

Early Years Bulletin

Dear Colleagues,

It's been a busy start to the second half of term with both the Early Years Update Meetings and the Early Years DSL Forums taking place. The slides from each session are available within this bulletin for anyone who wants a copy for their records; this includes the CPD sessions that were delivered as part of each Early Years Update Meeting.

The funding streams announced in the previous Early Years Bulletin (Early Years Capital, Capital Funding for School Based Nurseries and Wraparound Programme Funding) remain open, although the Early Years Capital Grant closes at the end of November. We would urge anyone who is intending to apply for any of the funding streams to do so as soon as possible.

As ever, if you have examples of good practice that you feel would benefit the Early Years Sector in Worcestershire, please send through articles for the Early Years Bulletin or contact the team to discuss delivering a session at the next Early Years Update Meetings, which take place in February.

If you need any advice or support, please email the team on EYCC@worcestershire.gov.uk or submit a request via the [website](#).

Regards,

The Early Years Team

Contents

Early Years Bulletin: Worcestershire News and Reminders	3
Nursery Education Funding.....	3
Early Years Update Meetings.....	3
Early Years Transition Toolkit Survey.....	4
Worcestershire Early Years Community Hub.....	4
Understanding the EYFS Framework for Prospective / Registered Childminders and Childminding Assistants	5
Early Years Capital Funding.....	6
Fostering is... Everything	7
Recruitment Reminder.....	8
Early Years Bulletin: National News and Reminders	8
Ofsted: Poster for Parents	8
Capital Funding for School Based Nurseries	8
Sustainability and Climate Change.....	9
Early Years Bulletin: Out of School Provision	10
How to Improve School Playtimes by Therese Hoyle	10
Wraparound Programme Funding.....	13
Early Years Bulletin: Safeguarding.....	13
Worcestershire Safeguarding Children Partnership – October Newsletter	13
Early Years DSL Forum	13
Early Years Bulletin: News from the Inclusion Team	14
Wyre Forest Outreach Service	14
Early Years Inclusion Funding dates.....	14
Early Years Inclusion Team Helpline	14
SENDIASS Training.....	15
SCERTS certification	16
Early Years Bulletin: Training	16
Early Years Update Meetings: Spring 2024.....	16
Understanding the EYFS Framework for Prospective / Registered Childminders and Childminding Assistants	17
Worcestershire Early Years Community Hub.....	18
Early Years Inclusion Training	18

Early Years Bulletin: Worcestershire News and Reminders

Nursery Education Funding

Autumn Term Adjustment Claims

The Provider Portal is now open for any Autumn Term Adjustment Claims. Claims that are submitted by Friday 29th November will be included on the Autumn Term Actual Payment, which is due the week commencing ...December. Adjustment Claims that are submitted between 30th November and 10th December will be paid in the Adjustment payment at the end of December.

Eligibility Codes for January 2025

Families of children who are due to start accessing funding from January 2025 under the Working Family criteria should now be applying for their Eligibility Codes.

Please ask for the Eligibility Code to be given to you as soon as possible and use the Eligibility Checker on the Provider Portal to confirm that the Start Date is on or before 31st December 2024 and that the End Date is on or after 1st January 2025.

Early Years Update Meetings

It was lovely to see so many people at the recent Early Years Update Meetings. A copy of the slides from each session are available for reference:

- [Childminders](#)
Slides include
 - Oral Health Training delivered by Georgia Owen
 - [Looking after Children's Teeth information booklet](#)
 - [Preventing tooth decay infographic](#)
- [Group Settings](#)
Slides include:
 - What is Ofsted looking for in a good leader?
 - Communication and Language in Early Years delivered by Tenacres Little Folk
- [Out of School Settings](#)
 - [Top Tips for creating playful after school clubs](#) delivered by Thérèse Hoyle

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 toolkit: [Early Years transition toolkit | Worcestershire County Council](#)

We ask that this survey is completed by **Friday 22nd 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 expertise in the room to recognise what’s working well and gain support to overcome challenges in an empowering and supportive way.

Taking place on **Thursday 21st November at 6:30pm**, places are bookable via [CPD](#); 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 [CPD](#):

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 a day-to-day 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 ensure the early years' experience contributes positively to early brain development.

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 Ofsted's definition of teaching. To teach effectively we need to join children in play, 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 code: 10533)

- Consider part 2 of the Early Years Foundation Stage Statutory Guidance which is focused on the requirements around assessment. We will unpick what we must do and how this fits into the observation, assessment, planning cycle. We will explore how to capture meaningful learning in action, ways in which to document this and how we then plan next steps, so this process is meaningful and has a purpose.

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 quality improvement for our childminding practice. Drawing on content already explored in this webcast series we will bring our learnings together to ensure our provision remains effective and in compliance with the Early Years Foundation Stage Statutory Guidance.
- This webcast offers opportunities for reflection and action planning based around the Seven Features of Effective Practice as developed by Development Matters. This supports us in leading our setting confidently and ensuring we have an accurate oversight of our whole provision whilst demonstrating our commitment to quality improvement.

Please see Training section below for booking instructions.

Early Years Capital Funding

As previously communicated, Worcestershire has approximately £850,000 of capital funding to support the expansion of funded Early Years provision.

Capital funding encompasses building work and the installation of fixed assets and equipment with a shelf life of more than one year and costing more than £500. It cannot fund running costs, routine maintenance or refurbishment of premises. Further information about the use of capital funding for the Childcare Expansion can be found [here](#).

Criteria

To be considered for capital funding, projects must:

- Create additional funded early years places
- Be in areas of Worcestershire where WCC have identified a sufficiency risk/issue **or** provide places for families from an area with a sufficiency risk/issue, demonstrated through previous take-up of places
- Evidence high quality Early Years provision
- Evidence ongoing viability/sustainability
- Evidence good value for money

District maps outlining areas of the County that have an identified sufficiency risk/issue can be found [here](#).

Applications

Applications can now be submitted, up until **Friday 29th November**. All applications will be assessed before any decisions are made; cost per place, total cost of the project and the local sufficiency risk/issue will all be considered during the assessment process.

[Early Years Capital Funding Application Form](#)

As part of the application, the following information must be supplied:

- Minimum of 3 quotes for projects under £20,000 or 4 quotes for projects over £20,000
- Cash-Flow Forecast for the next 3 years (2024/25, 2025/26 and 2026/27)

All successful applications will be subject to a clawback agreement, the length of which will depend on the total funding awarded.

Fostering is... Everything

Fostering can mean everything to those involved. That is the message of a powerful new fostering film launched today (17 October) from over 100 councils. 'Everything' is the seventh film produced by a growing partnership of councils and children's trusts to promote local authority fostering. The 'Everything' project is the largest collaboration yet, with participants from Doncaster to Devon and Wigan to Worcestershire.

'Everything' follows foster carer Mike and his family on a journey through time with two of the children they have looked after, who are now adults. A surprise 60th birthday party for Mike gives Will and Zara a chance to reflect on how being fostered made a difference to their lives, thanking him for everything.

Thanks to footage shot on a genuine old camcorder, we are taken to the 1990s, to see how Will settles into the family. We also jump back to the 2010s, when a young Zara is being taught to play the guitar by Mike, something that comes full circle when she performs a song at the party. Mike's son Chris is involved throughout, showing the important role the children of foster carers play. The concluding message of the film is that what you do with your life could forever change someone else's – encouraging people to foster in order to make that change.

'Everything' is the latest in a series of film collaborations that started in 2017 with 'Giants', which was supported by a small number of local authorities in the midlands and has now grown into a national project across England, reflecting the need to recruit more foster carers.

[Watch the 'Everything' film on YouTube](#)

We would be grateful for your support in promoting and sharing this video within your communities.

For more information about fostering, please visit www.worcestershire.gov.uk/fostering

Recruitment Reminder

Please don't forget that we can include any staff vacancies you are currently advertising via the WCC Facebook Jobs and LinkedIn pages. Please email ChSComms@worcestershire.gov.uk with the following information if you wish to make use of this service:

- Job title
- Location
- Hours
- Brief description of role
- Link to your setting for more information and/or details of how to apply
- Closing date

Early Years Bulletin: National News and Reminders

Ofsted: Poster for Parents

Ofsted have updated their contact number on the Poster for Parents, which explains their role in childcare registration and regulation: [Ofsted's role in regulating childcare: poster for parents - GOV.UK](#)

Capital Funding for School Based Nurseries

On Thursday 17th October, the DfE announced that state-funded primary-phase schools will be able to apply for up to £150,000 of capital funding to upgrade spare space to create or expand on-site early years provision. The new or expanded provision can be school-run or delivered by early years settings (PVI providers including childminders), offering places for any early years age-group in areas where there is local demand. Guidance on the scheme is available [here](#).

To apply for the funding, schools must have LA support. If you are intending to apply for the School-Based Nurseries Capital Grant 2024 to 2025, please complete this [Expression of Interest form](#) to enable the local authority to assess:

- If there is a sufficiency need for additional early years provision in your location
- If there are any accommodation or lease considerations

[Applications](#) from schools will be open from Thursday 17th October until Thursday 19th December.

Schools that are interested in opening provision in the future but are not intending to apply yet, may register their interest with the DfE [here](#).

Sustainability and Climate Change

In April 2022, the Department for Education launched their strategy (DfE, 2022) on [sustainability for education and children's services systems](#), which aims to make the United Kingdom the world-leading education sector in sustainability and climate change by 2030.

By 2025, the [aim](#) is that all education settings will have a nominated sustainability lead and have put in place a climate action plan. Visit [Sustainability Support for Education](#) to find out where to start, or what to do next.

Reading Suggestions

In your settings explore books that can support the children to understand their world and climate change and how they can make changes; these link to the Early Years Foundation Stage, as well as the non-statutory guidance of Development Matters.

Here are a few ideas:

Rubbish? Don't throw it away! By Linda Newbert & Katie Rewse

The Robber Raccoon by Lou Kuenzler

The journey home by Frann Preston-Gannon

Mother earth is weeping by Claire Donald

Dear Earth by Isabel Otter

If you have any further book titles you would like to add to the list, send them to eycc@worctershire.gov.uk to be shared.

Sharing ecofriendly Christmas ideas with parents

[Have an eco-friendly Christmas! - National Geographic Kids](#)

[Top tips for a sustainable Christmas | WWF](#)

[How to have an eco-Christmas | The Wildlife Trusts](#)

Other resources:

[Sustainability Matters in Early Childhood](#)

[London Early Years Foundation Sustainability Strategy](#)

Early Years Bulletin: Out of School Provision

How to Improve School Playtimes by Therese Hoyle

Many people are becoming more concerned about children's lack of social skills and ability to play. Often, we hear people say things like "It wasn't like this in our day. Children knew how to play; we played street games; the roads were safe; and we didn't have computers. Children don't seem to know how to play anymore."

Over my years in schools as a teacher, parent and education consultant, I have heard a common cry from teachers, lunchtime supervisors and parents: "Help," they say, "what can we do about playtimes and behaviour?"

Playtime can be a tricky time. Sometimes all our energy goes into sorting out our inside learning environment and we forget about the outside. What I have seen over the years of working in education and with schools, is that frequently playtimes and playgrounds need re energising.

As a whole school team, we need to reflect on whether behaviour we observe in the playground is bad behaviour – or just bored behaviour. The right environment can make a huge difference: I have seen many a concrete jungle be transformed into a thriving, creative, active and engaging play space with just a bit of thought, teamwork and imagination. And with that, unwanted behaviours reduced in the playground which can also have a positive effect on learning.

So how do can we improve our school playtimes?

Top tip number one: Create playground activity zones

Don't know where to start. A great idea is to conduct an audit of your playground space and current resources, if you need a done for you playtime audit checkout our: [Playtime Audit](#)

Then decide how you can best utilise and use the space you have and make playtimes a more exciting and vibrant time for your children.

It's great to collate a whole school pupil voice of what activity zones the children would like. If you are unsure, you could use some of the activities below to help. Having different activity zones means we are meeting the needs of all children.

Getting the voice of the lunch time staff, TA's, playground supervisors, the adults who know the space and the children the best in the playground is also important. They are an invaluable resource in supporting our children and have a wealth of wisdom they can share from being in the playground and what they see and experience every day.

Once you have decided on your activities, simply divide your playground into the different activity zones and provide the appropriate resources.

Here are some ideas for zoned activity areas:

- Imaginative play zone
- Traditional playground games zone
- “Friendship stop” zone
- Quiet zone
- Craze of the week (one type of equipment is used every day of the week)
- Construction / small world play equipment
- Ball games – football, netball, basketball
- Parachute games
- Performing arts - Music and dance zone
- Painted games – hopscotch, etc
- Nature zone (you may have a wooded area in the school or a garden)

Top tip number two: Imaginative play playground equipment

Playgrounds tend to be full of sports equipment at playtimes, and there can be many children who don’t enjoy playing sports games. We often talk about meeting the needs of all our children and do this well inside, but we may forget when in the playground.

Some other options for playground equipment are :

- Road track set
- Giant plastic playing cards or giant snakes and ladders
- Giant plastic X and O’s
- Colouring in books
- Dressing up boxes
- Tower and cube set – like polydron, however huge!
- Lego and big build blocks
- Small world play
- Bubbles
- Sensory play equipment
- Construction play – like plastic crates, smooth off cuts of wood, (like unused decking), plastic pipes - you may be able to source these for free from local companies.

Equipment like this can help younger children who are transitioning to a bigger playground with older children, but older children also love to play with these activities.

Top tip number three: Craze of the week

The craze of the week is a successful lunchtime strategy. As you know children love learning new crazes, from card swapping to marbles, elastics, yo-yo’s and clapping games. The “craze” is changed after one week for another new and exciting activity.

How to organise craze of the week:

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, shuttleball, hoops, lolo ball, cat's cradle, 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 your 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.

Then create "Craze of the Week" signage so that children know what the Craze is that week.

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?

Are there children in your school who don't enjoy running around at playtimes? That would rather sit in quiet contemplation, maybe in a quiet area of the playground - a garden, or more solitary space? Who would prefer to read a book, colour in, or play a quiet game or activity?

If you have answered yes to any of the above, then it's time to create a quiet space and offer the 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 children's varying needs:

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.
- Organise "Quiet games activity boxes" for the quiet zoned area. These may include cat's cradle, wooden dominoes, Jenga, giant noughts and crosses, pick up sticks, tiddlywinks, board games, Lego, cards, colouring in, bricks, and more.
- 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 and you might like to purchase our [101 Playground Games](#) and [101 Wet Playtime Games](#) books or email me at 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.
- Expand existing wraparound provision, creating additional places and/or increasing your childcare offer.
- Remove identified delivery barriers.

Please note that due to changes in the national childcare agenda, funding for 2025/26 is no longer guaranteed. If you require funding to expand or create a wraparound offer, we urge you to apply as soon as possible; delivery of the project is expected to commence as soon as funding is awarded.

[Wraparound Funding Application Form Autumn 2024](#)

Support is available from the Early Years and Childcare Team, please contact Sharon Jones by emailing Wraparound@worcestershire.gov.uk.

Early Years Bulletin: Safeguarding

Worcestershire Safeguarding Children Partnership – October Newsletter

Worcestershire Safeguarding Children Partnership have just released their October newsletter: [Worcestershire Safeguarding Children Partnership - October 24 Newsletter](#).

Following the Alfie Steele Child Safeguarding Practice Review, a number of briefings have been produced for professionals working with children, including a briefing on [Professional Curiosity](#) and on [Physical Abuse](#).

Early Years DSL Forum

Thank you to everyone who joined one of the recent EY's DSL Forums. A copy of the slides can be found [here](#), which include references to the [Early Years Foundation Stage Safeguarding Reforms – Consultation response](#). The changes highlighted within the consultation response will be implemented from 1st September 2025.

Early Years Bulletin: News from the Inclusion Team

Wyre Forest Outreach Service

Due to unforeseen circumstances the Wyre forest Early Years Outreach Service is currently unable to accept referrals. Worcestershire Early Years Inclusion Team, alongside other services in Inclusion Support will continue to provide guidance and support to families and providers in the Wyre Forest, Bromsgrove and Redditch areas.

Early Years Inclusion Funding dates

[Early Years Inclusion Supplement Funding | Worcestershire County Council](#)

Deadlines for Spring Term 2025 Funding applications:

For any providers that are planning the transitions for new children to start in January 2025, who are known to require additional funding, please apply by **21st November 2024**. This will allow you to have funding agreed prior to the start of the spring term, and allow you to plan your budgets and staffing accordingly.

Early Years Inclusion Team Helpline

The Early Years Inclusion Team helpline operates:

- Every Tuesday & Thursday afternoon (term time only) between 1pm – 3pm there will an Inclusion Officer able to take your phone calls.
- The remaining times within the week, someone may answer, or we ask that you leave a voicemail for us to get back to you.

Inclusion helpline and answer machine: 01905 843099

Inclusion helpline email: eyinclusion@worcestershire.gov.uk

Follow us on [Facebook](#) for updates

Early Years Inclusion [website](#)

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) offer **FREE 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- HW SENDIASS](#)
- [Herefordshire and Worcestershire SENDIASS Online Information Session for Professionals](#)
- [Special Educational Needs \(SEN\) Support and The Graduated Response in Schools Workshop for Professionals- HW SENDIASS](#)
- [What Does a Good Education Health and Care Plan \(EHCP\) look like? Workshop for Professionals- HW SENDIASS](#)

Workshops currently available for Parent Carers:

- [Autism and Me \(developed by autistic young people\)- HW SENDIASS](#)
- [What does a good Education Health & Care Plan \(EHCP\) look like? – HW SENDIASS](#)
- [How to check a draft Education Health and Care Plan \(EHCP\)-HW SENDIASS ONLINE WORKSHOP](#)
- [What you need to know if your child has an additional need/ disability- HW SENDIASS ONLINE WORKSHOP](#)
- [Who are SENDIASS and how can they support me? - HW SENDIASS Online Information Session](#)

All sessions are interactive, enabling participants to ask questions. More dates are added each term.

If you have any questions about the workshops or would like to host a session at your setting, please contact SENDIASSTraining@worcestershire.gov.uk for more information.

Find out more on their [SENDIASS Training Webpage](#)

If you identify children in your setting with potential additional needs, you can signpost their families to SENDIASS for **FREE** support.

Contact:

Monday – Friday 8:30am – 4:00pm

Call: 01905 768153 (24 hour answering machine service is available)

Email: SENDIASS@worcestershire.gov.uk

SCERTS certification

We are pleased to confirm that we can now certificate schools / settings and staff that have watched both Stage 1 and 2 of SCERTS.

As the SCERTS is an approach, the certificate is to reflect that you / your staff understand the SCERTS approach in Worcestershire and how to implement it.

How to request your certificate

- Email workforcesupport@worcestershire.gov.uk
- Subject bar: SCERTS certification
- Include the following information:
 - School /setting name.
 - Name of each delegate that has watched stage 1 and 2
 - Emails for each delegate as certificates will be issued to this email address
 - If known, date of when you watched the final stage 2 video (if this isn't provided then the team will use the date of the email received)

Certificates will then be organised in CPD (from course code 10537) and issued directly from CPD via the email cap-donotreply@worcestershire.gov.uk, please allow up to 10 days for this to be actioned.

Early Years Bulletin: Training

If you encounter any issues when booking courses via CPD, please contact the Training Team directly via 01905 844420 or workforcesupport@worcestershire.gov.uk.

Early Years Update Meetings: Spring 2024

An opportunity to hear the latest Early Years news on policy, Ofsted and best practice within the sector.

Childminders The childminder sessions also include the SENCo Cluster meeting.

- 13 February 2025, 7pm to 8.30pm, virtual delivery, course code: EY 10273 / 85140

Out of School Providers (Save the date – will shortly be available on CPD)

- 11 February 2025, 7pm to 8:30pm, virtual delivery

Group Settings (All group based provision including school nurseries)

- 12 February 2025, 6.30pm to 8pm, virtual delivery, course code: EY 10272 / 85143
- 14 February 2025, 10am to 11.30am virtual delivery, course code: EY 10272 / 85144

Cost: Free

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

Confirmations will go to the delegate email provided and include the relevant MS teams joining information.

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.

Cost: Free

- Episode 1: **Rationale and underpinning themes** (CPD code 10527)
- Episode 2: **Educational Programmes** (CPD code 10530)
- Episode 3: **Building your curriculum** (CPD code 10531)
- Episode 4: **The wonder of teaching** (CPD code: 10532)
- Episode 5: **Observation, assessment, and planning** (CPD code: 10533)
- Episode 6: **Safeguarding and Welfare requirements** (CPD code: 10534)
- Episode 7: **Leading effective childminding practice** (CPD code: 10535)

To book:

- Book onto any of the 7 episodes making up the Understanding the EYFS Framework for Childminders webcast series via [CPD](#), by searching the CPD code after the episode title.
- Each Registered Childminder will have an CPD account, if you encounter issues when booking please contact the Training Team
- If you are in the process of registering as a Childminder, then an account for CPD will need to be organized; to do this contact the Training Team.
- Once you have booked your place onto one of the 7 episodes, your confirmation email will detail the link to access the webcast / evaluate and a reminder of the remaining episodes available and how to book.
- Training & Conference team – 01905 844 420 / 844 030 or email workforcesupport@worcestershire.gov.uk

Worcestershire Early Years Community Hub

Worcestershire Early Years Community Hub is a networking and peer support session for early years leaders, childminders, practitioners, and EY teacher's working with children within the Early Years Foundation Stage (EYFS). It's a collaboration between University Worcester colleagues enhancing practice for UW students, WCC early years team and **YOU** our setting providers.

Audience: All Early Years practitioners

Cost: Free

Date: 21 November 2024, 6:30pm – 8:30pm, Worcester University, course code: EY 10529 / 90773

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

Confirmations will go to the delegate email provided and include the relevant MS teams joining information.

Early Years Inclusion Training

The Early Years Inclusion Team are offering all of their 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 (EHCNA) – course code 10495
- Individual Provision Maps (IPMs) and Smart Outcomes – course code 10494
- SEND in the Early Years – course code 10493
- Transition in the Early Years – course code 10168
- Webcast: How to write an Individual Support Plan – course code 10084

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

Confirmations will go to the delegate email provided and include the relevant MS teams joining information.