

# Early Years Provider Newsletter

Edition 6 2020

## Introduction

Firstly we would like to thank you for all your hard work over the past months through these difficult times, we are aware that for some of you, the recent weeks have been the most challenging yet, but once more you have been adapting to changes and remaining professional with children at the heart of everything you do. We hope you have found the E-bulletins informative and a good way for us to keep in touch we want to make sure that it is helpful and informative for you so any feedback would be greatly appreciated.

Please send any feedback to me Sam McLaren, my email address is [s.mclaren@bury.gov.uk](mailto:s.mclaren@bury.gov.uk) or telephone me on 0161-253 5087 mobile number 07826533957,

I look forward to hearing from you.

- Covid - 19
- Early Years Foundation Stage
- Safeguarding
- SEND & Inclusion
- The Local Authority Duty
- Training/information
- Feedback

## Covid – 19

We have continued to return weekly data updates to the DfE on a range of issues around numbers of settings and children, based on the information you have given us. These are likely to continue for some time yet.

As always can we take this opportunity to thank you for the information and updates you have provided so far and continue to provide, it's extremely helpful and very much appreciated.

Additionally, the DfE have said that the updates from them to the local authority are likely to be daily leading up to the start of the Autumn term, we will of course keep you updated on these as we receive them.

Please find below the link to the website and latest e-bug newsletter including the latest updates from Public Health England's e-Bug programme: providing educational support for children of all ages about infection prevention and control during the COVID-19 pandemic and updated hand washing poster if required.

<https://mailchi.mp/7723b71d9d78/e-bug-covid-19-support-newsletter#mctoc3>.

Remember to keep up to date with our [Facebook page](#) which we keep up to date daily, we've recently added everything you need to know including posters to download for your settings

See below Public Health England resource information/guidance pack, please ensure you use the links to get up to date information and guidance as changes are made regularly



resource  
information pack.doc

## **Local restrictions**

- There are no new restrictions on registered childcare provision – including childminders - being able to operate. Providers in Greater Manchester should continue to refer to the national guidance for early years and childcare providers and operate accordingly.
- Informal childcare arrangements (e.g. grandparents) will be affected if households are not part of the same support bubble.

I understand some of you may have had a slightly different response from the DfE helpline, suggesting that the guidance used for the Leicester lockdown applies. DfE have confirmed that this is not the case. Link to the relevant guidance for the north west lockdown is below.

<https://www.gov.uk/guidance/north-west-of-england-local-restrictions-what-you-can-and-cannot-do>

## **The government guidance for the local lock down in Northern England has been updated to include 3 FAQs relating to childcare**

### **Can I still visit friends and family in their homes for childcare?**

You should not meet with people you don't live with in their homes or gardens. Two households, or up to 6 people from multiple households, can still meet in outdoor public places (like parks) for childcare.

Where people from single adult households (people who live alone or single parents with dependent children aged under 18) have formed a support bubble with another household, they can continue to visit each other for childcare purposes. Parents and carers can continue to use registered child care provision, including childminders. They can also continue to employ nannies (please see our [guidance on working safely](#) in other people's homes.)

### **Can my friends or family still visit to provide childcare?**

You should not meet with people you don't live with in their homes or gardens. Two households, or up to 6 people from multiple households, can still meet in outdoor public places (like parks) for childcare.

Where people from single adult households (people who live alone or single parents with dependent children aged under 18) have formed a support bubble with another household, they can continue to visit each other for childcare purposes. Parents and carers can continue to use registered child care provision, including childminders. They can also continue to employ nannies (please see our [guidance on working safely](#) in other people's homes.)

### **Are early years childcare providers (including childminders) allowed to remain open?**

Yes, early years and childcare settings may continue to provide education and childcare to all children. They should continue to follow our [guidance for early years and childcare settings](#). Providers can continue to operate with their normal groups sizes in line with the policy in place since 20 July.

### **Are holiday childcare providers allowed to remain open?**

Yes, providers offering holiday clubs, tuition or other activities to children may also remain open as usual and should continue to follow the national guidance on [protective measures for holiday and after-school clubs and other out-of-school settings](#)

We are aware that for some this is a very difficult time, financially. Where financial and business support may be required to sustain the continued provision, Bury Council have a single point of contact you may wish to access, [Bury Means Business](#) where advice, support and signposting is available in terms of how to access loans, grants etc. Please send any questions or requests for financial advice to this email who will look in to your case on a individual basis

Please see attached a leaflet that will be publicised widely over the next few weeks.

This is an important message and we would be very grateful if you could circulate it to anyone that you may come in contact with ie colleagues, parents, carers and friends



Social mediav2  
(002).pdf

## **Early Years Foundation Stage**

### **[Early Years Foundation Stage statutory framework \(EYFS\)](#) Temporary changes made...**

This has been updated once again to reflect the extension of the validity of current PFA certificates. Please see section 6.2 for more information.

**Covid-19 has led to more than one drastic change to the way we do things in the Early Years. A focus to more outdoor opportunities may just be one of the most positive.....?**

During the [Coronavirus update on 25/05/2020](#), Boris Johnson acknowledged "that the transmission of the virus is lower outdoors and that it is easier to follow COVID secure guidelines in open spaces."

That's not all. [Department for Education \(DfE\) guidance](#) suggests that we risk-assess activities and resources and 'keep windows open as far as possible to ensure ventilation and...use outdoor areas as much as possible". [Guidance from the DfE on protective measures to aid reopening](#) recommends you "consider which lessons or classroom activities could take place outdoors," and that you "Use outside space for outdoor education, where possible, as this can limit transmission and more easily allow for distance between children and staff."

All in, it's time we start planning to be enabling a significant deal more of the EYFS outdoors.

**Planning for our "new norm"**

As lockdown restrictions lift and more children return to their childcare, we are all busily drawing up and adjusting COVID-19 risk assessments. We of course need to consider [how we might co-exist with this virus whilst making](#) "reasonable endeavours to deliver the EYFS learning and development requirements as far as possible in the current circumstances".

Increasingly, it seems that optimising chances for children to be outdoors may form a crucial part of these plans.

Of course, there are many things to take into consideration when planning for outdoor learning, including the fickle UK weather. Most importantly though, we need to consider learning possibilities to cover all seven areas of learning and development outdoors, as well as providing opportunities for children to build those all-important [Characteristics of Effective Learning skills for life too](#).

These are present as children actively learn through first-hand experiences of the world, show curiosity, play and explore as well as take chances to create and think critically about the world they're exploring.

With that in mind, here are 38 ideas, broken up into the different EYFS areas, to help you plan for bring the EYFS outdoors.



## **1. The EYFS Outdoors: Personal, social, and emotional development ideas**

- Try low-level experiences for babies and young children, like using old tyres as a sturdy base for investigations – they could be a holder for a washing up bowl for water play or a planter for herbs to investigate with their key person.
- Wind chimes and windsocks, old CDs, and other objects suspended from a tree branch make interesting things for babies and young children to watch and adults to key into cues.
- Parachute games can help form good relationships as children play with others.
- Construction with crates, planks, large blocks are great for physical development and problem-solving.
- The outdoors is also a great opportunity to build relationships in key person groups too.

## **2. The EYFS outdoors: Communication and language ideas**

- Provide small reading nooks for children to explore books independently or for storytimes in small groups.
- Songs and rhymes work just as well inside as outside – try them out in your new environment.
- Make print available outdoors – laminated words reflecting children’s home languages or perhaps a ‘recipe sheet’ or ‘menu’ for your mud kitchen!
- Listen to the sounds – birds, bees, aeroplanes, cars, and emergency service sirens- and talk about what is making them. Conversations about the weather are a fantastic opportunity to extend language, talking about the wind ‘blowing’, ‘swishing’ and so on.
- Make puppets and use them, thinking about how you will provide role play outside like a garden centre or car wash, for example.
- Sometimes providing a narrative can help support learning, talking about what children are doing “jumping up and down” or “splish splash” (as they jump in puddles).

## **3. The EYFS Outdoors: Physical development ideas**

- Consider how babies can safely explore outdoors. For example, how to facilitate tummy time, chances to learn to crawl, creep and walk.
- Make instruments or have ‘Wake up shake up’ sessions to further explore movement, giving children free rein to move and dance. Dance with ribbons and scarves to encourage gross motor skills, crossing the midline and bi-lateral movements.
- Provide resources for the children to help build an assault course outside.
- Sweeping brushes and other tools can help develop more physical skills. Large scale mark-making can be done with chalks or water and large brushes on the floor or a large piece of paper.

- Consider nooks and shaded areas for play and rest too.



#### **4. The EYFS Outdoors: Literacy ideas**

- Share your favourite books and stories in a new setting.
- Watch the clouds, talking about the various shapes you can see (like a dragon or The Gruffalo). Add to the children's word bank by talking through the different types of clouds and their shapes.
- Make your own stories – try a 'magic carpet' where each child adds something to the story and you recap as you go. For example, they can choose characters, where they are going, what adventures they will have and so on. This can be done with a large piece of paper too so that the children can draw, practise their emergent writing and you can scribe to capture their thoughts.
- Try sound or sensory walks as you explore your outside space.
- First-hand experiences of the weather, seasons and world are in abundance outdoors. Factual books might extend this too!
- Children could write for a purpose, taking orders from customers in their café, or you could display open and closed signs to promote print in the outdoors environment.

#### **5. The EYFS Outdoors: Mathematics ideas**

- Try out the same songs and rhymes that cover important mathematical ideas from indoors.
- Provide items in a range of sizes, weights and textures. Talk about the size of things such as a "big book" or "small book". You can try providing treasure basket and heuristic play outdoors on a dry day too.

- Collect natural treasures to count (pine cones, leaves, shells, and rocks), sort into sizes, even or uneven groups, divide to share them with a friend, categorise, sequence – the list is endless!
- Large dice can be rolled to explore numbers, add spots from two dice, decide which is the largest or smallest number (or perhaps they are “the same”?)
- Explore volume and capacity – try making a weighing scale using a coat hanger and small buckets – and then provide objects and resources to weigh so children can hypothesise how many lighter objects it will take to weigh the same as a heavier object? Explore how many small cups of water might it take to fill a bucket or other experiments with volumes.
- Use large 2D shapes on the floor, and let children interact with them – can children jump from a triangle to the square, for example?



## 6. The EYFS Outdoors: Understanding the world ideas

- Laminate photos of children and their families, perhaps babies and toddlers can select photos of their own family from a small collection to have in the outdoor space.
- It might be possible for small groups to go for walks in the local community, perhaps to fruit pick or learn more about the local shops, places of worship, road signs and other environmental print. You can take photos of the different types of print you see to make a display or book too!
- Explore the seasons by planting seeds, growing food in planters or grow bags, and talk children through life cycles and other important natural processes.
- Provide windmills and bubbles and see how they interact with the changing world outside.
- Bug hunts or treasure hunts are a great idea – How many natural objects can they find to fit into a small box? Can they find something starting with ‘sssss’?
- Discuss your shadow – Why does your shadow look small sometimes and longer at others? Is your shadow in front or behind you? Draw around your



shadow at different times of the day and see if the children can track the time.

## 7. The EYFS Outdoors: Expressive Arts and design ideas

- Create story boxes and story sacks to spark creativity.
- Create a stage (this could be a chalked or taped off area or made from decking or crates) for children to recreate stories, make up plays or puppet and dance shows.
- Provide an arts area for children to explore various media – the outdoors brings a hue of natural colours for extra inspiration.
- Provide clipboards and pencils to inspire children to write and draw plans (Maybe they want to use them in the construction area or you might be planning to create a Bugingham Place or Nectar Caf

## Changes to the EYFS from September 2021



The Department for Education is to change the Early Years Foundation Stage (EYFS) in 2021.

The government says the changes will improve outcomes for all children, but particularly the language and literacy outcomes for disadvantaged children and reduce teacher workload.

The DfE sought responses to these proposed changes to the Early Years Foundation Stage (EYFS) between 24 October 2019 and 31 January 2020.

On 1 July, 2020 the government published [its response](#) to the EYFS Reforms consultation.

## **What is changing?**

The consultation covered:

- proposed revisions to the educational programmes
- proposed revisions to the Early Learning Goals
- 
- proposed changes to the assessment and moderation process for the Early Years Foundation Stage Profile
- and a proposed change to the safeguarding and welfare requirements to promote good oral health.

The DfE says that the proposals are intended to:

- make all 17 ELGs clearer, more specific and easier for teachers to make accurate judgements
- focus on strengthening language and vocabulary development to particularly support disadvantaged children
- strengthen literacy and numeracy outcomes to ensure all children have a good grasp of these areas of learning in preparation for year 1
- ensure the ELGs are based on the latest evidence in childhood development
- ensure they reflect the strongest predictors of future attainment.

## **The government's response to the consultation**

The consultation received a total of 2,452 responses to the consultation, including 69 responses from practitioners working in the PVI early years sector and 41 childminders.

On 1 July, 2020 the government published [its response](#) to the EYFS Reforms consultation.

## **Educational programmes**

Following the consultation, the DfE said that it would make a number of changes to the reformed education programmes including:

- PSED will include additional information on self-care and healthy eating.
- Physical Development will be strengthened to include a greater focus on development from birth to reception and on the link between gross and fine motor skills.
- Literacy will include a stronger emphasis on pre-reception literacy learning, and the link between language comprehension and later reading and writing.
- Mathematics will include a greater detail on the importance of shapes, spatial reasoning and measure as part of early maths learning, and how children can foster a love of maths.
- Understanding the World will include wider experiences for children.

- Expressive Arts and Design will include a wider variety of ways children can develop their creative skills.  
The Communication and language programme will remain as originally proposed.

### **Early Learning Goals**

The proposed changes to the Early Learning Goals (ELGs) will also go ahead, largely as planned, with the following changes made:

- Communication and Language will include focus on adult-child interactions, and the word 'accurate' has been removed from the Speaking ELG when referring to tenses.
- Mathematics will include greater clarity to counting and comparing quantities in the Numerical Patterns ELG. Government will proceed with its focus on number and numerical patterns within the mathematics ELGs as the strongest predictor for later maths outcomes. This also reflects government's continued commitment to strengthen the teaching of early numeracy so that all children, particularly those from disadvantaged backgrounds, are able to start year 1 with a strong and confident foundation in number. Practitioners and teachers will still be required to teach children about shape, space and measures, as part of a well-rounded curriculum, as set out in the revised mathematics educational programme.
- Understanding the World will include a change in relation to the Past and Present ELG to further clarify the expectation of children understanding the concept of 'past'.
- Expressive Arts and Design will include reference to a greater variety of use of tools, materials and techniques that children will need to demonstrate for the Creating with Materials ELG.  
The ELGs for Personal, Social and Emotional Development; Physical Development; and Literacy will remain as proposed.

### **EYFSP moderation**

The proposal to remove the statutory duty for local authorities to moderate the EYFSP in 25% of schools each year will go ahead.

Schools will still be required to submit EYFSP data to their local authority and this will still be collected nationally.

### **Exceeding judgement**

The government will proceed with plans to remove the "exceeding" judgement criteria from the EYFSP and says that this will "free up teachers' time".

Teachers will be expected to continue to identify and stretch more able children.

## **Oral health**

A need to include oral health alongside the requirement to “promote the good health of children” will be added to the EYFS framework.

Individual settings and schools will need to determine how to meet this requirement and practitioners will not be required to assess this.

## **Protected characteristics**

The DfE says that it will work with sector experts to review the EYFSP Handbook and ensure that it is clear on how practitioners should complete the Profile for children with SEND, EAL and who are summer-born, including signposting to additional advice and support where appropriate.

## **September 2020**

The DfE says that its EYFS Reforms will “provide a strong basis to support children who may have missed critical months of early education” and will therefore be proceeding with plans to offer schools the opportunity to adopt the reforms from September 2020 onwards.

The reforms will be implemented nationally from September 2021 onwards as planned

**Please see below a review of of the new Developmental Matters by Julian Grenier-Author of “Successful Early Years Ofsted Inspections”.**



obc-200724124225  
Dev Matters.pdf

<https://uk.sagepub.com/en-gb/eur/successful-early-years-ofsted-inspections/book268011>

# Greater Manchester 10 Tips for Talking

## Greater Manchester 10 Tips for Talking

**GREATER  
MANCHESTER**  
DOING THINGS DIFFERENTLY

- 1. When I am in mum's tummy I can hear. I love to listen to your voice when you talk or sing to me. I even like to listen to your favourite music. Hearing you helps me to recognise you and builds a bond between us. Voices and music that I know will comfort me when I am born.**
- 2. Cuddle me close so I can see your face and talk to me as soon as I am born. I love it when you talk in a high pitched, singsong voice. People all over the world talk this way to babies because it helps us to learn. I might not be able to talk yet, but I will respond in my own way. I might look hard at your face, move my mouth when you talk or even wave my arms and legs. These all mean I am bonding with you.**
- 3. Talk about things that interest me or tell me how you think I am feeling. If I look or point at something talk about that. This shows me that you understand me.**
- 4. Don't ignore me. Grown-ups are experts in talking and I learn everything from you. Put your phone down, turn off the telly and let's have a chat. I can hear you really well when it is quiet. I like to listen carefully to your talking. This will help me to become a good listener and a good talker.**

**5. I love it when we play, sing and read together** We can play with anything it doesn't have to be toys. We can make funny faces together or play with a cardboard box. Follow my lead when I am playing. This lets me use my imagination. Talk to me about what I am doing rather than asking questions. I will talk more when you do this. Sharing stories together helps me to learn new words and ideas. I love it when we talk about the story as we turn the pages. Let me see the pictures too.

**6. Talk to me all the time** .Talk to me when we are playing or doing everyday things like shopping, having a bath, nappy changing or eating tea. It doesn't matter if you say the same things over and over again, this is how I learn.

**7. Play talking tennis with me** o Say something to me and then give me lots of time to respond. It helps to count to 10 in your head before speaking again. This how I learn to take turns. When I'm a baby I still like to play talking tennis. Watch out for my smiles, sounds and looks. This is my way of talking to you. As I get older, I will start to use words.

**8. Teach me new words** You can help me to grow my talking by repeating what I say and adding a new word or two. This is how I learn to put words together. If I say "car" you could say "your pushing the car" or "the car is driving".

**9. Take my dummy out when I am talking** . Dummies get in the way and stop me talking clearly.

**10. Use the language you know best when you talk to me at home** .This will help my brain to grow and I will learn English quickly if I already know the words in our home language.

Please download the poster below and display within your setting or share with parents. (Please note due to the amount of text it is recommended that you print as A3 for a clearer view).



GM 10 Tips for  
Talking poster.pdf

## Safeguarding

Prevent is an important part of the Government's counter-terrorism strategy. Through the Prevent process we all have a duty to refer people who are vulnerable to being drawn into extremism. The Home Office have recently updated the referral form to ensure a consistent approach across the country. Please find the new form attached along with a 7-minute briefing about Prevent which I urge you to read.



Bury National  
Referral form.docx



**Prevent 7 minute  
briefing.pub**

Safeguarding e training-Are you aware that there are a number of e learning links available for early year's practitioners to access on Bury Integrated Safeguarding partnership website?

Many of these courses are free. (Please see training and development section for more information below)

Keep up to date with everything you need to know about safeguarding children in Bury by visiting:

<https://burysafeguardingpartnership.bury.gov.uk/index.aspx?articleid=8876>

## Send & Inclusion

Twinkleboost will be doing a 6 week interactive zoom block of sessions on-line - telling sensory stories working on children's speech, language and communication development. It will be free for all children with SEN and a small charge for all other children under 5. There will be three classes each week - under 2's, 2-5 and children with additional needs. For more information click on link to the Bury Directory



### *Family Information Service*

A free council service providing information for parents, carers, children and young people and those working with families in Bury. The service is the main contact for updating and searching information for Children and Families on The Bury Directory, where information is held for children and young people aged 0-19 on searching for Childcare Provision to a section for Teenagers.

There is information specifically for disabled young people up to the age of 25 in the 'Local Offer' SEN & Disability section which offers information on support services, activities and places of interest.

There is also information on activities for children and families such as Guides and Scouts etc., community activities and details of leisure and recreation opportunities including sports.



The majority of families are able to access the information they need without assistance however a brokerage service is available for those who may require it, the service is for parents and carers who:

-have exhausted the normal routes of finding childcare and are still unable to find childcare which meets their needs

-need extra support to understand the options available to them, this may be because of individual child's circumstances such as a disability or special educational

### **EYSEND PARTNERSHIP**

This is one for all our Communication Champions/SENCO's and any other practitioners passionate about SLCN's. **These two FREE webcast modules** will introduce you to Speech, Language and Communication Needs (SLCN) in the early years. They will help you take initial steps in exploring the impact of SLCN on young children and identify and support SLCN in your early years setting. Click on the link below to access the web page.



## **The Local Authority legal Duty**

The Local Authority has a legal duty under the Childcare Act 2006 and Early Education and Childcare' Statutory Guidance 2018 to produce reports detailing how they will secure sufficient childcare, as far as is reasonably practicable, for working parents, or parents who are studying or training for employment, for children aged

0-14 (or up to 18 for children with additional needs). The authority has an additional duty to secure prescribed early years provision, free of charge, for all eligible two, three and four year olds. The Childcare Act 2016 introduced a new duty to secure the equivalent of 30 hours of free childcare over 38 weeks of the year for qualifying three and four year old children of working parents who meet the governments set criteria.

Affordable childcare supports families to work or to attend training leading to work opportunities, which helps to raise household income and improve outcomes for children – children in workless families are three times as likely to be in relative poverty than families where at least one parent works.

A good quality pre-school experience supports children’s cognitive and emotional development, aiding transition between home and school and improving school readiness. A key platform of the Child Poverty Strategy is to break the cycle of disadvantaged children going on to be disadvantaged adults by raising educational attainment.

In order to comply with the legislation local authorities should take into account what is ‘reasonably practicable’ when assessing what sufficient childcare means in their area and:

- The state of the local childcare market, including the demand for specific types of providers, in a particular locality and the amount and type of supply that currently exists.
- the state of the labour market
- the quality and capacity of childcare providers, including their funding, staff, premises, experience and expertise
- encourage schools in their area to offer out-of-hours childcare between 8.00am and 6.00pm and to offer flexibility in how parents can access provision
- Encourage existing providers to expand their provision and new providers to enter the local childcare market.
- the legal entitlement to early education for around the 40% most disadvantaged two year olds and all three and four year olds
- the legal extended entitlement for three and four year olds of working parents who meet criteria

we are being asked on a regular basis to provide information and data and this will probably continue for some time, we will shortly be sending out a

survey/questionnaire that will support us as a Local Authority to know what are regarding sufficiency. I would like to thank you in advance for your support in keeping us informed.

## Training and information

Please find below links to the family information service which supports families to find appropriate child care if they need any support

The Bury Directory has information regarding all childcare providers, after school care, holiday care, holiday schemes, wrap around care as well as information regarding activities and support available for parents and professionals alike, it has lots of useful information and can be broken down in too specific areas as well as specific age groups. If you are able to support a family with a place please sign post them to

### Family Information Service and Bury Directory Officer

Email: [childinfo@bury.gov.uk](mailto:childinfo@bury.gov.uk)

[j.watts@bury.gov.uk](mailto:j.watts@bury.gov.uk)

Phone: 0161 253 7956

0161 253 5849



Visit [The Bury Directory](#) for details of [Training Providers\\*](#)

\*Please note: Independent Training providers are not linked to, or endorsed by Bury MBC. You should always make all your own checks regarding fitness for purpose and suitability to meet your needs, however the new Early Years Networks will be a good forum for these discussions and sharing any good and valuable support you have had

Please take a look at the childrens trust weekly email regarding new and exciting training that will support you all in the work that you do

You can find recent copies of the weekly e-mail on-line [at this link](#)

**Wellbeing support** : Dr. Mine Conkbayir has developed a self regulation tool “Keep your Cool Toolbox” which is completely free and has been designed to help parents, foster carers, childminders, Early Years practitioners and teachers to access FREE, quick and effective ways to help young children and teenagers to better manage their emotions. There is also a free downloadable app available.

[https://keepyourcooltoolbox.com/?fbclid=IwAR2bLB2KE3gq\\_GUvzgS0mnG2dZRsE43pKtXzkDQOgBL\\_vxV37i\\_OnCyZiyc](https://keepyourcooltoolbox.com/?fbclid=IwAR2bLB2KE3gq_GUvzgS0mnG2dZRsE43pKtXzkDQOgBL_vxV37i_OnCyZiyc)

**It's time to be mindful.**

**LIVE | FEEL  
Better | Better**

**Do it for you..Do it for your future!**

**Loneliness and coronavirus**



**The coronavirus has drastically changed the way we interact with colleagues, friends and family. For many people the lockdown restrictions have been extremely tough mentally, particularly if you live alone. The Mental Health Foundation has highlighted that millions of people have, or are experiencing loneliness, due to the pandemic.**

**Here are some tips to support yourself and others**

- **Keep connected** to friends and family through phone calls, text messages, skype and social media.
- **Visit friends and family** while following the latest government guidelines. [Read government guidance on what you can and can't do](#)
- **Take part in online entertainment**, such as quizzes.
- **Check up on those who may be finding this time difficult**, particularly those who live alone or have been shielding or isolating.
- **Connect and catch up with colleagues** with a call or video chat. [Find out about video calling via Microsoft Teams](#)
- **Reach out and re-connect** with somebody you have lost touch with.
- **Search online for groups and clubs** who share your interests. There have been some great examples of choirs meeting online during the pandemic. If you are already part of a group, check their online activity

via their website, social media pages or apps.

### **Organisations that can offer help and support**

- [Visit the Let's Talk Loneliness](#) website that brings together organisations, resources and inspirational stories that are united in a shared aim, to get more people talking about loneliness.
- [Search the Bury Directory](#) for local groups and organisations.

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If you need help to support your emotional wellbeing there is lots of useful information and links to support and services available to you from Live Better Feel Better.

**Get help at the Healthy Minds intranet pages**

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### **Life after lockdown**

Children are very resilient and the feedback from providers has been that the children have come back in to the settings with no real issues and as one provider said "they have just got on with it "

If you have any thing you would like to share around life after lock down please let me know so I can share with other providers on the E-Bulletin/News letter

Please send to me, Sam McLaren at [s.mclaren@bury.gov.uk](mailto:s.mclaren@bury.gov.uk) or contact me by telephone on 0161 253 5087 or my mobile number on 07826533957, looking forward to hearing from you.