

Early Years Provider Newsletter

Edition 7 October 2020

Introduction

Welcome to the 7th edition of the Early Years Provider Newsletter, a publication providing useful snippets, updates and links to information and guidance on a range of topics including (but not limited to):

- Covid-19- help and support
- The Early Years Foundation Stage
- Funding
- Safeguarding
- SEND and Inclusion
- Training and Development opportunities

Firstly we would like to thank you for all your hard work over the past few months through these difficult times, your hard work hasn't gone unnoticed!

We want to make sure that the bulletins are helpful and informative for you so any feedback would be greatly appreciated. We also want it to reflect good practice and information from the sector, so please let us know any news items that you would like to be shared.

During these difficult times we would particularly like you to inform us of any good news stories that you would be willing to share or how in practice you have been able to well-come back children and what measures you have to work well. You can inform us of these by e-mailing eya@bury.gov.uk. or by e-mailing s.mclaren@bury.gov.uk We will try to share these whenever possible on our [Facebook page](#), but please be aware we will not be able to share information about individual children due to data protection guidelines

Covid – 19

Local outbreak restrictions are currently in place

For all coronavirus information for Bury visit the councils website, face book or twitter

Further detailed information about the infection rates in Bury can be found on the links below

www.bury.gov.uk/coronavirus

<https://www.facebook.com/241932529188822/posts/3283931908322187/?d=n>

<https://twitter.com/BuryCouncil/status/1293999146144235525?s=20>

Bury needs to comply with local restrictions in order to reduce the number of cases and avoid a second lockdown

This is a whole GM approach. The virus doesn't recognise boundaries and this will bring the rate down collectively

Safe hygiene still applies and is critical – wash your hands, cover your face, keep a safe distance

JBC action cards: Education action cards have now been published outlining what as a setting you should do to manage a possible outbreak.

[All Action Cards Resource page](#)

[Education Action Cards](#)

Whenever any new guidance is issued we will email you straight away with the information and relevant links

Public Health England

Keep up to date with the latest developments and advice from Public Health England by clicking:

<https://www.gov.uk/government/collections/coronavirus-covid-19-list-of-guidance>

See below updated resource information/guidance pack issue 2 please ensure you use the links to get up to date information and guidance as changes are made regularly



Getting Tested

We are working hard to ensure that anyone that needs a test in Bury can get one. Demand is high. Please only request a test if you have symptoms - a high temperature, a new continuous cough, or a loss or change to sense of smell or taste. Get tested within the first 3-5 days of symptoms.

Getting tested for coronavirus (COVID-19) - Bury Council click on link for all up to date information on testing sites

Home test kits are also available. For the latest options and information of how to book call 0161 253 5515.

NHS Test and Trace app

The new NHS Test and Track App for smartphones are available. It lets users know if someone nearby has tested positive for the virus, and also has a check-in scanner to alert users if a venue they have visited is found to be an outbreak hotspot.

Please encourage your contacts to download from Google Play (Android devices) or Apple's App Store – just search for NHS Covid-19

Important information for nurseries, schools and colleges – new process for reporting positive confirmed cases of coronavirus (COVID-19) in your setting

DfE's [guidance for education and childcare settings](#) sets out the process for managing confirmed positive cases of coronavirus (COVID-19) when the individual is known to have been in a school, college or early years setting. We recognise that there have been some difficulties getting through to the local public health protection teams for advice on action to take on a positive case in the setting. There result, from the (17 September), there will be a new dedicated advice

service available to advise nurseries, schools and colleges who have been informed of a confirmed case(s) of coronavirus (COVID-19) in their setting (i.e. a pupil or staff member testing positive). We are updating our guidance to reflect this change.

This means that instead of calling your local health protection team when there is a confirmed case in your education setting, we will now be asking you to call the DfE's helpline and you will then be directed to the dedicated NHS advice team for nurseries, schools and colleges with confirmed cases.

this new service can be reached by calling DfE's existing helpline on 0800 046 8687 and selecting the option for reporting a positive case. The line will be open Monday to Friday from 8am to 6pm, and 10am to 4pm on Saturdays and Sundays.

Please only select this option if you have a confirmed case of coronavirus (COVID-19) within your nursery, school or college.

You will be put through to a team of advisors who will inform you what action is needed based on the latest public health advice, and work through a risk assessment to identify close contacts.

This new process will free up capacity of the Public Health England's local health protection teams to deal with more complex cases, for example special schools and universities, or outbreaks where there is more than one confirmed case. Advisors will be responsible for escalating these cases as necessary following a triaging of your circumstances during the call.

The new advice service has been set up to advise the following education settings: early years settings including nurseries; schools including primary schools, infant or junior schools, middle schools, secondary schools, boarding schools, special schools; and further education providers.

The DfE helpline also remains available for all other queries about coronavirus (COVID-19) relating to your education and childcare setting on 0800 046 8687. Please listen carefully to the available options and select the one most appropriate to your setting's current situation.

Please see below the newly created flow charts that have been put together by the Early Years Advisors Team in order to support you if you have a suspected case of Covid with a child, parent or member of staff. There are also some frequently asked questions for you to refer to.



Covid 19 Positive
flow chart non domestic



Covid 19 Positive
flow chart domestic



Covid 19 FAQs
FINAL 23.09.20.DOCX

We would appreciate you letting us know how helpful these have been, so we continue to support you and facilitate solutions during this difficult time.

You may also display the Bury's coronavirus alert posters (printed versions available on request)

 [Download Bury's coronavirus alert poster \[193kb\]\[subscribe\]](#)

www.bury.gov.uk/coronavirus

Rule of six applies

New laws prohibiting social gatherings of more than six people come into effect in England. The new 'rule of six' simplifies and strengthens the rules on social gatherings, making them easier to understand and easier for the police to enforce. It means that – apart from a set of limited exemptions including education and work – any social gatherings of more than six people indoors or outdoors will be against the law.

The approach schools, colleges and other educational settings should continue to follow is set out in our detailed guidance:

Guidance on the actions an Early Years and childcare providers should take in response to a child having a positive case can be found by clicking on the link

- [actions for early years and childcare providers](#)

Responding to those with coronavirus (COVID-19) symptoms

It is vital that educational settings only ask children or staff to self-isolate and recommend they get a test if they develop [symptoms of coronavirus \(COVID-19\)](#). Those sent home to self-isolate, having been in close contact with someone who has tested positive, should only get tested if they develop symptoms themselves. The symptoms of coronavirus (COVID-19) are a high temperature, a new, continuous cough, or a loss or change to your sense of smell or taste. Testing capacity is the highest it has ever been, but there is a significant demand for tests. Booking is essential for drive in and walk in test sites, and under 18s must be accompanied by a parent or guardians

COVID-19 (coronavirus) A quick guide for parents / carers



Covid 19 Advice for
Parents in GM.PDF

Charlie & the C Monsters' is a free 6m: 40s film (or series of 1m short films) and a print-your-own A4 16-page comic/colouring book that explain without words what you need to know about how Covid-19 is spread and prevented. With a story by [ju90](#) and artwork by [Stickman Communications Ltd](#), Together! 2012 CIC has produced 'Charlie & the C Monsters' to help to communicate more effectively about the virus across language, literacy and impairment barriers. 'Charlie & the C Monsters' is suitable for all ages and abilities, and is released under a Creative Commons licence. This means it is free for anyone to use and to reproduce, so long as it is not changed or sold commercially. Together! 2012 CIC receives core funding from Arts Council England and the National Lottery Community Fund.

[Charlie and the Monsters](#)

Early Years Foundation Stage

Bury Council Early Years Advisors team calendar of events of events – October

Please note all events will be delivered digitally via microsoft teams

WellComm Awareness session Wednesday 28th October 6:30 – 8:00 (target audience –Home Educators, EY practioners/teachers

Ofsted to begin visiting registered early years providers from September

From September, Ofsted will be visiting some nurseries and childminders to ensure that standards are being maintained and that safe and effective childcare is available for all who need it.

Ofsted has published [guidance on interim visits](#) that sets out how the visits will work in practice and which providers they will be visiting.

The visits are part of a [phased return to routine inspection](#). They are not inspections and will not result in an inspection grade, though inspectors will still be able to use regulatory or enforcement powers if appropriate

Welcome to the autumn term Golden Apple newsletter. The coronavirus outbreak has caused major disruptions to daily life and we have all been feeling these changes. Many of you have continued to look after the young children in your care throughout. As we cautiously start to get back to some kind of normal, the children in your care will now be able to see their friends and teachers, and continue to learn new things. The Golden Apple Team are really pleased to be able to provide support on The Golden Apple Award once again. In this newsletter we have put together a few articles and resources that you may find useful.

Click on icon below to open



Newsletter - Sept1
2020 FINAL.pdf

Safeguarding

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=887>

Send & Inclusion

Information Autism Spectrum disorders

It's often during the toddler years that parents first worry that their toddler may be developmentally delayed. They see other toddlers walking, talking and interacting with their parents differently and understandably, this gives cause for concern. Most parents at one time or another will worry that their toddler seems behind or 'different'. So how do you know if these concerns are well-founded?



If you are worried about some aspect of a toddler's development speak to the parents, carers it is very important that any concerns are raised and checked out.

Autism spectrum disorder (ASD) is a condition that affects social interaction, communication, interests and behaviour. It includes Asperger syndrome and autism and affects around 1 in 100 people. Children are now diagnosed from around two years of age.

Signs of autism spectrum disorders in babies, toddlers and older children respectively include a lack of smiling, imitation, babbling and cooing, little interest in attention-seeking and becoming self-reliant, a lack of pointing and gesturing, repetitive or stereotypic behaviours, poor eye contact and delayed physical development.

Early intervention can make a huge and positive difference

It's important that if a parent feels concern about their toddler's development, it's taken seriously. False reassurance isn't helpful and you as a parent are the world expert on your own toddler.

What are autism spectrum disorders or ASD?

It is in the toddler years that many parents begin to worry about autism spectrum disorders. Autism spectrum disorder (ASD) is a condition that affects social interaction, communication, interests and behaviour. It includes Asperger's syndrome and autism. In the UK 1%, or 1 in 100 people will have an autism spectrum disorder. This formal diagnosis doesn't usually happen until after the age of two but researchers such as Simon Baron-Cohen at Cambridge University and American psychologist Ami Klin have developed assessment programmes that can pick up signs of ASD in babies and young toddlers. Baron-Cohen states that the differences between Asperger's syndrome (which is sometimes called 'high functioning' autism) and autism is that autistic people generally have language delay and below average IQ (as measured with an IQ test) whereas people with Asperger's syndrome are more likely to have above average IQ and no language delay (just the so-called 'social blindness')

The benefits of early diagnosis of autism spectrum disorders

Early diagnosis and intervention can help an autistic child's development and coping skills. Some autistic children lack 'normal' behaviour but there are also some behaviours that are more classic – e.g., shrieking, lining up toys and stimming (see below).

Some signs of autism spectrum disorders in babies, toddlers and young children

Some early signs that might give parents/ childcare providers cause for concern include:

Smiling behaviour

Full-term babies of around 6-8 weeks of age will make full eye contact and smile in response to your smile. Autistic children do smile and laugh but it can often be an 'unshared' smile. Some autistic children can make good eye contact and laugh – when tickled, for example. There is a big spectrum, amongst all toddlers, in the socially shared aspect of smiling and laughing. Even from a young age, some children will immediately look to others for social reference and share a smile. It's often the sign of a gregarious or extrovert nature – sharing a laugh is more fun than laughing alone.

If a baby isn't smiling in response to your smile or laughing by the time she's six months old, you should advise parents to talk to their GP or Health Visitor.

Lack of imitation

Babies and toddlers learn through imitation. Emotion and facial expression expert Paul Eckmann was able to demonstrate that our facial expressions are universal (that is, they're the same throughout history and different cultures) and that children copy our facial expressions because it helps them to fundamentally understand a situation through social referencing. It also gives positive physical feedback. So when we smile, the muscles used for smiling promote feel-good chemicals in our brain. When we pull a fearful face or a disgusted face, our brain responds as if we are feeling those emotions. Our facial expressions and our emotions are inextricably linked.

Autistic children are less likely to make eye contact or to look at your face. This feeds into a lack of imitation and so empathy. A lack of imitation in autistic children, therefore, means that they are less able to understand people's motivations and internal states. They cannot 'read' people – our language is so multi-layered (and often non-verbal) that they often take everything that's said literally, just relying on spoken word and missing the nuances that make human communication so rich. It also leaves them open to vulnerability, as sarcasm and lies can be lost on them.

If you notice that from around nine months old that a baby still doesn't take part in turn-taking with you, or copying your expressions or gestures, speak to the parents regarding your concerns and advise them to speak to their GP or Health Visitor

Lack of babbling and cooing

Babbling is something that babies from all cultures and language backgrounds do. Babies in China babble in an identical way to babies in Iceland or Borneo. Babies begin to babble from about four months of age with classic 'baa baa daa daa' noises. It can be quite a solitary activity and you may hear your baby's babbling away in their cot or while kicking on a mat.

The human language instinct is incredibly powerful. Early cooing and babbling are vital first steps where babies make a standard repertoire of noises with their mouth and vocal cords and hear themselves making all those noises.

If you notice that a baby does not make cooing or babbling noises by the time she is six months old, or the babbling was delayed or sounds different to other babies, it's really important to speak to the parents/care givers to source advice/guidance from a GP or Health Visitor

Lack of attention-seeking along with self-reliance

We frequently praise toddlers who can amuse themselves for long periods of time. However, attention-seeking behaviour is actually a really important part of a child's social and emotional development. When a toddler uses you as their secure base, they explore and come back to you, explore and look at your face, explore and chuckle for a reaction. Finally, they may come back and cuddle you or ask to be picked up.

This attention-seeking behaviour is about sharing time and space with their primary caregiver and monitoring their emotions. Toddlers can be famously insensitive to other people's behaviours and emotions.

If you notice that a toddler rarely tries to get your attention or share a moment it may be a sign that she struggles to relate to other people in a straightforward way, advise parents/caregivers to discuss this with their GP or Health Visitor

Lack of pointing and gesturing

Before spoken language, there is a huge amount of communication that happens via body language and gesturing. You will realise the power of this form of communication if you have ever been in a country where you cannot speak the language. It is amazing how much you can communicate with facial expression, smiles and simple gestures. Before their first birthday, babies generally wave 'bye bye', point or gesture to be picked up.

Pointing is particularly interesting because it is asking a person to look at and notice what is being pointed at. It seems simple, but it is a huge jump in cognitive development. It means that a toddler realises that another individual doesn't automatically share their literal or emotional point of view.

Repetitive or stereotypic behaviours

Some children on the autistic spectrum display repetitive behaviours which are thought to calm them when they feel overloaded with information. This is called

'stimming', or self-stimulation. It can include running up and down in a straight line, flapping their wrists, spinning, or sometimes more troubling behaviours like head banging.

All children have their own idiosyncrasies so it is not to say this is diagnostic in itself but may point to autism along with other behaviour.

Lack of reaction to their name

We are primed to notice and react to our name being called out. Chances are, if you hear your name called out or mentioned in a busy restaurant you will look up and try and spot the person who spoke – it's called the 'cocktail party effect.'

From about seven months, babies begin to respond and look up when their name is spoken. A lack of response to her name can be an early sign of autism. If there is a lack of reaction to voices, the first instance. However, if the baby or toddler seems to respond to noises but doesn't react especially to her name discuss with parents that they need to mention to their Health Visitor or GP

Poor eye contact

Films like Rain Man and Mercury Rising have meant that limited eye contact is probably one of the most well-known signs of autism. But why is a lack of eye contact such a key sign?

Some autistic children find direct eye contact overwhelming whereas others don't respond as they don't seem to recognise the important communication that goes on between two people making eye contact.

Eye contact and following eye direction is so important to human communication that some evolutionary biologists think it's the reason that human beings (unlike other animals) have eye whites. With the evolution of the whites of eyes around our irises, we are able to accurately assess where another human being is looking from a considerable distance.

Persistent lack of eye contact in a toddler can be a sign of autism, as eye contact is such a vital part of communication, and helps us comprehend other people's feeling and motivations. Children on the autistic spectrum are more likely to look at moving objects, in fact, so while you're working with the toddler and helping them register facial expressions, it can help to remove other distractions

Delayed physical development

Some autistic children also have delayed physical development. This is because autism is very often diagnosed alongside other conditions, such as dyslexia, dyspraxia, attention deficit hyperactivity disorder (ADHD) and learning disabilities.

However, false reassurance is ultimately not helpful to parents and certainly not to the toddler with autism. Early intervention can make a huge and positive difference to your toddler and your ability to relate to them and help them develop.

There are many amazing health care professionals/early years professionals working in our communities. Doctors and health visitors have good general knowledge but they may not have much specific experience with autism spectrum disorders. They should and can be your gateway to expert help for special needs.

Bury SENDiass provides impartial confidential information regarding education, health and social care to families where their child has or may have Special Education Needs.

Bury SENDiass are asking services to support families by sharing SENDiass details: bury.sendiass@barnardos.org.uk or ring 01706 769634 and a member of the team will make contact with the family as soon as possible. Please cascade this information across your networks so all communities are aware of the support available

Visit [The Bury Directory](#) for details of '[Early Years SEN Targeted Support Funding](#)' and '[Early Years Special Educational Needs & Disability \(SEND\) Information](#)'

All settings must have regard to the SEN and disability code of practice. The SENCO supports practitioners in understanding their responsibilities to young children with SEN and disabilities, as set out in the Code. A shorter Early Years Guide to the SEND Code of Practice is published on the [Department for Education website](#).

Visit:

<https://www.theburydirectory.co.uk/kb5/bury/directory/directory.page?directorychannel=1-1-9>

Training and information



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

Greater Manchester 10 Tips for Talking

Greater Manchester ten top tips for talking was shared in edition 6 of the e-bulliten, below is the greater Manchester 10 tips for talking with added information regarding Bilingualism that you will find useful with in your setting and also useful to share with parents



Bilingualism points
to remember.docx

Useful links for support with Mental Health

For further support and advice about mindfulness and wellbeing during this time follow the links below

- **The Mental Health Foundation-** part of the national mental health response providing support to address the mental health and psychosocial aspects of the Coronavirus outbreak. <https://www.mentalhealth.org.uk/publications/looking-after-your-mental-health-during-coronavirus-outbreak>
- **Mind-** a charity for 'Better Mental Health' <https://www.mind.org.uk/information-support/coronavirus-and-your-wellbeing/>

- **Every Mind Matters-** NHS initiative with mental wellbeing advice whilst staying at home <https://www.nhs.uk/oneyou/every-mind-matters/coronavirus-covid-19-staying-at-home-tips/>
- **United Nations-** <https://www.un.org/en/coronavirus/wellness>