slides from each session are available within the bulletin.

# Contents



## Early Years Transition Toolkit Survey

Our Early Years Transition Toolkit was created by Worcestershire County Council to support transitions from Early Years to School settings.

We are looking to evaluate the effectiveness and usefulness of this toolkit and as part of this, we are asking for settings who have used the toolkit to complete the following survey:

<https://forms.office.com/e/6b35hvxVib>

For reference, please find a link to the transition tool [Early Years transition toolkit | Worcestershire County Council](#)

We ask that this survey is completed by Friday 22<sup>nd</sup> November so we can collate and evaluate responses.

Thank you in advance for your time and participation in helping us to improve transitions for our children.

## Worcestershire Early Years Community Hub



The Worcestershire Early Years Community hub meeting will be taking place next week at the University of Worcester.

The discussion topic for the evening will focus on "What is it like for a child with SEND in your setting?" The session will take a strength based, solution focused approach, utilising the shared [AE %o OE š \]• \]v šZ OE}}u š } OE }P v \]• ÁZ š \[• Á }OE I \]vP Á o o v P \]](#) an empowering and supportive way.

Taking place on Thursday 2<sup>nd</sup> November at 6:30pm places are bookable [via GPP](#) for further information about how to book, please see the Training section below.

## Understanding the EYFS Framework for Prospective / Registered Childminders and Childminding Assistants

We have launched a new webcast series, made up of 7 episodes, which has been designed to give childminders an understanding of the requirements they must meet as a registered childcare provider for children aged birth to five. By fulfilling these requirements, childminders are better able to create a high quality, welcoming, and safe setting where children can enjoy learning and grow in confidence.

The webcasts are available for free [via](#)

### Episode 1: Rationale and underpinning themes (CPD code 10527)

- Understand the rationale and principles that underpin the Early Years Foundation Stage (EYFS) statutory requirements and our responsibilities within this. Taking a deep dive into how children learn we consider the characteristics of effective teaching and learning and how we can embrace these as part of our daily provision.

### Episode 2: Educational Programmes (CPD code 10530)

- Consider what childminders must do, working in partnership with parents and/or carers to promote the learning and development of all children in their care.
- Explore the 7 areas of learning and development as set out in the educational programmes within the EYFS and think about how this may look in our settings to

### Episode 3: Building your curriculum (CPD code 10531)

- Builds on previous episodes and considers how we can build an effective curriculum that meets the needs of the children, families and local community. Within this we will consider what we really want for children in our care, influenced by our own values and beliefs around early childhood. We will then breakdown the elements of a what a good curriculum looks like.
- In addition, we will consider the role of play in early years learning and how we can ensure a balanced approach of free play, guided play and adult led activities to support the holistic development of all children

### Episode 4: The wonder of teaching (CPD code: 10532)

- Building on from episode 1 we will now focus on our role as teacher by unpicking so we will consider what a good play partner might look like and how we can put these skills into practice within our settings to truly embrace the wonder of teaching.

### Episode 5: Observation, assessment, and planning (CPD 0533)

- Consider part 2 of the Early Years Foundation Stage Statutory Guidance which is

**Episode 6: Safeguarding and Welfare requirements (CPD code: 10534)**

- All early year's providers have a duty under section 40 of the Childcare Act 2006 to comply with the welfare requirements of the early years foundation stage (EYFS).
- We are going to unpick our duties regarding the safeguarding and welfare requirements which sit in section 3 of the Early Years Foundation Stage Statutory Guidance.

**Episode 7: Leading effective childminding practice (CPD code: 10535)**

- Considers the importance of reflective practice and how we can use this as part of













First talk with the children about activities they would love to have in the playground. Choose and buy enough equipment for that craze. Crazes can be things such as skipping ropes, French skipping ropes, bean bags, plastic stilts, space hoppers, ankle skips, etc.

There is so much equipment for children to choose from, that you could go through our Equipment Shopping list with your children to get ideas and decide on the most popular activities. You will need roughly 10 to 15 of each supply, depending on the size of school.

A great way to keep equipment for not getting lost, safe and in one place, so it can easily be used, put away and accessed again later is to create labelled playground craze activity boxes. There are some great storage containers around.

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Every Monday morning, the week's craze is introduced either in assembly, or by the class teachers in class, or prefects could go around the classes and let the children know.

#### Top Tip number four: Quiet Zone

Do any of these scenarios sound familiar?

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/( Ç}µ Z À v•Á Œ Ç • š} vÇ }( šZ }À U šZ v ]š[• š]u š} Œ choice of quieter games and activities.

Educationally, it is important that we offer children a breadth of experience and playtime is no exception. We can provide children a range of games and activity zones that cater for all our Z]o Œ v[• Á Œ Ç]vP v •W

#### Some Ideas:

Teach all children the quiet games from [101 Playground Games](#) in their PE lessons

Create a quiet zoned activity area with picnic tables, rugs and mats when the weather permits.

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Create a secret garden or quiet space away from the busy playground. If you have access to a green area or garden, then this is perfect.

Develop a gardening club; many children like to connect with nature at playtime.

Bringing lots of activities out in the playground can really re energise a whole school both children and staff included.

In this article I have covered a few of the ideas and suggestion on how to improve your playground, but there are so many ideas and not enough space to write about them.

If you would like to learn more, please refer to our website [www.theresehoyle.com](http://www.theresehoyle.com) and you might like to purchase our [101 Playground Games](#) and [101 Wet Playtime Games](#) books or email me at [support@theresehoyle.com](mailto:support@theresehoyle.com)

## Wraparound Programme Funding

Are you considering opening or expanding before and after school provision?

Funding is available to:

- Create new wraparound provision

## Early Years Bulletin: News from the Inclusion

## SENDIASS Training

Do you have a child with a Special Educational Need or Disability (SEND) in your Early Years setting?

Do you think a child in your Early Years setting might have Special Educational Needs (SEN)?

Did you know the SEND Information, Advice and Support Service (SENDIASS) offers SEND Training Workshops and Webinars for parent carers and professionals

**Workshops currently available for Professionals:**

[Autism & Me \(Developed by Autistic Young People\) Workshop for Professionals](#)  
SENDIASS

[Herefordshire and Worcestershire SENDIASS Online Information Session for Professionals](#)

## SCERTS certification





## Worcestershire Early Years Community Hub

Worcestershire Early Years Community Hub is a networking and peer support session for early years practitioners. It provides a space for practitioners to share their experiences, discuss challenges, and learn from each other. The hub is open to all early years practitioners, including those working in nurseries, childminders, and schools. It is a free service and is held on a regular basis. The hub is a valuable resource for practitioners looking to improve their practice and support their colleagues. It is a chance to connect with other practitioners and share ideas and resources. The hub is a free service and is held on a regular basis. The hub is a valuable resource for practitioners looking to improve their practice and support their colleagues.

**Audience:** All Early Years practitioners

**Cost:** Free

**Date:** 21 November 2024, 6:30pm-8:30pm, Worcester University, course code: EY 10520773

**To book:** via [CPD](#) using your setting CPD leader login details and course code.

## Early Years Inclusion Training

The Early Years Inclusion Team are offering ~~the~~ training during 2024/25 for free. The following courses are all available to book:

Annual Reviews of EHCP's \* ~~NEW~~ course code 10496

Autism in the Early Years course code 10003

How to complete an Education, Health and Care Needs Assessment (EHONA) course code 10495