
Early Learning and Childcare Service

Childcare Information Pack

2018

Content list

- **The Business Development Advisors contact list / website**
- **Contact List**
- **The EYFS Pack**
- **Ofsted Guidance**
- **EYFS: A parent's guide**
- **Services from Workforce Development**
- **Safe Recruitment Guidance**
- **EYFS SAFEGUARDING & WELFARE Requirements Fact sheet**
- **Five steps to risk assessment**
- **Risk Assessment Policy Guidance/template**
- **Safeguarding Children Policy Guidance**
- **Ofsted and fire rescue authorities**
- **Complaints Policy Guidance**
- **Provider complaints record and how to complete**
- **Parental responsibility**
- **Keeping children safe**
- **What to do if you're worried a child is being abused**
- **Working together to safeguard children**
- **The Safeguarding Competency Framework**
- **The Information Commissioners Office (ICO)**
- **Guidance on infection control**
- **Children's Food Trust**
- **What is a learning journey?**
- **Free Early Education Entitlement (FEEE) and EYPP**
- **AnyComms+**
- **Early Help**
- **SEND Local offer**

The Business Development Advisers

Our purpose is to help your child care business remain sustainable both now and into the future.

We can offer you the following support:

- Help you to evaluate your business performance using industry-standard measures and proven diagnostic tools (treating your information as confidential at all times).
- Provide training materials, templates and guidance for all aspects of business planning including marketing research, marketing communications and financial management.
- Document recommendations and suggestions for improving your business skills and practices.
- Encourage you to implement on-going business changes so that your setting remains competitive and sustainable.
- Support the development of your business planning skills.
- Act as a critical friend for business related issues.
- Signpost you to other business support services e.g. HMRC, NDNA, PLA, PACEY and when appropriate, sources of funding.

We can be contacted on:

Praksha Bathia T: 0116 3056816 E: praksha.bathia@leics.gov.uk
Neil Aldridge-Clyne T: 0116 3058039 E: neil.aldridge-clyne@leics.gov.uk

Remember. Most sustainability issues tend to appear over a long period of time. The sooner you share the issues the more chance we have of helping you to resolve them and remain sustainable.

Securing Sufficient Childcare - Guidance for Local Authorities Childcare Act 2006.

7.13. The local authority must secure information, advice and training to support the economic sustainability of providers, including business planning, financial management and marketing.

Description of the Business Support Service available to Leicestershire's Childcare Providers

We will support your economic sustainability by:

- Helping you to evaluate your business performance using industry-standard measures and proven diagnostic tools (treating your information as confidential at all times).
- Documenting recommendations and suggestions for improving your business skills and practices.
- Encouraging you to implement on-going business changes so that your setting remains competitive and sustainable.
- Supporting the development of your business planning skills with a place on our Practical Business Planning course.
- Providing training materials, templates and guidance for all aspects of business planning including marketing research, marketing communications and financial management.
- Providing workshops on specific business topics.
- Acting as a critical friend for business related issues.
- Signposting you to other business support services e.g, HMRC, NDNA, PLA, PACEY and when appropriate, sources of funding.

Contact list

0-5 Learning, Early Learning and Childcare Service

<https://www.leicestershire.gov.uk/education-and-children/early-years-and-childcare/early-learning-and-childcare-service>

<https://resources.leicestershire.gov.uk/education-and-children/early-learning-and-childcare/training-and-professional-development>

Telephone: 0116 305 7136

Local Planning Department

It is important to check whether planning permission and/or building regulations are needed. Contact your local planning department, details can be found in your local telephone directory.

Ofsted

www.gov.uk/ofsted

Telephone: 0300 123 1231

Public Liability Insurance

www.mortonmichel.com

Telephone: 020 8603 0900

www.pre-school.org.uk

Telephone: 020 7697 2500

You can also search for others which are available on the internet.

Policies and procedures / Membership

Out of school Alliance:

www.outofschoolalliance.co.uk

Telephone: 01638 744056

National Day Nursery Association:

www.ndna.org.uk

Telephone: 01484 407070

Pre-School Learning Alliance:

www.pre-school.org.uk

Out of school Partnership

www.oosp.co.uk – A membership platform for out of school practitioners

Fire Safety

Central Fire Department - Leicestershire Telephone: 0116 2872241

Her Majesty's Revenue and Customs

www.hmrc.gov.uk

Environmental Health

All settings registering with Ofsted will need to contact their district Environmental Health Officer to register as a food business. Contact details for each district council can be found below:

Blaby	0116 272 7555
Charnwood	01509 634636
Harborough	01858 828282
Hinckley and Bosworth	01455 238141
Melton	01664 502502
North West Leicestershire	01530 454545
Oadby and Wigston	0116 2888961

Safeguarding

Guidance for Safer Working Practice for Adults who Work with Children and Young People.

<http://lrs.cb.proceduresonline.com/index.htm>

Health

Health Protection in schools and other childcare facilities guides & documents can be accessed via the Public Health England website.

<https://www.gov.uk/government/publications/health-protection-in-schools-and-other-childcare-facilities>

Risk Assessments

Health and Safety Executive

www.hse.gov.uk

Road Safety Information – such as ‘walking buses’

<http://www.rospa.com/road-safety/resources/free/parents/carrying-other-peoples-children-safely/>

<http://think.direct.gov.uk/>

Child Accident Prevention Trust

www.capt.org.uk

A selection of guides and handbooks are available online www.gov.uk/ofsted , these are examples;

Early years and childcare registration handbook

Published: October 2017

Common Inspection Framework

Published: August 2015

Inspecting Safeguarding in Early years Education and Skills Setting Handbook

Published: August 2016

Early years Inspection Handbook

Published: August 2015

The Early Years Foundation Stage Pack (EYFS)

The Early Years Foundation Stage consists of the following documents:

- **The Statutory Framework for the EYFS(2017)**
- **Development Matters in the EYFS**
- **A Know How Guide – the EYFS progress check at two**

<https://www.leicestershire.gov.uk/education-and-children/early-years-and-childcare/early-learning-and-childcare-service>

These can be downloaded **FREE** from:

<http://www.foundationyears.org.uk/eyfs-statutory-framework/>

You can also subscribe free to updates from the foundation years and any new documents will be on this site too.

Your Early Years Register application forms are available to download from Ofsted

<https://www.gov.uk/register-childminder-childcare-provider>

The Early Years and Childcare Registration Handbook is available as part of this and is essential in assisting you through the process.

The Revised Early Years Foundation Stage (EYFS); a Parent's Guide

The ***Parent's Guide to the Early Years Foundation Stage Framework*** illustrates how parents/carers can effectively support their child during the foundation years.

The following key questions are answered succinctly and effectively within the eight page document;

- What is the Early Years Foundation Stage?
- What is the EYFS Framework – why do we have one?
- What does it mean for me as a parent?
- As a mum or dad, how can I help with my child's learning?
- How can I find out how my child is getting on?
- Where can I go for further information?

To ensure messages are consistent and accessible, it is the intention that all providers share this guidance with parents. Parents overwhelmingly expressed a need to be able to access this document electronically. The guide has therefore been designed to be available as a downloadable file and also a printed copy.

Providers can personalise the document and can add further information in 'free text boxes' – e.g. by inserting their own logos, aims and messages. This is to give parents more relevant details about the implementation of the EYFS in their child's setting.

The ***Parents' Guide to the Early Years Foundation Stage Framework*** can now be downloaded from the *Foundation Years* website;

http://www.foundationyears.org.uk/files/2015/01/EYFS_Parents_Guide-amended1.pdf

Providers are advised to download a copy, personalise it and save it, making it available to parents, electronically as well as in the form of a printed copy. Settings may already have a website where they can make the document available for parents to download or alternatively parents could be emailed a copy of the document as an attachment.

Also available; What to expect, When? - a parent's guide.

This will help parents to find out more about how their child is learning and developing during their first 5 years in relation to the EYFS.

This will enable you to fulfil part of your statutory duties as outlined in the EYFS.

http://www.foundationyears.org.uk/files/2015/09/4Children_ParentsGuide_Sept_2015v4WEB1.pdf

Services available from Early learning & Childcare Service Workforce Development

Training and Professional Development

<https://resources.leicestershire.gov.uk/education-and-children/early-learning-and-childcare/training-and-professional-development>

For information on professional development, funding, short professional development courses and online payment.

There is a wealth of sample job descriptions and recruitment/retention information for you to download free of charge from our website please visit;

<https://resources.leicestershire.gov.uk/education-and-children/early-learning-and-childcare>

and click on the box named Training & Professional Development or the box named Recruitment and Retention of staff.

The links below will direct you to the government job match and job search sites;

www.gov.uk/advertise-job

www.gov.uk/jobsearch

Local Safeguarding Children Board

Leicester, Leicestershire and Rutland

<http://llrscb.proceduresonline.com/index.htm>

Safer Recruitment Guidance

Contents

1. Introduction
2. Choice of Candidate
3. Disclosure and Barring Service Checks
4. Recording
5. Induction and Review
6. Supervision and Support
7. Recording Systems for Unsuitable Staff

Appendix 1; DBS Fact Sheet – Relevant Offences

EARLY YEARS FOUNDATION STAGE THE SAFEGUARDING AND WELFARE REQUIREMENTS

RISK ASSESSMENTS 3.64 AND 3.65

Providers must ensure that they take all reasonable steps to ensure staff and children in their care are not exposed to risks and must be able to demonstrate how they are managing risks³¹. Providers must determine where it is helpful to make some written risk assessments in relation to specific issues, to inform staff practice, and to demonstrate how they are managing risks if asked by parents and/or carers or inspectors. Risk assessments should identify aspects of the environment that need to be checked on a regular basis, when and by whom those aspects will be checked, and how the risk will be removed or minimised.

Children must be kept safe while on outings. Providers must assess the risks or hazards which may arise for the children, and must identify the steps to be taken to remove, minimise and manage those risks and hazards. The assessment must include consideration of adult to child ratios. The risk assessment does not necessarily need to be in writing; this is for providers to judge.

The following risk assessment audit and templates may be useful where you have identified a written risk assessment is required.

Five steps to risk assessment



This is a web-friendly
version of leaflet
INDG163(rev2), revised
06/06

This leaflet aims to help you assess health and safety risks in the workplace

A risk assessment is an important step in protecting your workers and your business, as well as complying with the law. It helps you focus on the risks that really matter in your workplace - the ones with the potential to cause real harm. In many instances, straightforward measures can readily control risks, for example ensuring spillages are cleaned up promptly so people do not slip, or cupboard drawers are kept closed to ensure people do not trip. For most, that means simple, cheap and effective measures to ensure your most valuable asset - your workforce - is protected.

The law does not expect you to eliminate all risk, but you are required to protect people as far as 'reasonably practicable'. This guide tells you how to achieve that with a minimum of fuss.

This is not the only way to do a risk assessment, there are other methods that work well, particularly for more complex risks and circumstances. However, we believe this method is the most straightforward for most organisations.

What is risk assessment?

A risk assessment is simply a careful examination of what, in your work, could cause harm to people, so that you can weigh up whether you have taken enough precautions or should do more to prevent harm. Workers and others have a right to be protected from harm caused by a failure to take reasonable control measures.

Accidents and ill health can ruin lives and affect your business too if output is lost, machinery is damaged, insurance costs increase or you have to go to court. You are legally required to assess the risks in your workplace so that you put in place a plan to control the risks.

Single free copies of this leaflet are available at
www.hsebooks.co.uk

Risk Assessment for setting name: _____ on (date)

Name of person completing: _____ Signature _____

Activity/ Aspect of environment	What are the Hazards to Health & Safety	What Risks do they pose and to whom?	Risk Level H/M/L	What precautions have been taken to reduce the risk?	Risk Level Achieved H/M/L	What further action is needed to reduce the risk? <u>Or has been taken following any incident: (record date)</u>

Safeguarding Children Policy Guidance

It is a requirement of the Childcare Register to have a written safeguarding policy and good practice for the Early Years Register.

Points to include in your safeguarding policy:

- Your priority is to ensure that children in your care are kept safe from harm.
- Inform parents how you will keep children safe whilst in your care. Include information about what records you keep: accident, incident and pre existing injuries.
- How you will act if you have concerns about a child in your care.
- You follow procedure of your Local Safeguarding Children Board which are available on www.lrsb.org.uk and have copies of the national publication: What to do if you are worried a child is being abused and local safeguarding children's board leaflets. You will keep updated with any changes in legislation.
- Your awareness of the signs and symptoms of abuse by undertaking regular safeguarding training (every 3 years) and keeping copies of relevant books and guidance.
- Any allegations made about you or a member of your staff will be reported to Ofsted and the Local Authority Designated Officer 0116 305 7597.
- Use of mobile phones, cameras and internet.
- Prevent Duty www.gov.uk/government/publications/prevent-duty-guidance
- Additional information for Leicester and Leicestershire can be found at: www.leicesterprevent.co.uk/
- Whistleblowing <https://www.gov.uk/whistleblowing> and <https://www.gov.uk/government/publications/whistleblowing-guidance-and-code-of-practice-for-employers>

The procedure you will follow (how you will act) if you have concerns about a child in your care. For further information see Statutory Framework for the Early Years Foundation Stage – Section 3 – The Safeguarding and Welfare Requirements, Pages 16 and 17.

- Inform parents that you have a responsibility to report concerns not to investigate the situation.
- Any concerns about a child will be reported for advice and assessment to:

Leicestershire First Response:	0116 3050005
www.leicestershire.gov.uk/firstresponse	
Professionals requiring safeguarding advice	0116 305 5500
Leicester City Social Care Duty Team:	0116 2527004
Leicestershire Police:	0116 2222222
Ofsted :	0300 1231231

- When you would or wouldn't discuss your concerns with parents.
- What you will do if a child tells you that they, or another child, is being abused.
- What you will do if you, or a member of your family, have an allegation of abuse made.

Guidance on producing policies on the use of mobile phones, cameras and internet in your setting

Statutory Framework for the Early Years Foundation Stage 3.4 Child Protection.

Having a statement about the settings use of mobile phones, cameras and internet does not prevent child abuse. Staff still need to have knowledge and the responsibility for the Safeguarding policy of the setting, including whistle blowing.

What your policy could include:

- Staff's use of their own personal mobile within the setting.
 - Where are they to be kept when at work?
 - When can staff make personal calls?
 - What if they are expecting an emergency call?
- If the setting has no land line and uses a mobile phone or a mobile phone used for outing, how is this used/stored?
- Camera's – How/why/when photos will be taken of children/where stored and for how long. Is setting camera used?
 - Photo permission form to be produced for parents?
 - Special events/open days
- Parents use of their mobiles in the setting
 - Are long/loud conversations an issue?
 - Parents taking photos on their phone of children, other than their own, are around
- Children bringing their own phones to the setting. Children in OOS should be part of the process in putting together a policy.
- Children taking their own photos. Either on the setting camera(s) or using their own phone.
- Information for parents and children about how to keep children safe when using the internet; what to do if you have concerns about what children are viewing and how children can keep themselves safe.

This list is not exhaustive and your policy **must** reflect what happens in your setting. Consultation with children and parents on policies is good practice, providing an opportunity for feedback on areas you might not have thought of.

Guidance available

<https://resources.leicestershire.gov.uk/education-and-children/early-learning-and-childcare/out-of-school-providers-oos/oos-resources>

Protocol between Ofsted and fire rescue authorities: suitability of premises for the provision of care for young children

This protocol is between fire and rescue authorities and Ofsted with regard to childcare provision.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

Reference no. 070144

© Crown copyright 2010



Complaints Policy Guidance

For further information see Statutory Framework for the Early Years Foundation Stage, Section 3, pages 33.

Points to include:

- Work in partnership with parents to meet the needs of the children and aim to establish good relationships with parents through open communication.
- Parents are encouraged to discuss any concerns they may have with you to hopefully resolve any issues.
- Inform parents that it is a condition of registration that you will investigate all written complaints within 28 days.
- Let parents know that if a complaint cannot be resolved or is of a serious nature they should contact Ofsted on 0300 1231231.
- You will keep a written record of all complaints and the outcome for at least 3 years if it applies to the Early Years Register or 2 years for the Childcare Register.
- Any records of complaints will be made available to parents and Ofsted on request.
- Details of how to contact Ofsted directly will be displayed in the childminder's setting.

Provider complaints record and how to complete the complaints record

Provider complaints record

Date of complaint:			
A: Source of complaint			
Parent (in writing, including email) ⁵	<input type="checkbox"/>	Staff member	<input type="checkbox"/>
Parent (in person)	<input type="checkbox"/>	Anonymous	<input type="checkbox"/>
Parent (phone call)	<input type="checkbox"/>	Ofsted (include complaint number if known)	<input type="checkbox"/>
		Other (please state)	<input type="checkbox"/>
B: Nature of complaint			
(please tick all boxes that the complaint relates to)			
EY Register	<input type="checkbox"/>	Section 2 : Assessment	<input type="checkbox"/>
Section 1 : The Learning and Development Requirements		Section 3 : The Safeguarding and Welfare Requirements	<input type="checkbox"/>
		Compulsory Register	<input type="checkbox"/>
		Voluntary Register	<input type="checkbox"/>
Please give details of the complaint:			

C: How it was dealt with		
Internal investigation Investigation by Ofsted Investigation by other agencies (please state)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Please give details of any internal investigation or attach any outcome letter from Ofsted:		
D: Actions and outcomes		
Internal actions Actions agreed with Ofsted Changes to conditions of registration Other action taken by Ofsted No action Actions imposed or agreed with other agencies	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Please give details:		
Has a copy of this record been shared with parents?		Yes / No
Name of recorder:	Outcome notified to parent: Yes (within 28 days for EY Register and Voluntary /Compulsory Registers) ⁶ Date:	
Position: Name: Signature:	Date Completed:	

How to complete the complaints record

You are not required to use this complaints record. If you wish to use a different form it must include all of the information held in this record. Ofsted may check your complaints record.

When completing the record you should bear in mind it must be shared with any parent who asks to see it as well as with Ofsted. It is important to maintain appropriate confidentiality when filling in the record. This means that you should not name the person making the complaint or any persons (adults and children) that relate to the complaint.

A. Source of complaint

You need to record here who made the complaint. Where people complain to Ofsted, we will normally refer all such complainants to you in the first instance. Where Ofsted carries out an investigation into your continued suitability to provide childcare following a complaint, we will tell you of the outcome of our investigation. Where we do this, you should enter Ofsted as the source and the Ofsted complaint number, if known.

B. Nature of complaint

You must record here one or more of the welfare requirements to which the complaint refers. If you are unsure, you should refer to your EYFS pack or the requirements of the childminder registration. You must record all details associated with the complaint, taking care not to name individuals. For example, use 'child A', staff member B'.

C. How it was dealt with

You must provide information on how you investigated the complaint. You will need to record:

- the process that you took to ensure that the complaint was fully investigated, such as interviews, reviews of records.
- who was involved in the investigation without identifying any individuals names in the complaint, including staff or any child.
- any referrals you made to an external agency, for example local authority environmental health departments or social services.

D. Actions and outcomes

You must provide details about the outcome of your investigation. You will need to record:

- any action(s) identified by you.
- any actions set or taken by Ofsted.
- any action taken by another external agency, where you have their permission to do so.
- the outcome of your investigation, identifying any areas where you feel you could make improvement to your provision.
- if you dismissed any members of staff following the investigation and if so, under what circumstances. If you have dismissed a member of staff for misconduct, because they placed a child at risk of significant harm, you may need to refer to Independent Safeguarding Authority. You can find out how to do this by ringing Ofsted on 0300 1231231, and informing the Local Authority designated officer on 0116 305 7597.

You must share an account of the findings of your investigation and the actions, if any, that you took or you intend to take as a result of your investigations with the parents who made the complaint, and at the request of any parent of a child in your care at the setting. You must do this within 28 days from the date the complaint was made. You can do this by sharing this record. If they ask you to do so, or if you think it is appropriate, you should send a separate letter to the parent who made the complaint, giving more detail.

Parental Responsibility

1989 Children Act

This Act was a landmark law, redefining the relationship between parent and child. It changed the previous emphasis from one of duty and rights of the parent to one of responsibilities. The Act uses the concept of 'parental responsibility' to describe the rights, duties, powers, responsibilities and authority parents have for their child. In this Act, a child is a person under the age of 18.

- Parental responsibility means being responsible for:
- Your child's wellbeing
- Looking after your child
- Feeding and clothing your child
- Making decisions about their schooling
- Deciding whether to consent to medical treatment
- Representing them in legal proceedings
- Making decisions about where to live
- Making decisions about their religious upbringing

The law sets out who has parental responsibility. You have it automatically if you are:

- The biological mother of the child
- The biological father of the child, and were married to the mother at the time of conception or birth, or you married the mother after the birth of the child.
- You are adoptive parents once an adoption order is made.

Even if the marriage breaks down, both father and mother will continue to have parental responsibility.

Unmarried fathers did not have the same rights and responsibilities as a married father. However a new Act, the Adoption and Children Act 2002, now gives an unmarried father parental responsibility where he and the mother register the birth of their child together, but the Act is not retrospective, so unmarried fathers with children born before 1st December 2003 can still only get parental responsibility agreement, either by:

- Making an agreement with the mother
- Or by applying to the court for a parental responsibility order.

Unmarried couples wishing to obtain a parental responsibility agreement have to:

- Obtain a form from a solicitor or family court
- Go in person to the local Magistrates Court or County Court to get it signed
- Send it to the Principal Registry of the Family Division.

(Childcare Act 2016: Parental Responsibility has the same meaning as in the Children Act 1989)

Same-sex parents

Civil partners

Same-sex partners will both have parental responsibility if they were civil partners at the time of the treatment, e.g donor insemination or fertility treatment.

Non-civil partners

For same-sex partners who aren't civil partners, the 2nd parent can get parental responsibility by either:

- applying for parental responsibility if a parental agreement was made.
- becoming a civil partner of the other parent and making a parental responsibility agreement or jointly registering the birth.

Parent Responsibility

The Statutory framework for the early years foundation stage 2014, asks that providers hold certain information on persons who have parental responsibility. For further clarification see Section 3 'The safeguarding and welfare requirements' 3.72.

Therefore, could you please complete the form below, prior to your child(ren) being admitted into my care. If there are subsequent changes to these details please let me know immediately.

Name of child:

Date of birth:

Parent / Carer 1

Name:

Relationship:

Legal contact Yes No

Parental responsibility Yes No

Parent / Carer 2

Name:

Relationship:

Legal contact Yes No

Parental responsibility Yes No

Parent / Carer 3

Name:

Relationship:

Legal contact Yes No

Parental responsibility Yes No

Form completed by:



Keeping children safe is everyone's responsibility

What should you do?

If you think a child is being abused or harmed, take action straight away. The longer abuse or harm goes on, the longer it will take for a child to recover.

If you have concerns about a child, help is available 24 hours a day, seven days a week. Contact:

Leicester City Council

0116 454 1004
DAS.Team@leicester.gov.uk

Leicestershire County Council

0116 305 0005
childrensduty@leics.gov.uk

Rutland County Council

01572 758407
dutyteam@rutland.gcsx.gov.uk

Police

Non emergencies, call 101
In emergencies, always dial 999

ChildLine

0800 1111
www.childline.org.uk

NSPCC

0808 800 5000
help@nspcc.org.uk

The Leicester City, Leicestershire and Rutland Local Safeguarding Children Board procedures are available from: www.lrsb.org.uk and www.lcitylscb.org



HM Government

Working together to safeguard children

A guide to inter-agency working to safeguard and promote the welfare of children

March 2015

This document is available online at
[https://www.gov.uk/government/publications/working-together-to-
safeguard-children--2](https://www.gov.uk/government/publications/working-together-to-safeguard-children--2)



HM Government

What to do if you're worried a child is being abused

Advice for practitioners

March 2015

This document is available online at

<https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2>

Leicester, Leicestershire & Rutland's Safeguarding Children Learning

What is the Competency Framework?

Introduction & Flowchart

The Safeguarding Children Competency Framework is for use by the Leicester, Leicestershire and Rutland Children's Workforce to support individuals and organisations to undertake their safeguarding roles and responsibilities in a **committed, confident and competent** manner.

There is an expectation that organisations will ensure that all staff providing a service are able to respond to concerns in line with local and national agendas.¹

Some individuals will work in settings which provide both universal and specialist services for Children and Adults. It is the responsibility of the organisation to determine the knowledge and learning that is required.

This Competency Framework is for use by:

- The Children's Workforce defined as "...everyone who works or volunteers with children and young people and their families, or who is responsible for improving their outcomes."²
- Adult Workforce Practitioners who may be in a position to contribute to assessments of parenting capacity."
- Workforces that support a 'Whole Family' approach.³
- 'Wider workforce' and other individuals, who have contact with children and their families in their role, however do not work directly with children or their families: i.e. Housing maintenance staff, environmental health officers, receptionists of community centres etc, where there is a responsibility to safeguard both adults and children.

<http://www.lcitylscb.org/safeguarding-learning-development-training/competency-framework-training-strategy/>

The Information Commissioners Office [ICO]

Who are they?

They are an independent public body set up to uphold information rights in the public interest promoting openness by public bodies and data protection for individuals.

What has this to do with Childcare providers?

'The Data Protection Act 1998 requires every data controller who is processing personal information in an automated form to notify, unless they are exempt. Failure to notify is a criminal offence. Register entries have to be renewed annually. If you are required to notify but don't renew your registration, you are committing a criminal offence.' [ICO website]

You are classed as a 'data controller' if you are processing personal information **electronically**, for the provision of childcare.

Personal information can be information on a child's health, behaviour or development, and includes photos.

If you only keep basic personal information for the purpose of accounts [billing parents] this is exempt.

What do I need to do?

Go on to the ICO website – www.ico.org.uk.

Under the heading 'information for organisations' is a link 'do I need to notify and how do I maintain my register entry' this will take you to a self assessment form you complete. This will tell you if you need to register or not.

There is also a 'Frequently Asked Questions', one specifically aimed at childminders.

How much will it cost?

£35 per year

How do I contact them?

Through their website www.ico.org.uk

A helpline number is also available through 'contact us' on the website.



Protecting and improving the nation's health

Health Protection in schools and other childcare facilities

A practical guide for staff on managing cases of infectious diseases in schools and other childcare settings.

<https://www.gov.uk/government/publications/health-protection-in-schools-and-other-childcare-facilities>

East Midlands PHE Centre

Nottingham City Hospital

0344 225 4524

Infection or complaint	Recommended period to be kept away from school, nursery or childminders	Comments
Athlete's foot	None	Athlete's foot is not a serious condition. Treatment is recommended
Chickenpox	Until all vesicles have crusted over	<i>See: Vulnerable Children and Female Staff – Pregnancy</i>
Cold sores, (Herpes simplex)	None	Avoid kissing and contact with the sores. Cold sores are generally mild and self-limiting
German measles (rubella)*	Four days from onset of rash (as per "Green Book")	Preventable by immunisation (MMR x2 doses). <i>See: Female Staff – Pregnancy</i>
Hand, foot and mouth	None	Contact your local HPT if a large number of children are affected. Exclusion may be considered in some circumstances
Impetigo	Until lesions are crusted and healed, or 48 hours after starting antibiotic treatment	Antibiotic treatment speeds healing and reduces the infectious period
Measles*	Four days from onset of rash	Preventable by vaccination (MMR x2). <i>See: Vulnerable Children and Female Staff – Pregnancy</i>
Molluscum contagiosum	None	A self-limiting condition
Ringworm	Exclusion not usually required	Treatment is required
Roseola (infantum)	None	None
Scabies	Child can return after first treatment	Household and close contacts require treatment

Scarlet fever*	Child can return 24 hours after starting appropriate antibiotic treatment	Antibiotic treatment is recommended for the affected child
Infection or complaint	Recommended period to be kept away from school, nursery or childminders	Comments
Slapped cheek/fifth disease. Parvovirus B19	None (once rash has developed)	See: Vulnerable Children and Female Staff – Pregnancy
Shingles	Exclude only if rash is weeping and cannot be covered	Can cause chickenpox in those who are not immune, i.e. have not had chickenpox. It is spread by very close contact and touch. If further information is required, contact your local PHE centre. See: Vulnerable Children and Female Staff – Pregnancy
Warts and verrucae	None	Verrucae should be covered in swimming pools, gymnasiums and changing rooms
Diarrhoea and/or vomiting	48 hours from last episode of diarrhoea or vomiting	
<i>E. coli</i> O157 VTEC Typhoid* [and paratyphoid*] (enteric fever) Shigella (dysentery)	Should be excluded for 48 hours from the last episode of diarrhoea. Further exclusion may be required for some children until they are no longer excreting	Further exclusion is required for children aged five years or younger and those who have difficulty in adhering to hygiene practices. Children in these categories should be excluded until there is evidence of microbiological clearance. This guidance may also apply to some contacts who may also require microbiological clearance. Please consult your local PHE centre for further advice
Cryptosporidiosis	Exclude for 48 hours from the last episode of diarrhoea	Exclusion from swimming is advisable for two weeks after the diarrhoea has settled

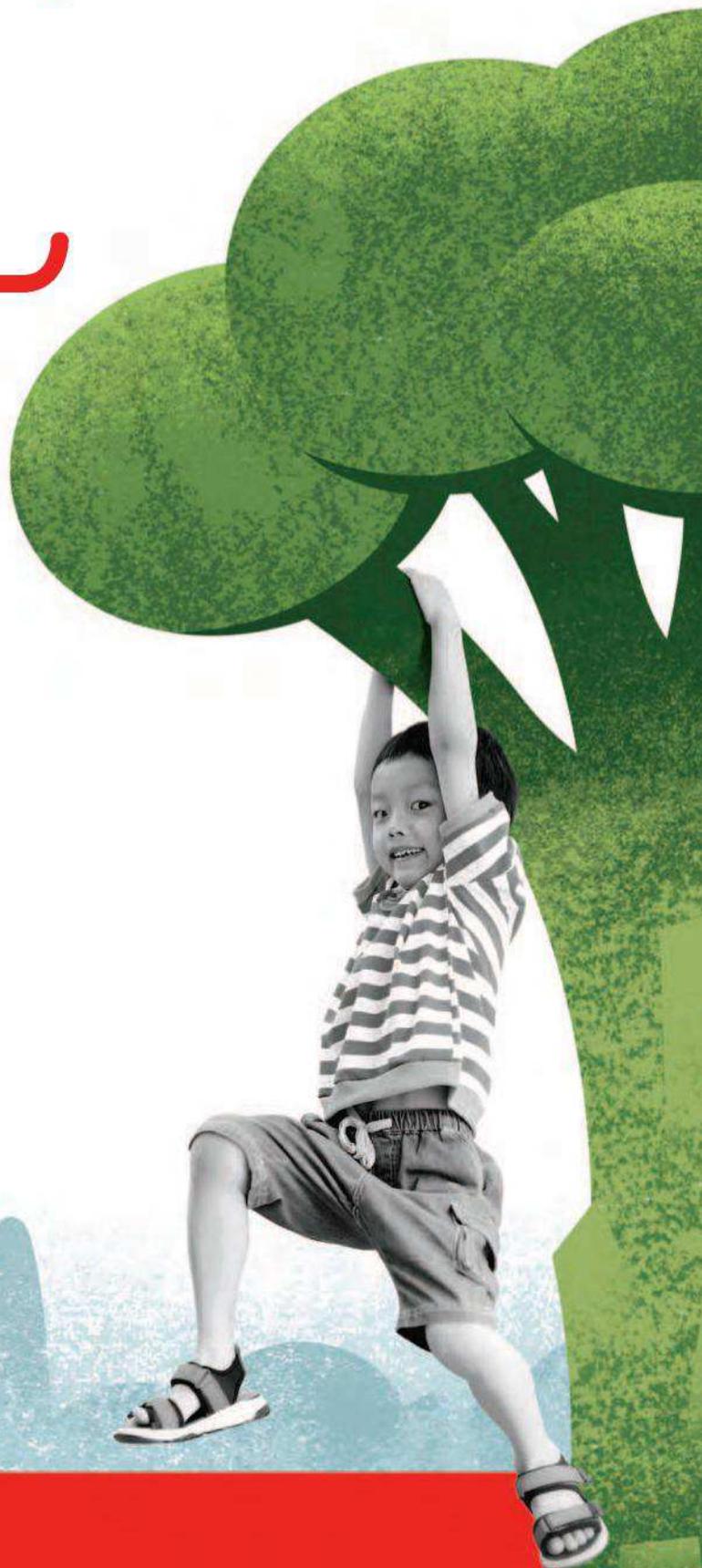
Infection or complaint	Recommended period to be kept away from school, nursery or childminders	Comments
Tuberculosis*	Always consult your local PHE centre	Requires prolonged close contact for spread
Whooping cough* (pertussis)	Five days from starting antibiotic treatment, or 21 days from onset of illness if no antibiotic treatment	Preventable by vaccination. After treatment, non-infectious coughing may continue for many weeks. Your local PHE centre will organise any contact tracing necessary
Conjunctivitis	None	If an outbreak/cluster occurs, consult your local PHE centre
Diphtheria *	Exclusion is essential. Always consult with your local HPT	Family contacts must be excluded until cleared to return by your local PHE centre. Preventable by vaccination. Your local PHE centre will organise any contact tracing necessary
Glandular fever	None	
Head lice	None	Treatment is recommended only in cases where live lice have been seen
Hepatitis A*	Exclude until seven days after onset of jaundice (or seven days after symptom onset if no jaundice)	In an outbreak of hepatitis A, your local PHE centre will advise on control measures
Hepatitis B*, C*, HIV/AIDS	None	Hepatitis B and C and HIV are bloodborne viruses that are not infectious through casual contact. For cleaning of body fluid spills see: <i>Good Hygiene Practice</i>
Meningococcal meningitis*/ septicaemia*	Until recovered	Meningitis C is preventable by vaccination There is no reason to exclude siblings or other close contacts of a case. In case of an outbreak, it

		may be necessary to provide antibiotics with or without meningococcal vaccination to close school contacts. Your local PHE centre will advise on any action is needed
Infection or complaint	Recommended period to be kept away from school, nursery or childminders	Comments
Meningitis* due to other bacteria	Until recovered	Hib and pneumococcal meningitis are preventable by vaccination. There is no reason to exclude siblings or other close contacts of a case. Your local PHE centre will give advice on any action needed
Meningitis viral*	None	Milder illness. There is no reason to exclude siblings and other close contacts of a case. Contact tracing is not required
MRSA	None	Good hygiene, in particular handwashing and environmental cleaning, are important to minimise any danger of spread. If further information is required, contact your local PHE centre
Mumps*	Exclude child for five days after onset of swelling	Preventable by vaccination (MMR x2 doses)
Threadworms	None	Treatment is recommended for the child and household contacts
Tonsillitis	None	There are many causes, but most cases are due to viruses and do not need an antibiotic

* denotes a notifiable disease. It is a statutory requirement that doctors report a notifiable disease to the proper officer of the local authority (usually a consultant in communicable disease control). In addition, organisations may be required via locally agreed arrangements to inform their local PHE centre. Regulating bodies (for example, Office for Standards in Education (OFSTED)/Commission for Social Care Inspection (CSCI)) may wish to be informed – please refer to local policy.

Eat better, start better

A practical guide



Voluntary food and drink guidelines
for Early Years settings in England

What is a Learning Journey?

A learning journey is a record which celebrates a child's learning, development, progress and experiences. It should tell a story about the individual child - what makes them unique; how they best learn; what they are currently learning; their interests, likes/dislikes; who their friends are and the learning experiences they enjoy.

The learning journey should be accessible to both the child and their parents/carers on a daily basis. Thought needs to be given as to the best way of doing this. The learning journey belongs to the child and their parents and should be presented to them upon them leaving the setting/provider.

The child's key person/childminder and family should work together to share pleasure and excitement in the child's learning and documenting aspects of it. The family should be encouraged to regularly add comments, notes and photographs to the learning journey and to take pleasure in sharing it together.

The learning journey is a resource which should be used to further support the child's learning and development - It provides the opportunity for the child, family and provider to revisit special occasions and memories; it reminds them of important moments and people; and thereby creates a sense of belonging and achievement for the child.

A Learning Journey could include:

Parents'/Child's and Key Person/Childminder Voices:

In addition to adding your own observations and comments to the learning journey, it is important to capture the child's "voice" – this means listening to the child with all your senses; i.e. what are they telling you verbally, with their body language, eye gaze, facial expressions, etc? Parents/carers should also be encouraged to voice/share their knowledge of their child's learning and development, current interests, needs or likes/dislikes within the home environment.

Photographs: - Annotated/dated

These should capture children's significant moments and events, interests and explorations. These could be of the child in the setting, at home, taking part in a celebration or special event, etc. You should also add relevant information and comments – these may be your own or taken from the voices of children and/or parents/carers.

Observations: - Dated

These should contain significant information on what you notice whilst observing the child whilst they are engaged in play – e.g. what they did, who with, what they said, their body language, comments and ideas the child has expressed, etc. The documents *Early Years Outcomes* or *Development Matters* should be used to support your judgements on what learning is taking place – include relevant statements to identify which age/stage the child is working at.

You should aim to link your observations to the areas of learning in addition to including detail on the Characteristics of Effective Learning.

Children's "work": Annotated/dated

This relates to the child's creations – e.g. their illustrations, marks they make, photographs of models they make, photographs of the child during play.

Next Steps: – Possible learning opportunities

You should use the information you gather on the child through all the above aspects to identify learning priorities and to help you plan relevant and motivating learning experiences for each individual. Responding to children's learning could be spontaneous - e.g. changing or adding to the environment in some way - or it could mean planning a future activity or intervention. The documents *Early Years Outcomes* or *Development Matters* should be used to support your judgements on what learning is taking place now and to support you in deciding what next steps would be relevant. These should be shared with parents/carers, along with suggestions and advice of how they could further support their child's learning and development at home. A useful document to refer parents/carers to is *What to expect, when?* which can be found here: http://www.foundationyears.org.uk/files/2015/03/4Children_ParentsGuide_2015_WEB.pdf

Free Early Education Entitlement (FEEE)

Funding is available from the Department of Education (DfE) to enable every eligible 3 & 4 year old, and every 2 year old whose parent's meet a certain criteria, to receive a free part time place of up to 15 hours per week. This can be accessed over a minimum of 38 weeks per year until they reach statutory school age (i.e. the term after a child's 5th birthday), which equates to a maximum of 570 hours per year. From September 2017, the government is making funds available for an extended entitlement of 30 hours aimed at working parents, this will be available based on eligibility and will equate to a maximum of 1140 hours per year.

Recent changes implemented by the DfE, allow all Early Years Providers registered with Ofsted to access the FEEE funding. At the first inspection, providers are expected to gain at least a 'Requires Improvement' judgement in order to keep the FEEE funding; those who do not achieve this risk having the funding withdrawn.

Registered Early Years Providers may also support eligible 2 year olds, however, they must ensure they receive at least a 'Good' Ofsted judgement in order to continue this support for families.

Funding for the 3 & 4 year old funding is paid through an Early Years Single Funding Formula (EYSFF) and is based on the following elements:

Base rate (for all providers): £3.97

Deprivation supplement: Maximum of £0.08 based on the child's address

Eligible 2 year olds are funded separately at a rate of £4.93.

Please be aware that during the first term of claiming the FEEE you will only receive one payment known as the final payment. This is made at the end of the term once we have collected data about the eligible children attending your setting. It is therefore important that you have sufficient funds to support the on-going costs of providing childcare during this first term (i.e. staffing / resources / rent / utilities etc). Once you have completed your first term and data collection exercise we are then able to generate an initial payment to support the on-going sustainability of providers.

For further information, please visit www.leics.gov.uk/feee, where you will find guidance documents, good practice tools, an application form as well as further information regarding the 2 year old funding and the extended entitlement to 30 hours for those eligible parents/carers.

For any FEEE queries, please contact the FEEE helpline on 0116 305 5788 or email us at: FEEE@leics.gov.uk

The Early Years Pupil Premium (EYPP) in Leicestershire

What is the Early Years Pupil Premium?

The EYPP is additional funding to support disadvantaged 3 and 4 year olds receiving the Free Early Education Entitlement (FEEE). The EYPP will be paid to local authorities through the Dedicated Schools Grant (DSG). Local Authorities will be required to pass it onto early years providers for each eligible child at the hourly rate of 53p per hour (around £300 for a full time place of 15 hours).

All registered early years providers that take children for the FEEE – including private, voluntary and independent providers; and childminders – will be able to claim the EYPP for eligible 3 and 4 year olds.

Children will be eligible if they are 3 or 4 years old and receiving Government funded FEEE in any OFSTED registered provider and their parents are in receipt of one or more of the benefits.

For more information

<https://resources.leicestershire.gov.uk/education-and-children/early-learning-and-childcare/childcare-practice/leadership-and-management/early-years-pupil-premium-eypp/eypp-guidance-and-resources>

AnyComms+

Secure File Transfer System

AnyComms+ is a secure file transfer system which enables Childcare Providers to submit Headcount and Mid-term Adjustment Forms to claim for their FEEE funding as well as accessing their Notes of Visits and Monitoring Reports.

In addition however, Anycomms+ allows for 2-way communication, allowing Providers to send information to the Local Authority safely and securely. This may include evidence to support a funding claim, a letter of enquiry or feedback for the Service. It will also allow Providers to send files to each other, to schools, and to other AnyComms+ users (e.g. Health, SENA, etc.).

Accessing AnyComms+

Log into <https://filetransfer.leics.gov.uk/Login.aspx> and follow the User Guide which gives full details on how to use the system.

All Providers will be sent their username/password/memorable word in separate emails once registered.

In order to receive a password and memorable word reset please email AMAdminSystemsSupport@leics.gov.uk or phone 0116 305 7423.

Early Help

The term Early Help is used to describe the process of taking action early and as soon as possible to tackle problems emerging for children, young people and their families or with a population most at risk of developing problems. Effective help may occur at any point in a child or young person's life.

This definition includes both **help early in life** (with young children including pre-natal interventions) and **help early in the development of a problem** (with children or young people of any age). It includes universal help that is offered to an entire population to prevent problems developing, and targeted help that is offered to particular children, young people and families with existing risk factors, vulnerabilities or acknowledged additional needs in order to protect them from developing problems or to reduce the severity of problems that have started to emerge.

Please use the Request for Services e-form available by following the link on the webpage <http://resources.leicestershire.gov.uk/earlyhelp> This means that the form can be completed on the County Council website and it is passed securely to the First Response team. **For support and advice on Early Help approaches please contact First Response – Children's Duty on 0116 3050005 and ask for the P3 Desk.** Early Help takes place within Priority 3 of the Children's social care priority levels.

First Response will help to ensure that there is 'no wrong front door' - that any request for help where needs are adequately identified will be responded to appropriately.

The **Pathway to Services document** sets out the thresholds and criteria for services in Leicestershire:

https://resources.leicestershire.gov.uk/sites/resource/files/field/pdf/2017/1/9/pathway_to_services_document.pdf

SEND LOCAL OFFER

n-and-children/special-educational-needs-ar About the Local Offer | Leic... x

Suggested Sites Web Slice Gallery Welcome! FLX8F90.tmp

Leicestershire County Council

Menu A to Z

This site puts cookies on your device to make it work better. By continuing to use our site, we'll assume you're okay with this.

[More about cookies >](#)

[Home](#) / [Education and children](#) / [Special educational needs and disability](#)

About the Local Offer



Information about what the Local Offer is and how you can get involved.

[Leicestershire Local Offer](#)

[What is the Local Offer >](#)

The Leicestershire Local Offer gives children and young people with special educational needs or disabilities (SEND) and their families information about help and services in Leicestershire.

[Give feedback on the Local Offer >](#)

Tell us what you think of the Leicestershire Local Offer and your experience of services and facilities for children and young people with special educational needs and disabilities (SEND).

[You said, we did >](#)

Find feedback about the Leicestershire Local Offer from parents and people who care for and work with children with special educational needs and disabilities (SEND). Also find out what we have done in response.

[Register or suggest a service >](#)

Register or suggest a service not already included in our directory of services.

News

[Local Offer Facebook group](#)

26 April 2017

Leicestershire SEND now have a Facebook group where you can get involved and keep up to date.



[Awards celebrate young people's triumphs](#)

06 February 2017

Heart-warming stories of courage and triumph

[Services urged to sign up for Local Offer Live](#)

09 January 2017

Council wants services from across the county to register for region's biggest special needs and disability event

[Accessibility](#)
[Cookies](#)

[Disclaimer](#)
[Privacy notice](#)

[Twitter](#)

[YouTube](#)