

A message from your Babcock Early Years Consultancy Team

EYFS Newsletter 2 - April 2020

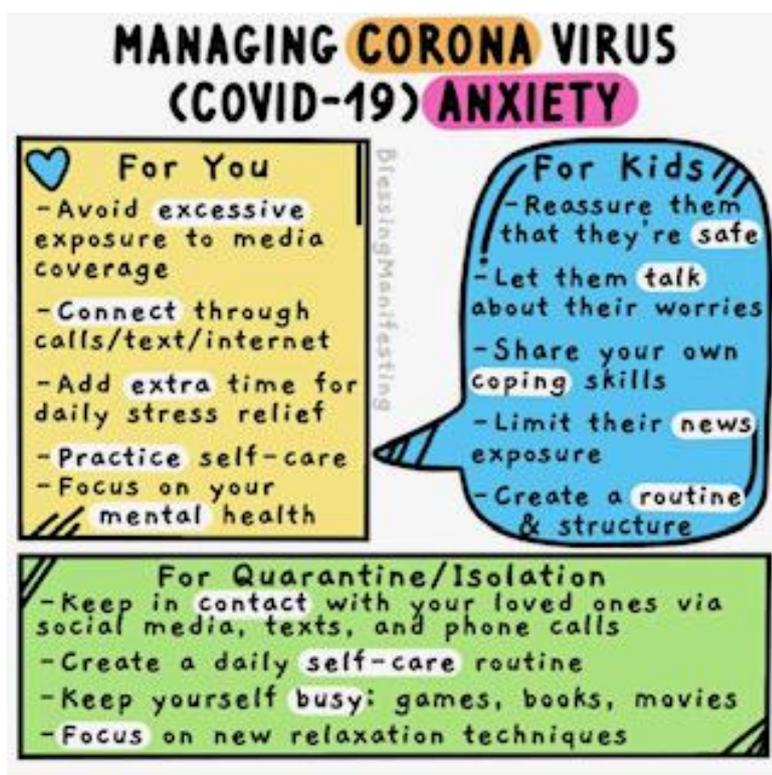
Dear EYFS Colleagues,

We hope our second newsletter finds you safe and well? We would like to thank you for your continued dedication and hard work in these uncertain times.

Over the last few weeks, while we have been contacting you by phone and email, we have received lots of really positive feedback. We have enjoyed hearing about the wonderful experiences you are continuing to offer to children who are attending your schools and settings, and those who remain at home. We recognise the huge amount of effort involved in helping children and families to feel safe and secure at this time.

With emotional well-being our priority, we will be sharing some top tips in our newsletters...

From blessingmanifesting.com



We have included some of the most recent updates from the DfE in this newsletter. You will find any recent and relevant SEND information in our SENDCo Updates. The newsletters and updates are also available to download on the Early Years main page of the [Babcock website](#).

As we recently shared on our social media pages, the Government have published guidance for early years providers about the temporary disapplications and modifications of certain elements of the EYFS statutory framework during COVID-19.

From 24 April 2020, the Government has temporarily disapplied and modified certain elements of the EYFS statutory framework for early years providers who remain open to vulnerable children and children of critical workers during the coronavirus (COVID-19) outbreak. This will allow providers greater flexibility to respond to

changes in workforce availability and potential fluctuations in demand, while still providing care that is high quality and safe.

The temporary changes include:

- *providers are not required to meet existing learning and development requirements, but instead should use reasonable endeavours to meet them during the COVID-19 period*
- *providers are not required to undertake the EYFS profile assessment in 2019/20 academic year, and accordingly local authorities are not required to collect or moderate data on this*
- *providers are not required to undertake the 2 year progress check during the coronavirus (COVID-19) period*
- *exceptions are allowed to the qualifications that staff hold in order to be counted in ratio requirements*
- *requirements around paediatric first aid (where children aged 2-5 years old are on-site). For those caring for children aged 2-5, providers must use their 'best endeavours' to ensure one person with a full PFA certificate is on-site at all times when children are present. If after using best endeavours they are still unable to secure a member of staff with PFA to be on site then they must carry out a written risk assessment and ensure that someone with a current First Aid at Work or emergency PFA certification is on site at all times children are on premises.*
- *There is no longer the requirement for new entrants to hold PFA certification to count in ratios during this period.*

The term 'best endeavours' applies to the paediatric first aid requirements. This is a higher level requirement than 'reasonable endeavours'. The guidance provides further information on this.

The rest of the EYFS remains in place. Please be aware that the requirement to have someone with full PFA certification on-site remains in place where children aged 0-24 months are on-site, due to the higher safety factors for babies and children in this youngest age bracket.

Early years providers and local authorities should familiarise themselves with the details of the changes, that can be found on the usual [EYFS statutory framework](#) webpage. Government will notify providers when these temporary changes will be lifted via usual government communications.

We have worked with Foundation Years to produce a [video podcast](#) for local authorities and providers to share the latest information on the EYFS disapplications.

The DfE have also published guidance for parents to support learning at home during this time.

[Help children aged 2 to 4 to learn at home during coronavirus \(COVID-19\)](#)

[Help primary school children continue their education during coronavirus \(COVID-19\)](#)

Another great document that we have recently shared on our Facebook page is a MESH Guide, by Skip for Early Years Educators, and gives a wealth of information for parents about many aspects of the EYFS and how to support their children at this time.

[A Parent's Guide to Promoting Early Learning and Development at Home \(0 - 5 years\) - Supporting Families During the Coronavirus Pandemic](#)

We will continue to share ideas with you on our [Facebook](#) and [Twitter](#) feeds. Please note that this is not 'our' guidance, we are merely passing on ideas that we think you may like. It is up to you to decide whether they are suitable to share with your families. We would also love for you to share any of your ideas with us.

Transition planning

Now that the preschool/nursery cohort of children have been allocated a school place, we are beginning to consider transition planning, albeit at a time when we are still unsure when schools will reopen.

We aim to support settings and schools to offer the most effective transition for children at this very unsettling time, with emotional wellbeing our utmost priority for children, parents and yourselves.

We would very much welcome your feedback (via phone or email contact) if you have any thoughts on how best we can support you. Please let your EYC know. We are interested in gathering your views, in particular:

- Early Years Setting Practitioners...what do you think is reasonable to complete in a transition document for children who you have not seen since March 20th, and for children who have been attending throughout this period? What information do you feel should be passed on to schools?
- Reception Teachers... what information would you like to receive from settings and/or from parents for children who have not been attending their setting during 'Lockdown' and for those who have?

We've already heard about some great things happening across Devon. Following advice from Devon Admissions, Setting Practitioners are waiting to hear from schools who are beginning to make contact with those who remain open or directly with parents, to begin to build a positive relationship.

A few ideas we love...

- Teachers sending welcome letters/postcards to children who are at home, or to their settings
- Setting up online learning journals such as Tapestry, See-Saw etc. for the new Reception cohort to begin the two-way flow of information shared between home and school
- Virtual school tours
- Skype/Zoom/FaceTime chats
- Teachers sharing regular story times posted on school websites and Facebook pages.

You may also be interested in the ideas shared by [Dave McPartlin, Headteacher at Flakefleet Primary School](#) (of Britain's Got Talent fame!)

We would love to hear what you're doing so we can share on Facebook and in our next newsletter.

Babcock LDP will be sending further guidance to support transition and assessment across all Key Stages and would appreciate hearing about any thoughts and questions you have.

Ofsted

Amanda Spielman spoke to MPs on Monday stating that it is in children's interests to return to school "as soon as possible" but acknowledged that adult health and infection risk needed to be considered. On Monday morning, Ms Spielman told the Education Select Committee: *"We have to accept that what can be done while schools are substantially closed is a very poor substitute for full normal education. Children are losing education and it's not just the children who are disadvantaged or academically behind, it's children without motivations. And it would be unrealistic for anyone, including me, to expect the vast majority of children to have made the same progress they would have made if they'd been in school, which is why I truly believe that it's in children's interests to be back in school as early as possible."*

Ms Spielman acknowledged *"children's interests alone don't dictate the decision. There are decisions around adults, adult health and infection, there are decisions around medical provision - clearly, this is a balance that is not mine nor the Department for Education's to make,"* she said. But she urged schools to plan for how they could best return to normal education and *"making sure children feel that normality"*.

The Ofsted boss said she did not expect inspections to resume before the end of the summer term and schools would not be judged on how they had educated children during the current crisis.

There were *"clear expectations"* around safeguarding, she said, but *"no expectations from government on learning. We need to recognise that education has been substantially disrupted and will continue to be*

disrupted for some period after schools reopen, given what we know about likely expectations around social distancing and shielding," Ms Spielman said. Read the whole article [here](#)

Funding

Updated guidance with regards to the use of free early education funding was updated on 28/4/20, details can be found [here](#). If you have any questions regarding funding, please contact your Early Years and Childcare Adviser.

Contact details - If you have any questions please don't hesitate to contact us.

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As we all adjust to this new way of working, we are all very aware of the importance of communicating in different ways, and staying in touch with each other. In this way we can help to maintain our emotional well-being, to look-out for each other, and help to allay our concerns and anxieties. As we move forward together we will do our utmost to keep you informed and supported.

The EY Team is available via phone and email throughout this time.

Stay safe and well,

Your Babcock Early Years Consultants.

April 30th 2020