

# Early Years News

**6 September 2018**

---

## **In this edition:**

### **FEEE**

### **Training Courses**

### **Safeguarding**

### **Local News**

### **National News**

### **Welcome back to a new term!**

This term the 0-5 service becomes much larger as the Early Years SEN team and Early years Autism team are merging with the 0-5 service to offer a joined up approach to how we deliver services to pre-school children and their families. The joining of the teams will ensure all early years support is in one place.

It will enable us to provide the best possible services and better meet the needs of Early Years children and their families to help ensure that young children get the best start in life.

3i events and SENDCo networks will be joining together; these events will be open to all practitioners and will be an opportunity to meet with Childcare and Sufficiency Advisors, Improvement Advisors and Early Years Specialist Teachers.

### **Contact numbers for the teams remain the same and are:**

**FEEE helpline** 0116 305 5788

**2YO FEEE** 0116 305 6208

**Early Years Duty Desk** 0116 305 7136

**Specialist Teaching Service Advice line** 0116 305 9400 Wednesday's 2pm-4pm term time only

---

## **FEEE**

### **Headcount is open**

The [Portal](#) allows you to enter headcount details from now up to the 28 September. This means that you can resubmit it as many times up until the deadline date and it's the final submission you will be paid on. We would recommend that you complete the majority of information well before the deadline date.

### **Signing in to the provider portal**

New guidance has been produced to support you in logging in to the [Provider Portal](#) if you forget your password. Please find details [here](#).

### 30 hours DERN validation

Below are the top 3 reasons extended entitlement funding was not paid over the last couple of terms.

- Provider had validated the DERN but then failed to add it to the headcount
- Providers didn't check that the parent had re-validated their code and they had past their grace period
- Children receiving a code but not being three years old

You can use the expiration dashboard to keep you up to date with the current situation.

The local authority cannot make any extended entitlement payments in the Autumn if a parent doesn't have a code predating the 31 August. All enquiries must be settled with HMRC – contact them on 0300 123 4097.

### Autumn funding

In autumn virtually all schools will have a teacher training day on the 28<sup>th</sup> August and some schools will be closing between the 19<sup>th</sup> and 21<sup>st</sup> December. So to be as flexible as possible we have let term time only providers claim from the 28<sup>th</sup> August this year instead of starting from September, if they wish.

The maximum weeks that can be claimed in the [Autumn](#) will be 15. If you open on the 28<sup>th</sup> August and close on the 21<sup>st</sup> of December you can charge parents for the extra week. If you do charge, then we would recommend charging for the first week not the last week just before Christmas.

### 2018 / 2019 Funding Periods

For funding, Leicestershire has moved away from school terms to funding 'periods' as of Autumn 2018. This is in recognition that the constantly changing term dates can make planning difficult. This new way of working will provide consistency year after year, but also brings the funding in-line with eligibility deadline dates and birth-date criteria.

The highlighted number of weeks for each period (12 – Spring, 11 – Summer and 15 – Autumn) in the [calendar](#) and the equivalent number of hours is the **maximum allowed excluding any banked hours**. These will not change as we move forward over the next few years.

Term – time only providers should only claim for the number of hours in the weeks they are open in any period. If the total number of weeks is lower than the maximum that can be claimed for, then the remaining will be banked to enable providers to claim more in the next period.

#### Example for 2018 / 2019

A child attends 15 hours per week.

In the Autumn period 2018 you will claim on your headcount from 28<sup>th</sup> August up to Friday 21<sup>st</sup> December. This will be for 15 weeks x 15 hours = 225 hours in total

In the spring period you will claim on your headcount from 7<sup>th</sup> January up to 29<sup>th</sup> March. This will be for 11 weeks x 15 hours = 165 hours in total

In the summer period you will claim on your headcount from 1<sup>st</sup> April up to 12 July. This includes two weeks before Easter. This will be for 12 weeks x 15 hours = 180 hours in total.

In effect because Easter falls late in 2019, you bank one week from the spring period to take into the summer period.

A total of 570 hours per year.

Because we are paying 100% initial payment before the end of each period you will still receive funding to cover any changes in moving to periods instead of school terms.

### Stretching a child's hours

When stretching the funded hours, providers need to be aware of the maximum hours they can receive in a period and how this translates for them to creating invoices for parents.

The number of hours a child can stretch depends on the hours (15 / 30 per week) they are entitled to and which period they start with you. If they **start** in the:

- Autumn they are entitled to stretch a maximum of 225 / 450 hours in that period
- Spring they are entitled to stretch a maximum of 180 / 360 hours in that period
- Summer they are entitled to stretch a maximum of 165 / 330 hours in that period

If they bank any hours in a period, this can be added to the maximum number of hours in the following period.

#### Example:

So for a child starting in September they could stretch their 225 / 450 hours. If they stretched by approximately 11 / 22 hours per week they could then bank their remaining hours to enable them to continue stretching the same number of hours in the spring and summer periods.

For a child starting in January they could stretch their 180 / 360 hours. If they stretched by approximately 10 / 20 hours per week they could then bank their remaining hours to enable them to continue stretching the same number of hours in the summer period.

For a child starting in April they could stretch their 165 / 330 hours over the summer period at approximately 7.5 / 15 hours per week.

If a child who started in the spring or summer period stretches below these amounts they could carry the remaining hours forward to the autumn period.

For all FEEE information please see our [webpage](#)

### Foster Parents 30 hours funding

From September, children in foster care who are aged 3 or 4 years old will now be able to receive an additional 15 hours per week over 38 weeks, if the following criteria are met:

- Accessing the extended hours is consistent with the child's care plan; and
- Where there is a single foster parent family, the foster parent is engaging in paid work outside their role as a foster parent; or
- Where there are two foster parents in the same fostering household, both are engaging in paid work outside their role as a foster parent.

Foster parents can claim 30 hours the term after their foster child turns three and they have received the eligibility code from the local authority.

We have created a process where the social care worker agrees the foster parent can claim the funding. The Early Learning and Childcare Service will issue an **eleven digit code starting with the number 4**. The foster carer will bring the code to you in order for you to claim the 30 hours. You do not need to validate the code.

With the late announcement, The Dfe has allowed a bit of leeway in processing the claims in the autumn period. **To ensure funding is paid, providers have until the 26<sup>th</sup> September to add information to the headcount form.**

Foster parents will need to reconfirm, every 3 months, with their social worker that they are still working outside of their role as a foster parent. When we get notice of this we will issue a letter confirming their record has been updated, which they will take to their chosen provider to confirm funding should be paid.

---

## Training

### **EYFS 3i and SENCO Network Meeting Book Now Only £5 Childminders / £10 Providers**

Ideas and strategies will be given which will help staff to plan for, and support children who have significantly delayed development. Useful resources will be shared along with top tips for developing inclusive practice. There will also be a range of information stands available and the opportunity to network with other partners and providers.

### **Developing Inclusive Practice – SEND in the Early Years. Book Now Only £5 Childminders / £10**

**Providers (Discounted through Government funding)**

**A one day conference on 8th December 2018 at the NSPCC National Training Centre - Leicester 9.00am - 4.00pm**

We are delighted to present keynote speaker, Julie Revels, who will convey key messages for inclusive practice and meeting children's individual and unique needs. We will hear about the impact a high quality, inclusive setting can have on children and families. A series of workshops and stalls will give you the opportunity to network with peers and share best practice.

### **Childminder Pop up Event – School readiness Book Now Only £10**

**Beaumanor Hall. Saturday 17th November. 9.00am until 1pm**

The event will explore how childminders can support children and their families to be 'child ready' and 'family ready' for school.

You will have the opportunity to hear Ben Kingstone- Hughes deliver a keynote speech and participate in one of his interactive workshops. There will also be another workshop to attend and the opportunity to network with other childminders.

### **SEND training for EY SENCOSs and Managers Book Now 2 days of training for only £10**

**Park House, Glenfield, Main Hall on 20.9.18 (9.30am - 12.30pm) & The Sports Pavillion, Robotham Room, Glenfield on 27.9.18 (9.30am -4.30pm)**

A two day course for Early Years SENCOSs and Early Years Managers looking at:

- **The code of practice in early years (Session 1)**
- **The Graduated Approach towards identifying and supporting young children with SEND (Session 2)**

**For a full list of courses [Click here](#).**

Alternatively all courses for the Autumn term are now located in date order on our new platform [Eventbrite](#).

### **E-learning coming soon...**

By the next issue we aim to launch our suite of e learning modules. It will be £10 per license and will give you access to 3 modules:

**Progress From the Start for Leaders and managers**  
**Every Child a talker**  
**Parental Engagement and the home learning environment**

---

## Safeguarding

## Working Together to Safeguard children

The new guidance, previously sent to you in draft form, has been released officially. Please find the published copy [here](#).

## Disqualification by Association

As part of the updated Working together to Safeguard Children Document July 2018, the DfE have released the amendments for Disqualification by Association requirement. Please find a copy of the consultation findings and amendments [here](#).

---

## Local News

### Early Years Panels

Due to unforeseen circumstances the panel on 6th September has been cancelled but all cases will be reviewed at the next panel date. The panel are meeting to review the frequency of the early years panel. The panel dates will be published shortly on the web pages.

### Early Years Pupil Premium (EYPP)

Do you need support in writing EYPP action plans?

Our new publication: **Making choices that make a difference** will take you through the process step by step (see section 2) and also signpost you to further resources on our EYPP webpage including top tips, an action plan format and example action plans.

Remember if you have a Child in Care in your setting your Improvement Advisor will be able to support you through this process.

### LCC funding page

If you are a charitable organisation, social enterprise, co-operative or Community Interest Company (CIC) in Leicestershire, the [county council's funding webpage](#) could be what you need to raise valuable funds.

There are an array of different grants and funding opportunities including:

- The [Funding Toolkit](#) this is a free searchable database of funding opportunities, hosted on Voluntary Action Leicestershire's website
- [Funding Central](#) is another national grants and funding website.
- Melton Borough Council who have compiled a very useful source of [funding organisations](#)
- [Leicestershire & Rutland Sport](#) who can provide advice and support for sports clubs and groups to help identify appropriate sources of funding and additional support.
- Further useful grants and funding information is included in the [Additional Sources of Funding document](#), which is updated by Leicestershire County Council on a regular basis
- A new [bulletin](#) from LCC detailing new grants when they become available

---

## National News

### In The Moment Planning (ITMP)

In the moment planning is not new to early years, although it seems to be the new buzz word amongst many. You may be among the numerous providers in the county who have already successfully implemented this style of planning into your daily practice, or you may be thinking about introducing this way of working to your provision.

The essence of ITMP is straight forward and it removes the time consuming process of writing up reams of planning and observations however for ITMP to be implemented successfully there are some key areas which are important to consider when implementing ITMP.

- It's important to have a **clear vision and ethos** amongst the team about what teaching and learning looks like or should look like
- **Quality interactions** are taking place between adults and children
- Consistently high quality observations are recorded which identify **teachable moments**
- A rich open ended **learning environment** determines the quality of learning from the adults and children working together
- Use the **Leuvan scales of well-being & involvement** – to ensure staff have an agreed understanding of the child's level of engagement

Once these steps are embedded in practice practitioners can start to plan in the moment for their key children. There is no need to plan in advance as you can observe and work on a child's interests without delay, rather than turning towards a pre-planned task when they might have already lost interest or moved to another activity.

This means that practitioners can plan and evaluate from day to day rather than week by week. So rather than introducing next steps in a week or two the moment is captured and extended there and then. This is then written up afterwards and records what the child has achieved. The focus for practitioners is to watch, listen, interact and then respond

**"Let the children choose what to do, join them and support them in their pursuits.  
Then write up what has happened" (Anna Ephgrave)**

## The Dogs Trust

The Dogs Trust need your help! They are looking to develop some materials to support early years providers in their work with children and their families. These materials will be aimed at 3 to 5 year olds and will focus on simple ways they can keep themselves safe around dogs.

By completing their short (5 minute) survey, you will help Dogs Trust to understand what nurseries, pre-schools and childminders are already teaching the children in their care about dogs; which dog safety messages you think are appropriate for this age group; and what type of training and resources would be most useful to early years practitioners to support their work with children and families.

## Ofsted

**Ofsted's TES blog: A child's early education lasts a lifetime** - Following a recent webinar, Paul Brooker, Ofsted's Regional Director, East of England, explains the dos and don'ts of early years inspection in schools.

**Ofsted calls for early years experts** - Ofsted is setting up a forum for academics, practitioners and researchers to talk about a wide range of early years issues.



Latest news including the Fortnightly Provider E-Blasts can be found at  
<https://resources.leicestershire.gov.uk/elc-news>