

# Leaders and Managers Briefing Summer 2024

**Event title:** Online Termly Briefing

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

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



# Early Years Evidence Store (EEF)



Education  
Endowment  
Foundation



Early Years Evidence Store  
Communication and Language



Early Years Evidence Store  
Personal Social and Emotional Development



Early Years Evidence Store  
Early Literacy  
Approaches and practices to support



Early Years Evidence Store  
Early Mathematics  
Approaches and practices to support

## Personal, Social and Emotional Development

<https://educationendowmentfoundation.org.uk/support-for-schools/evidence-for-the-early-years/early-years-evidence-store>

**Early Years Evidence Store**  
**Supporting Personal, Social and Emotional Development (PSED) in the Early Years**

Evidence consistently shows that when educators apply PSED approaches they can improve children's outcomes. There is a growing body of evidence to support individual PSED approaches, however not all are equally well evidenced yet. It's recommended that educators combine approaches, as the evidence is most reliable when different approaches are applied together.

Effective approach to support PSED	What is it?	Evidence summary of the approach	Put the approach into action
<p><b>01 Teaching Awareness of Emotions and Feelings</b></p>	This approach involves the child and educator working together to notice and connect their reactions, feelings and emotions and label them correctly.	So far, research has shown that this approach can be effective with children as young as two years old, though it may be beneficial even for younger children.  The approach may be particularly beneficial for those experiencing more stress or less support at home.	<ul style="list-style-type: none"> <li>Label emotions and feelings</li> <li>Discuss emotions and feelings</li> <li>Explain emotions and feelings</li> <li>Scaffold children's reflections</li> </ul>
<p><b>02 Teaching and Modelling Managing Emotions and Feelings</b></p>	This approach involves the child and educator working together to manage emotions in ways that minimise any negative impact on others.	Proactively and explicitly teaching children strategies for managing their emotions is an effective approach for improving their PSED outcomes, particularly for children from lower income households.  Educators modelling how to use the strategies, and having conversations with children about them, are an important part of children applying them successfully.	<ul style="list-style-type: none"> <li>Scaffold children's reflections</li> <li>Model managing emotions</li> <li>Provide techniques to manage strong feelings</li> <li>Remind children when to employ the techniques</li> <li>Scaffold opportunities to manage strong feelings</li> </ul>
<p><b>03 Teaching and Modelling Social Communication</b></p>	This approach involves teaching children to notice body language and spoken words in order to understand how to listen and respond in socially appropriate ways.	Often this approach has been researched alongside other approaches, meaning there is only some evidence it can improve children's PSED outcomes.  Showing children good examples of social communication (e.g. eye contact, pointing, waving) and following this with conversations, can help them to understand and follow the rules of social communication.	<ul style="list-style-type: none"> <li>Model non-verbal communication, body positioning and gestures</li> <li>Promote waiting, joint attention and engagement</li> <li>Provide opportunities to consider appropriate non-verbal communication</li> <li>Demonstrate rules of communication</li> <li>Remind children of the rules of social communication</li> </ul>

**Personal, Social and Emotional Development**

**What is it?**

**Evidence summary of the approach**

**Put the approach into action**

**Reflect on the impact of words and actions on others**

- Provide opportunities to develop connections and relationships with others
- Explore unique qualities, preferences, similarities and differences
- Scaffold when and how to ask for help
- Explain the importance and advantages of working cooperatively with others

**Involves parents in your setting's approach to building relationship skills could enhance outcomes.**

**Teaching children how to sustain positive relationships can have an impact on their social skills and understanding of emotions.**

**Educators can support by ensuring children have opportunities to reach a shared goal and solve problems together, both with their peers and with adults.**

**Oral language skills are an important part of sustaining relationships. Educators can introduce useful vocabulary or scaffolding scripts to support children.**

**Scaffold children's ability to express themselves and their needs, including in times of conflict**

- Provide strategies to minimise and resolve conflict
- Provide opportunities for decision making
- Provide opportunities for collaboration
- Develop a sense of belonging, care, and responsibility
- Model valuing children's rights/agency in sharing when words or actions have impacted them

**Adapt, be large their remote effective different**

**Model non-verbal communication, body positioning and gestures**

- Promote waiting, joint attention and engagement
- Provide opportunities to consider appropriate non-verbal communication
- Demonstrate rules of communication
- Remind children of the rules of social communication

Explore the Early Years Evidence Store to find out more about PSED and other themes, including communication and language, and early maths.

Scan the QR code for detailed examples and videos of the approaches in action.



# Personal, Social and Emotional Development

## Promoting young children's self-regulation skills through play (three- to five-year-olds)



Partnership for  
**Children**  
Good enough health for children for life

Anna Freud

Self-regulation empowers children to manage their emotions, thoughts, and behaviours in ways that pave the path for positive social interactions, academic success, and overall wellbeing. Self-regulation is not only a personal asset for children but a crucial tool for navigating the complexities of the world. The ongoing challenges we are all facing since the pandemic, including a cost-of-living crisis, brings with them stressors that can impact every member of a household, including young children.

### Reflection questions

How do you reduce other distractions during story time?

Can you create a visual timetable with children so they can see when story time is coming each day to support predictability and routine?

## 1. The environment

A child's environment is important because it influences their ability to self-regulate. A calming area provides children with a designated space where they can learn to regulate their emotions. It offers a safe and structured environment for them to process and manage their feelings effectively. Giving children the option to go to the calm down corner empowers them to make choices about their emotional wellbeing. This promotes a sense of autonomy and control over their feelings.

*Activity: Calming Corner Challenge*



# Children Taught Out of Reception Year

## Early Learning Goals (ELG) and the Early Years Foundation Stage Profile (EYFSP)

Have both options been carefully explored and considered with the family?

What are the reasons for the decision made?

- *Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.*
- *Write simple phrases and sentences that can be read by others.*

The ELGs are based on typical child development at the age of 5, so most children are likely to meet the 'expected' level of development.

The EYFS Profile must be completed for each child in the final term of the year in which they reach age 5.



**EYFSP handbook**





child accident  
prevention trust

Sign up to stay up-to-date |  
Child Accident Prevention  
Trust (capt.org.uk)

Sign up

Sign up to stay up-to-date

Road Safety For Children | Child  
Accident Prevention Trust (capt.org.uk)



## Safety around dogs

The bond between your child and dog can bring fun and happiness to family life. We don't expect our own dog to bite, but any dog can bite if they feel they have no other option.

Children are most likely to be bitten at home, by a familiar dog. Luckily most bites are preventable and close supervision is key.

 A calm, happy dog is less likely to react unsafely to children's natural exuberance.

- Give your dog a safe space of their own where they can go if they need time out. Have a rule to



Dogs and Children | Top tips to keep them safe and happy together  
(capt.org.uk)



One child under five is admitted to hospital every day after falling from a building – often from open windows but also from balconies.

# Free from falls

*“A preventable accident ends up with a shattered family. And that’s just very tragic.”*

Paediatric Neurologist (a doctor who specialises in child brain injury)

Scrapes and bruises are a part of growing up. But even a fall from a highchair can cause a bad head injury. That’s because babies’ heads are much heavier than their bodies, which makes them top-heavy. And when they land, their head takes much of the impact.

It doesn’t make sense trying to stop all falls. But there are some serious ones you can easily stop once you know how and why.

- Windows** – what’s that I can see?
  - Small children are curious and want to see what’s happening outside but have no real understanding of danger
  - Take care not to put furniture in front of windows, especially in children’s bedrooms
  - If you can, get safety catches or locks fitted on your windows
  - If you opt for a lock, keep the keys somewhere you can find them, in case there’s a fire and you need to get out.
- Cots, beds and changing tables** – now I can wriggle and roll!
  - Even small babies can wriggle off a bed or changing table – so change their nappies on the floor and avoid leaving them on a raised surface
  - As soon as your baby can stand, remove any large toys they might climb on to get out of their cot, preventing serious falls.
- Stairs** – I can shuffle and I’m off!
  - Even before they’re mobile, babies are injured when the person carrying them falls. So keep a hand on the rail going up and down stairs
  - As soon as your baby starts moving around, fit safety gates to stop them climbing or falling down the stairs.
- Highchairs** – is that my drink?
  - Children may try to get things that are out of their reach
  - They may lean over the side and topple out or push themselves up and try to climb out
  - Get into the habit of using the straps on the highchair every time you use it.



[www.capt.org.uk](http://www.capt.org.uk)  
[@ChildAccidentPreventionTrust](https://www.facebook.com/ChildAccidentPreventionTrust) [@capt\\_charity](https://www.instagram.com/capt_charity)



Falls from open windows | Child Accident Prevention Trust (capt.org.uk)

# Going potty

Recent generations have softened their attitudes to toilet training, but with high numbers of children starting school in nappies, are we waiting too long? [Caroline Vollans](#)



**‘Over the last century, the average age of children in the UK being toilet trained has moved from 12-18 months to three or four years.’**

The IHV's tips include:

- encouraging an interest in the potty/toilet using books, stories, songs, apps
- talking about the process, answering children's questions
- introducing the child to a potty – playing with it, trying to sit on it
- sitting on it as part of the daily routine
- having a book to look at when doing a poo

having a wee or poo: fidgeting, walking in a funny fashion, pulling a particular face...

- swapping nappies for trainer pants – these are easy to pull up and down. Also, they will feel wet and begin to associate this with needing to do a wee
- reminding them to use the potty throughout the day.

They add, 'Children with additional needs may benefit from learning these skills in a... For guidance on toilet... with autism or... development, a useful... at Bladder & Bowel UK

<https://www.facebook.com/SolihullHVs>

South Warwickshire University  
NHS Foundation Trust

OUR  
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**Solihull Health Visiting Service**

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## Useful links to support and resources:

- [How to potty train - NHS \(www.nhs.uk\)](http://www.nhs.uk)
- [Potty training: how to start & best age to potty train - ERIC](#)



# PARENT WEBSITE LINK: Early learning and development - Start for Life - NHS - NHS ([www.nhs.uk](http://www.nhs.uk))



[Home](#)

## Early learning and development

90% of your child's brain growth happens before the age of 5. Right from the start, all those little moments you spend together with your child are building their brain.

Every smile, cuddle, chat and game makes a huge difference, helping them learn to communicate, develop confidence and make friends.

Find lots of ideas, easy tips and activities you can do together with your child.

### Learning to talk

[0 to 6 months – Learning to talk](#)

[6 to 12 months – Learning to talk](#)

[1 to 2 years – Learning to talk and communicate](#)

[2 to 3 years – Learning to talk and communicate](#)

[3 to 4 years – Learning to talk and communicate](#)

Better Health Start for Life NHS

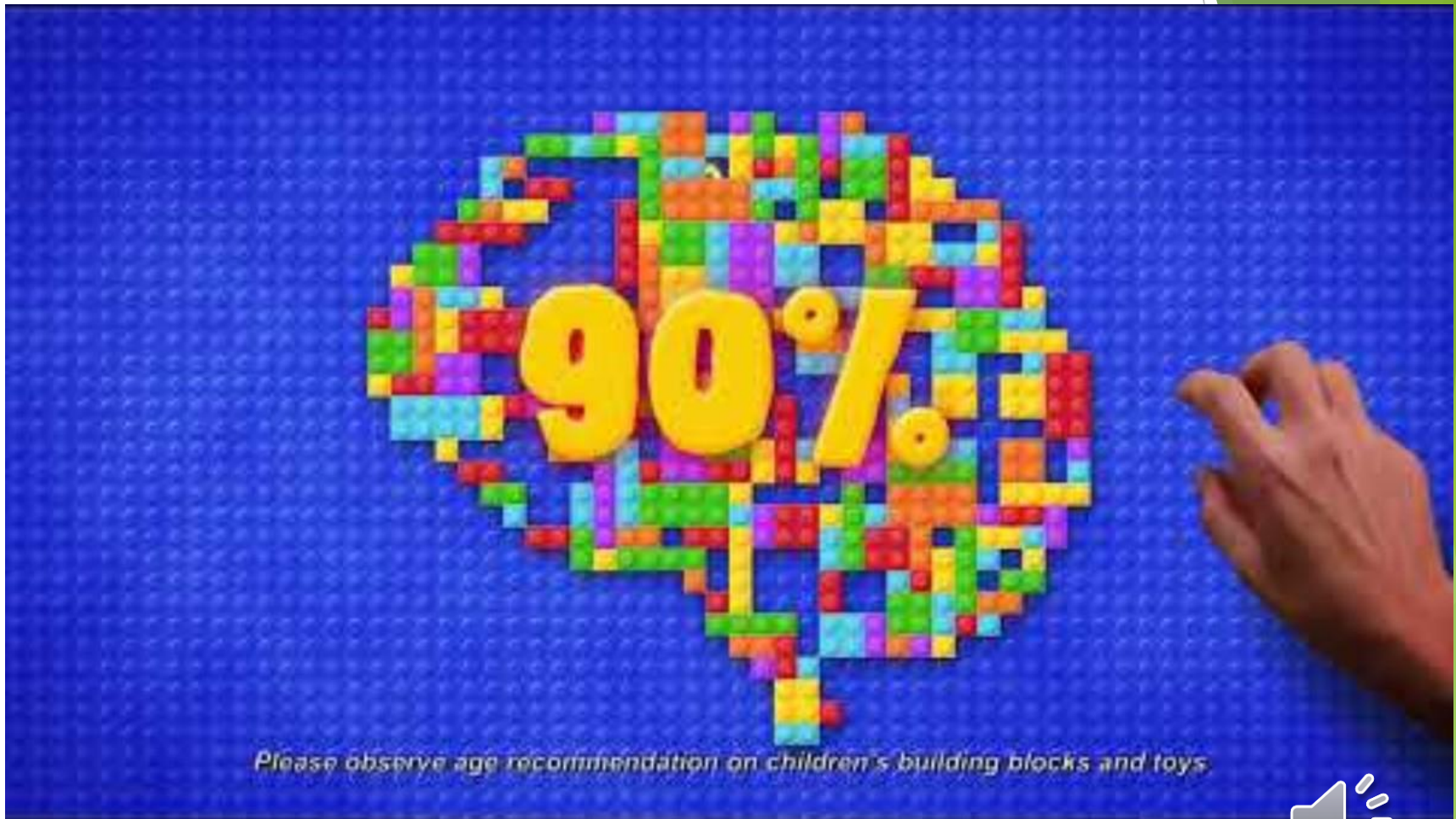
LOAD THEM UP...

90% of brain growth happens before the age of five.

**[Campaign Resources:](https://campaignresources.dhsc.gov.uk/campaigns/better-health-start-for-life/better-health-start-for-life-home-learning-environment-2024/)**  
<https://campaignresources.dhsc.gov.uk/campaigns/better-health-start-for-life/better-health-start-for-life-home-learning-environment-2024/>



# Help build our amazing brains together | Start for Life | NHS



*Please observe age recommendation on children's building blocks and toys.*



# Safeguarding Scenario – What would you do?



What would the impact be of a security breach and action we take?

- Scenario – A parent holds a door open for a visitor and they enter the premises without identification.
- Consider the impact on children of the two possible outcomes
- Nursery staff approach visitor and verify ID, ask them purpose of their visit and ask them to sign in at reception. On collection, they remind the parent not to hold the door open and display a sign asking parents/visitors not to hold the door open for others.

Vs

- Visitor enters the premises unchallenged. They are able to gain access to children's play areas. After wandering around they remain unchallenged.

## The EYFS Statutory framework, Section 3 -Safeguarding and welfare

*Safety and suitability of premises, environment and equipment*

*Organising premises for confidentiality and safeguarding*

### **3.72 Providers must ensure:**

**They take all reasonable steps to prevent unauthorised persons entering the premises and have an agreed procedure for checking the identity of visitors.**



Early Years and Childcare Search Early Ye

Home Training Solihull support SEND Resources EEF Click here to join

Solgrid for Solihull schools > Early Years and Childcare > Resources > Safeguarding and welfare > Safer Sleep Guidance

Resources

Safeguarding and welfare

- Neglect
- Food Safety
- Health and safety
- Online Safety
- Oral Health
- Safer Sleep Guidance**

## Safer Sleep Guidance

**Safer Sleep Awareness: A Guide For Childminders Foster Carers Nannies and Nursery Settings (PDF)**

**A guide to Safer Sleep for babies**



### Example of Ofsted actions

- ensure at least half the staff who care for babies have received training that specifically addresses the care of babies
- demonstrate how you will ensure sleeping babies are frequently checked to ensure that they are safe
- review and implement sleeping arrangements to ensure children are placed down to sleep safely in line with latest government safety guidance
- ensure all practitioners have appropriate qualifications, training, skills, knowledge, and a clear understanding of their roles and responsibilities with regards to sleeping children





- **Reporting** – how Ofsted report on education and regulatory inspections
- **Inspection practice** – the shape of education and regulatory inspections, Ofsted ways of working and the craft of inspecting
- **Culture and purpose** – the conduct of Ofsted inspections and the way they work
- **Impact** – the consequences of inspections for children, professionals, institutions and parents' choices

<https://www.gov.uk/government/consultations/ofsted-big-listen>

**Consultation closes: 11:59pm on 31 May 2024**

## Ofsted Big Listen children's survey

We want to hear from the children we work for.

Take the children's survey

<https://www.smartsurvey.co.uk/s/ofstedbiglistenchildren>



# Training - Summer Term Early Years Team

## EY Settings PVI Training

- **Leaders and managers' briefing: Sharing Success**  
Wed 1st May 2024 9:30am-12:00pm
- **Leading and managing continual improvement: Part 1 & 2**  
(Please note this course is run in two parts)  
**Part 1:** Tues 11<sup>th</sup> June 2024 1:30-4:30pm  
**Part 2:** Tues 17<sup>th</sup> Sept 2024 1:30-4:30pm

[Training  
\(solgrid.org.uk\)](https://solgrid.org.uk)

## Schools

- **Early learning goals (ELG) Moderation**  
Fri 17th May 2024 9:30-11:30am
- **School EYFS leaders and managers' briefing**  
Mon 17th June 2024 1:30-3:30pm Sans Souci
- **Repeated**  
Tue 18th June 2024 9:30-11:30am Elmwood Place

## **Childminder Network Meeting: Mathematics**

Wed 12th June 2024  
6:30-8:30pm



## Safeguarding

- **Early Years Looked After Children and previously Looked After Children co-ordinator Core training**

Thurs 23rd May 2024 9:30am - 12:30pm

- **Designated Safeguarding Lead (DSL) briefing: Prevent and Looked after children**

Thursday 6th June 2024 1:30pm - 3:00pm

- **Safeguarding Awareness training**

Wed 26th June 2024 6:30-8:30pm

- **Paediatric First Aid** - Please check Solgrid for dates, times, and venues.
- **Solihull Safeguarding Children Partnership (SSCP)** - Please visit the Training programme on the SSCP website for full details of courses.

## SEND

- **Writing SMART targets**

Mon 29th April 2024 1:30-3:30pm

- **SENCO briefing**

Mon 3rd June 2024 1:30-3:30pm

- **Makaton signing for babies** - 3 sessions

3 / 5/ Fri 7th June 2024 6:30-7:30 pm

4/11/18th June 2024 6:30-7:30 pm

- **Transition events for the (West Solihull) and (North/East Solihull)**

Mon 10th June 2024 1:30-3:30pm

- **New to SENCo role** (Repeat of Autumn course)

Mon 8th July 2024 1:00 - 2:30pm

**Training**  
**(solgrid.org.uk)**



# Getting in touch

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0121 704 6150

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

(Sign up to our Early Years text service)

Leaders and Managers Briefing  
Evaluation



**Next Leaders and Managers Briefing:  
Autumn 2024**

