

# Leaders and Managers Briefing

**Event title:** Online Termly Briefing

**Audience:** Childminders, PVI settings, Schools

**Agenda:** Updates and information  
(local and from the wider Early Years sector)



# Solihull Early years and Childcare Service 2023-24

Education Outcomes and Intervention – The Early Years Team		
Clair McNeill – Head of Service Education Outcomes and Intervention <a href="mailto:cmcneill@solihull.gov.uk">cmcneill@solihull.gov.uk</a>		
Early Years Team Manager – Lisa Morris <a href="mailto:lmorris@solihull.gov.uk">lmorris@solihull.gov.uk</a> Early Years Enquiries – <a href="mailto:eyenquiries@solihull.gov.uk">eyenquiries@solihull.gov.uk</a>		
West Locality	North Locality	East Locality
<p>Early Years Locality Lead: Rebecca Clay Email: <a href="mailto:rebecca.clay@solihull.gov.uk">rebecca.clay@solihull.gov.uk</a> Early Years and Childcare Advisor</p>	<p>Early Years Locality Lead: Jane Glassey Email: <a href="mailto:jglassey@solihull.gov.uk">jglassey@solihull.gov.uk</a> Area SENCo</p>	
<p>Early Years Lead Practitioners:</p> <p>Rachel Painter Email: <a href="mailto:rpainter@solihull.gov.uk">rpainter@solihull.gov.uk</a> [Tuesday - Thursday] Early Years and Childcare Advisor</p> <p>Sarah Davies Email: <a href="mailto:sarah.davies@solihull.gov.uk">sarah.davies@solihull.gov.uk</a> Area SENCo</p> <p>Charlotte Urquhart - Email: <a href="mailto:charlotte.urquhart@solihull.gov.uk">charlotte.urquhart@solihull.gov.uk</a> Area SENCo</p>	<p>Early Years Lead Practitioners:</p> <p>Vicki Abrahart Email: <a href="mailto:vicki.abrahart@solihull.gov.uk">vicki.abrahart@solihull.gov.uk</a> [Monday/Tuesday- Friday] Early Years and Childcare Advisor</p> <p>Julia Campbell Email: <a href="mailto:julia.campbell@solihull.gov.uk">julia.campbell@solihull.gov.uk</a> [Monday- Thursday] Area SENCo</p>	<p>Early Years Lead Practitioners:</p> <p>Marion Dempsey Email: <a href="mailto:marion.dempsey@solihull.gov.uk">marion.dempsey@solihull.gov.uk</a> Early Years and Childcare Advisor</p> <p>Anthony Hemphill Email: <a href="mailto:anthony.hemphill@solihull.gov.uk">anthony.hemphill@solihull.gov.uk</a> Area SENCo</p>
<p>Early Years Inclusion Support Practitioners</p> <p>Rachel Priestley Email: <a href="mailto:rpriestley@solihull.gov.uk">rpriestley@solihull.gov.uk</a> [Monday- Wednesday]</p> <p>Samantha Phillips Email: <a href="mailto:Samantha.phillips@solihull.gov.uk">Samantha.phillips@solihull.gov.uk</a></p>	<p>Early Years Inclusion Support Practitioners</p> <p>Chrissy Bickle Email: <a href="mailto:cbickle@solihull.gov.uk">cbickle@solihull.gov.uk</a> [Monday- Thursday]</p> <p>Shinade Duffus Email: <a href="mailto:Shinade.duffus@solihull.gov.uk">Shinade.duffus@solihull.gov.uk</a> [Monday- Thursday]</p>	<p>Early Years Inclusion Support Practitioners</p> <p>Kelly Bowkett Email: <a href="mailto:kelly.bowkett@solihull.gov.uk">kelly.bowkett@solihull.gov.uk</a></p> <p>Kate O'Shea Email: <a href="mailto:kate.o'shea@solihull.gov.uk">kate.o'shea@solihull.gov.uk</a></p>



# Training Brochure



- Termly briefings (all)
- SchemaPlay: inclusion in practice (all)
- Leading and managing continual improvement (PVI settings)
- Leading a room (PVI settings)
- Sharing Success (PVI settings)
- Network meetings (Childminders & schools)

## QUICK GUIDE: TRAINING FOR SCHOOLS- AUTUMN TERM

EVENT TITLE	DATE	AUDIENCE / COST	DELIVERED BY	COURSE CONTENT	BOOKING INFO
Makaton Signing for Babies. Block of 3 sessions. (Practitioners must attend all 3)	Tuesdays 12/19/26 <sup>th</sup> Sept 6.30-7.30 pm Microsoft Teams	Early Years practitioners and leaders working in schools and settings. Cost: FREE	Early Years Team Area SENCos	<ul style="list-style-type: none"> <li>Learn over 100 signs suitable for Early Years settings</li> <li>Learn how to use Makaton symbols</li> <li>Learn the theory and good practice needed for using Makaton</li> <li>Certificate awarded.</li> </ul>	<b>FULL</b> See Spring/Summer Term dates.

## QUICK GUIDE: TRAINING FOR PVI SETTINGS- AUTUMN TERM

EVENT TITLE	DATE	AUDIENCE / COST	DELIVERED BY	COURSE CONTENT	BOOKING INFO
Makaton signing for babies. Block of 3 sessions. (Practitioner attend)	Tuesdays 12/19/26 <sup>th</sup> Sept	Early Years practitioners and leaders working in schools and settings	Early Years Team Area SENCos	<ul style="list-style-type: none"> <li>Learn over 100 signs suitable for Early Years settings</li> <li>Learn how to use Makaton symbols</li> <li>Learn the theory and good practice needed for using Makaton</li> </ul>	<b>FULL</b> See Spring/Summer Term

## QUICK GUIDE: TRAINING FOR CHILDMINDERS- AUTUMN TERM

EVENT TITLE	DATE	AUDIENCE / COST	DELIVERED BY	COURSE CONTENT	BOOKING INFO/COST
Leaders and Managers Termly Briefing	Wed 20 <sup>th</sup> Sept 2023 Recorded and posted on Solgrid	Childminders/PVIs/Schools Cost: FREE	Early Years Team Early Years and Childcare Advisors	Updates and information locally and from the wider Early Years sector	View on Solgrid Training (solgrid.org.uk)
Network Meeting	Tues 19 <sup>th</sup> Oct 2023 6.30-8.30pm Civic suite Committee Room 4 OR MS Teams	Childminders Cost: FREE	Early Years Team Early Years and Childcare Advisors	<b>Makaton Taster</b> Opportunity to network Bitesize training <a href="#">Click here to view agenda: Solgrid training / CM Network</a>	To book a place click: <a href="#">Booking Form and Procedures (solgrid.org.uk)</a> 18 places available OR <a href="#">Click here to join the meeting</a>

## QUICK GUIDE: TRAINING FOR CHILDMINDERS-SPRING TERM

EVENT TITLE	DATE	AUDIENCE / COST	DELIVERED BY	COURSE CONTENT	BOOKING INFO/COST
Leaders and Managers Termly Briefing	Wed 24 <sup>th</sup> Jan 2024 Recorded and posted on Solgrid	Childminders/PVIs/Schools Cost: FREE	Early Years Team Early Years and Childcare Advisors	Updates and information locally and from the wider Early Years sector	View on Solgrid Training (solgrid.org.uk)
Network Meeting	Wed 28 <sup>th</sup> Feb 2024 6.30-8.30pm Civic suite Committee Room 4 OR MS Teams	Childminders Cost: FREE	Early Years Team Early Years and Childcare Advisors	<b>Area SENCo advice</b> Opportunity to network Bitesize training <a href="#">Click here to view agenda: Solgrid training / CM Network</a>	To book a place click: <a href="#">Booking Form and Procedures (solgrid.org.uk)</a> 18 places available OR <a href="#">Click here to join the meeting</a>

## QUICK GUIDE: TRAINING FOR CHILDMINDERS-SUMMER TERM

EVENT TITLE	DATE	AUDIENCE / COST	DELIVERED BY	COURSE CONTENT	BOOKING INFO/COST
Leaders and Managers Termly Briefing	Wed 24 <sup>th</sup> April 2024 Recorded and posted on Solgrid	Childminders/PVIs/Schools Cost: FREE	Early Years Team Early Years and Childcare Advisors	Updates and information locally and from the wider Early Years sector	View on Solgrid Training (solgrid.org.uk)
Network Meeting	Wed 12 <sup>th</sup> June 2024 6.30-8.30pm Civic suite Committee Room 4 OR MS Teams	Childminders Cost: FREE	Early Years Team Early Years and Childcare Advisors	Opportunity to network Bitesize training <a href="#">Click here to view agenda: Solgrid training / CM Network</a>	To book a place click: <a href="#">Booking Form and Procedures (solgrid.org.uk)</a> 18 places available OR <a href="#">Click here to join the meeting</a>



# Voice of the child

This year we intend to focus on the Voice of the Child – the different ways you ‘hear and see’ the children and families in your setting and how this is used to influence provision and practice.

**NATIONAL CHILDREN'S BUREAU**  
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## Listening to the voices of young children

Resource sheets

Early Childhood Unit

The cover features a large white arrow pointing right, overlaid on a collage of photos showing children and adults interacting. The photos include a young boy in a blue school uniform, a girl in a yellow shirt, and a woman smiling at a child.

**ycvn** Young Children's Voices Network **ncb**

## Let's listen

Young children's voices – profiling and planning to enable their participation in children's services

The cover includes a vertical strip of four photos on the left showing children and adults. On the right, there is a circular diagram divided into segments labeled A1 through B2, representing a profiling tool.

**ycvn** Young Children's Voices Network

## Listening as a way of Life

**YOUNG CHILDREN'S VOICES NETWORK (YCVN)**

YCVN is a national project promoting listening within the early years. The network supports local authorities in developing good practice in listening to young children, so that young children's views may inform policy and improve early childhood services. Local authorities across the country have established local networks that focus on developing a listening culture.

The cover features a photo of a woman listening to two young children.



# Annual Setting Improvement Approach (SIA) visit

**Aimed at Early years and childcare providers/childminders, and maintained schools.**

How do the curriculum, pedagogy, assessment and setting procedures respond to the **Voice of the Child?**

The visit will include a:

- leadership discussion
- reflective walk around the setting
- joint reflection/observation
  - What do you know about these children?
  - How do you continue to find out about these children?
  - How do you use that knowledge?

*At the end of the visit, we will ask you to evaluate the process and consider what you will action as a result.*





# Solihull's Early Years SEND Assessment Toolkit

## Non-Statutory Guidance - Birth to 4 Years

### 18-24 Months – Personal, Social and Emotional Development

#### Statements

Always

Sometimes

Never

Responds appropriately to boundaries			
Initiates activity with an adult			
Begins to tolerate sharing when supported by an adult			
Copies a range of actions displayed by adults in familiar routines, in new activities or in play			
Acts out a simple routine in pretend play for example caring for a doll in structured routines			
Beginning to show an interest in the activities of others			
Happily shares new experiences with a number of adults			
When distressed, can usually be distracted by a new activity			
Plays cooperatively with a familiar adult e.g. rolling a ball back and forth			
Beginning to recognise themselves as a separate person			

### About Me

How best to help and support me

I need

Name:

My goals and wishes for the future

I hope to

I wish to/for

Things I like

I like

Things I dislike

I dislike

What is important about me?

I need

[EY-SEND-ASSESSMENT-TOOLKIT-Printable-1.pdf](https://solgrid.org.uk/eyc)  
(solgrid.org.uk/eyc)



# Supporting children with SEND

- ❑ Expansion of DfE fully-funded, accredited Level 3 Early Years SENCO training offer (PVI and childminders)



- ❑ Dingley's Promise: Voice of the child module



# Statutory Framework for the early years foundation stage

Effective from 04.09.23

- a change to the current statutory minimum staff:child ratios in England for 2-year-olds from 1:4 to 1:5;
- clarifying that childminders can care for more than the previously-specified maximum of three young children, when caring for siblings of children they already care for, or when caring for their own child;
- clarifying that “adequate supervision” while children are eating means that children must be within sight **and** hearing of an adult.





# Ofsted Early Years Inspection Handbook

## September 2023 Ofsted updated:

- how we judge safeguarding, including a definition of an open and positive culture of safeguarding
- what inspectors should consider when deciding if a provider has the capacity to improve
- who the inspection outcome may be shared with
- the link between the provider's curriculum and the behaviours and attitudes of the children at the setting
- who can be present during meetings that take place on inspection
- an amendment in the quality of education judgement to refer to how practitioners and leaders use assessment to plan suitable activities



# Ofsted videos: Early Years FAQs

## What should I expect from my learning walk?

- What do you want children to learn in the prime areas?
- What are the knowledge and concepts you have decided are crucial for your children?
- How do you make sure that children build their knowledge step by step?

## Early Years in Schools

- Communication and language
- Phonics
- Deep dives
- Insights from research

### About 'Ofsted blog: early years'

This blog is about education and care in children's early years. It will update you on developments in the early years sector and will feature current issues. [Find out more.](#)

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**Sign up and manage updates**



# Best start in life research

**Part 1: Setting the scene**

**Part 2: The 3 prime areas of learning**

***Part 3: The 4 specific areas of learning***

The prime areas are interlinked. For example, more developed language and communication are associated with better emotional well-being. Children who are more physically active in the early years are better at regulating their emotions and achieve better in primary school.



# Building a living curriculum

## Is your curriculum...?

- Centred on emotional wellbeing
- Focused on developing language for all children
- Clear about what you want the children to learn
- Unique to your setting
- Based on the cohort today
- Progressive so that the enabling environment and experiences progress as the children do?

*What is it we want for these children?*

*What do we want them to know and be able to do?*

*How do we want them to 'be'?*

*What will make you feel confident that a child is doing well?*

*Or raise concerns?*


*How will we know that children are progressing-gaining knowledge, gaining skills?*

**A child's learning is secure if they show it consistently across a range of contexts.**

## What are the guiding principles to your curriculum approach?

### *West Solihull Managers' discussion group*

- Rooted in **PSED**
- Knowing** the children with a strong focus on **parents influencing** the curriculum
- Interest-led** planning inspires **conversation** and leads to **immersive** opportunities
- Secure knowledge of **child development** to understand how to support progression, such as independence skills
- Whole setting approach**, and cohesion across the rooms, is integral
- Knowing and understanding the **intent** of all aspects such as mealtimes, displays, the outdoor offer. *Why do we do what we do? How does it benefit the child?*

Children and educators play an active role in building a curriculum together through **spontaneous** and **planned** experiences. 


A living curriculum recognises that even the **most routine experiences** of everyday life can become springboards for **shared thinking, exploration** and **enquiry**.

A living curriculum must also enable children to **revisit, apply and extend** their interests and ideas **over time**. This enables children to **build connections** in their learning through a curriculum that weaves together **child-initiated, adult-facilitated and adult-led experiences**.

*Creating a curriculum with young children, Liz Chesworth and Elizabeth Wood*

# Supportive resources

[www.eif.org.uk/resource/early-years-library](http://www.eif.org.uk/resource/early-years-library)

Language & early literacy	Early numeracy	Social & emotional learning
<a href="#">Full series: intro + 4 booklets</a>	<a href="#">Full series: intro + 4 booklets</a>	<a href="#">Full series: intro + 6 booklets</a>
→ <a href="#">Series introduction</a>	→ <a href="#">Series introduction</a>	→ <a href="#">Series introduction</a>
→ <a href="#">Language and listening</a>	→ <a href="#">Pattern and shape</a>	→ <a href="#">Recognising and expressing emotions</a>
→ <a href="#">Phonological awareness</a>	→ <a href="#">Measurement</a>	→ <a href="#">Regulating emotions</a>
→ <a href="#">Print and letter knowledge</a>	→ <a href="#">Numbers and counting</a>	→ <a href="#">Communicating with others</a>
→ <a href="#">Early writing</a>	→ <a href="#">Adding and taking away</a>	→ <a href="#">Working together</a>
 <b>EARLY INTERVENTION FOUNDATION</b>		→ <a href="#">Developing positive relationships</a>
		→ <a href="#">Resolving conflict</a>
<a href="#">self-regulation</a>		



Support for education professionals > Evidence for the early years > Early Years E

## Early Years Evidence Store

Support to help you put evidence-informed approaches into practice.



### Story one-to-one ('Picture Book' and 'Dear Zoo')

Watch as Rachel reads a familiar story to an 18 month old child.



### Story ('Fish Eyes')

Watch as Rahima reads a maths story, during guided play, with two of her nursery children age three and four years old.

[Help for early years providers - Department for Education](#)



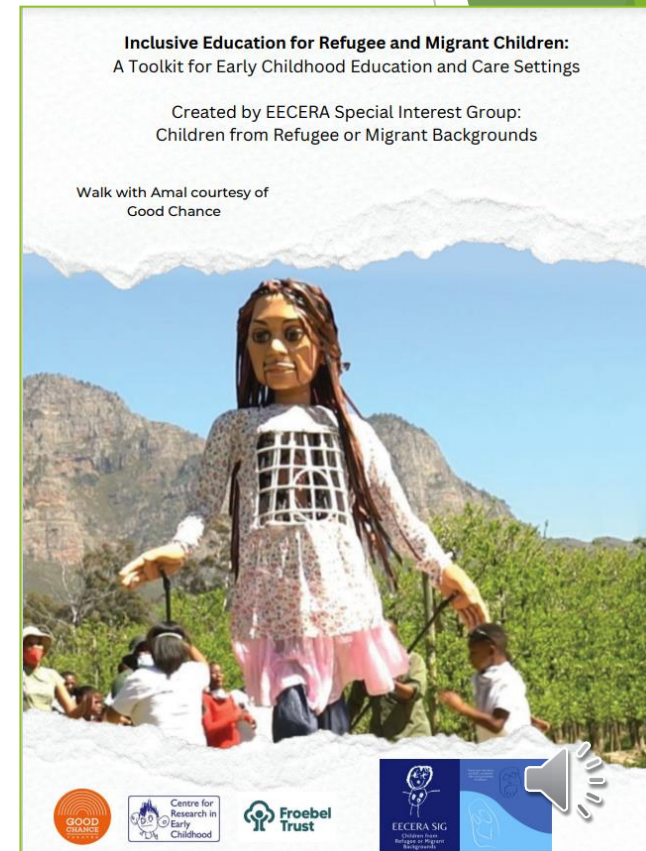


# Inclusive Education for Refugee and Migrant Children

A Toolkit for Early Childhood Education and Care Settings

The Educational Toolkit was inspired by the international event 'The Walk' which presented the journey of a 9-year-old Syrian refugee girl, who walked 8,000 km from Syria to the UK, seeking to be reunited with her mother in the United Kingdom.

This pack aims to support early educators to introduce important ideas and concepts about refugee experiences. We recommend implementing ideas using your knowledge and understanding of the children in your setting, and to introduce the themes with extreme care and sensitivity.





# Sign up

child   
accident  
prevention  
trust

Please keep water beads away from young children. They're just not worth the risk.

 **Solihull**  
Safeguarding  
Children Partnership  
Listening, Learning and  
Improving Outcomes for  
Children and Young People  
RESPECTFUL CHALLENGE • ACCOUNTABILITY • LISTENING • LEARNING • INCLUSION

Right Help, Right Time,  
Right Response

'We work together so that children and young people in Solihull are safe from harm and neglect, are heard and have the opportunity to thrive'



FOUNDATION YEARS

 GOV.UK

Blog

**Ofsted: early years**



Education  
Endowment  
Foundation

 **Anna Freud**  
National Centre for  
Children and Families



# Getting in touch

[eyenquiries@solihull.gov.uk](mailto:eyenquiries@solihull.gov.uk)

0121 704 6150

[www.solgrid.org.uk/eyc](http://www.solgrid.org.uk/eyc)

(Sign up to our Early Years text service)

**Next Leaders and Managers Briefing:  
Wednesday 24<sup>th</sup> January**

