

Leaders and Managers Briefing

Event title: Online Termly Briefing: **Spring 2025**

Audience: Childminders, PVI settings, Schools

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



SETTING IMPROVEMENT: UNDER TWOS EARLY YEARS PRACTITIONER

KAREN NEAL

- To work alongside practitioners to strengthen knowledge, understanding and delivery of quality practice and provision for the youngest children.

SETTING IMPROVEMENT: BUSINESS SUPPORT

JENNA HANDLEY

- To offer business support to settings and childminders in Solihull including advice on funding, grants for projects, conducting business health checks and supporting managers.
- To coordinate the expansion of the childcare sector in Solihull including early years capital grant funding.
- Solihull Childcare Business Event – Coming soon!



EYFS Framework Updates

From 1 November 2024

These changes have been made to:

- help childminders join and stay in the profession
- support the rollout of the expanded childcare entitlements
- clarify the existing policy on the qualification requirements for counting in the staff to child ratios at Level 6 (the [Check your early years qualifications finder](#) now confirms which qualifications can be included in staff to child ratios at Level 6)

[Early years foundation stage \(EYFS\) statutory framework - GOV.UK](#)



EYFS Framework Updates

From 1 November 2024:

Two categories of childminder:

1. Childminder (with domestic premises)

- 50% rule - Childminders (with domestic premises) will be able to choose how much time they operate from their home or from non-domestic premises, as long as they spend at least some of their time operating from their domestic premises.

2. Childminder without domestic premises

- Those childminders who do not want to, or are unable to, work from home can register for the new category: 'childminder without domestic premises' where they would operate entirely from non-domestic premises.

3. All childminders will be able to work with an additional person (another childminder or assistant) under their childminder registration – allowing up to 4 people to work together in total.



EYFS Framework Updates

Further changes from September 2025 – Safeguarding

- amendments to promote **safer recruitment**, including requirements to obtain references.
- new requirements for providers to follow up if a child is **absent** for a prolonged period of time and amendments to ensure providers hold additional **emergency contact details**
- new requirements to ensure **safer eating**
- the creation of a **safeguarding training** criteria annex and a requirement for safeguarding policies to include details of how safeguarding training is delivered, including how practitioners are supported to put it into place
- amendments to ensure that early years students and trainees are required to have **paediatric first aid (PFA)** training for them to be included in ratios at the level below their level of study
- new requirements to support **whistleblowing**
- amendments to ensure that **children's privacy during nappy changing** and toileting is considered and balanced with safeguarding considerations










Resources

Safeguarding and welfare

[Abuse](#)[Emergency Planning](#)[Neglect](#)[Food Safety](#)[Health and Safety](#)[Online Safety](#)[Oral Health](#)[Safer Sleep Guidance](#)

Safeguarding and welfare

 [EYFS safeguarding reforms: consultation response](#) [EYFS safeguarding reforms - Vodcast](#) [Safeguarding excellence: Protecting our youngest learners - webinar](#) [EYFS safeguarding reforms: summary \(PDF\)](#) [Safeguarding contact numbers \(March 24\) and Early Help flowchart \(May 24\) Poster \(PDF\)](#) [Early Years Safeguarding Information Summary \(Word\)](#)

-  [Making a referral to Children's Services guide \(PDF\)](#)
- [Children's Services Inter-Agency Referral Form](#)
-  [Top Tips for a Super Safeguarding Culture \(PDF\)](#)
-  [Front door referral process \(Word\)](#)

[Early Years & Education Safeguarding Subgroup feedback Form](#)[Early Years Team Safeguarding Training](#)

**Look out for your email invite to the
Neglect Champions Network Events
Tuesday 11th February**

[Solgrid for Solihull schools](#) > [Early Years and Childcare](#) > [Resources](#) > [Safeguarding and welfare](#) > [Neglect](#)

Resources

Safeguarding and welfare

[Abuse](#)[Emergency Planning](#)[Neglect](#)[Food Safety](#)[Health and Safety](#)[Online Safety](#)[Oral Health](#)[Safer Sleep Guidance](#)[Toileting](#)

Neglect

[Solihull Safeguarding Children Partnership \(SSCP\) Guidance](#)
- [Click here for the Solihull SSCP website Neglect pages](#)

[Neglect Training Presentations](#)

SSCP training presentations with notes for DSL's to use in setting to deliver neglect training:

- [What is neglect? Impact on children \(Powerpoint\)](#)
- [Child Neglect – Working with parents \(Powerpoint\)](#)

[Neglect Screening tool](#)

- [Neglect Screening tool with feedback link \(Word\)](#)
- [Neglect-Screening-Tool-Guide-v2 \(PDF\)](#)

[What is neglect and the different types of neglect](#)

- [What is neglect? \(PDF\)](#)
- [Types of Neglect – Affluent \(PDF\)](#)
- [Types of Neglect – Educational \(PDF\)](#)
- [Types of Neglect – Emotional \(PDF\)](#)

[Neglect Champions](#)

Watch our DSL Brief to find out more about the NSPCC Neglect champions and the graded Care profile 2 [click here](#)

- [Neglect Champions contact details \(Word\)](#)
- [Neglect Champion experience of using the Graded Care Profile 2 \(PDF\)](#)

Don't Neglect Neglect

Sharon Birch, Heather Fowler
and Jackie Cherrington-Cowell



**Click here to watch the Early
years Safeguarding Network
Neglect Webinar**



Safeguarding scenario

Joe is four years old and is in receipt of 30 hours funding. He has been attending the setting very sporadically for three months. You have been monitoring Joe since he started due to concerns around his attendance, appearance, and constant hunger when in nursery. Joe is a quiet child and seems to do his best not to be noticed.

You have spoken with mum previously about this and she always has an excuse, for example, slept in so didn't have time for breakfast or the washing machine is broken.

Today Joe comes into nursery and as usual is hungry, looks tired, dirty and unkempt – mum again says that they overslept.

During playtime you observed Joe playing in the home corner. He is curled up on the floor pretending to be sleeping. You suggest to him to make a bed on the settee. His response is: 'I always sleep on the floor' When you ask him why, he does not sleep in his bed he replies, I don't have one.



Safeguarding scenario

► Advice/what to do

- Make sure all parents have clear information about the settings attendance policy.
- Ensure Joe is settled and offer him some food.
- Discuss this with the DSL / Manager immediately.
- Log the concern and disclosure on a safeguarding log and review the chronology – This will help inform your next steps...

▪ Do you need to ?

- Contact MASH for further advice if you feel that this meets the thresholds for a referral? Ensure the child is monitored and any concerns logged appropriately.
- Early Help - signpost / provide... see SSCP Early Help Guidance.
 - Consider if mum should be spoken with on collection - what support be offered, or services signposted to. E.g. Here to help...

► ***[Please note this list is not exhaustive]***



Supporting attendance

**Lost
learning
at record
high**

A record 32 million days of learning were lost last year by pupils in England's schools, due to a combination of unauthorised absences and exclusions, according to a new study by the Institute for Public Policy Research (IPPR). The report warns the education system is failing children, particularly those from poorer backgrounds.

Good practice includes

- ▶ 1st day call back
- ▶ Conversations with parents about worrying patterns
- ▶ Vulnerable child attendance reporting e.g. social worker notification
- ▶ Monitoring attendance for safeguarding as well as for fees
- ▶ NB updated safeguarding EYFS



[Sky News: Lost learning at record high: School exclusions continue to rise, especially among poor, study shows](#)

Training

Dingley's Promise - Mark of Achievement

Track your setting's journey to a Mark of Achievement from Dingley's Promise by logging training using this 'MoA criteria tracker'

<https://www.solgrid.org.uk/eyc/training/training-from-other-providers/>.

Training modules:

new

Intersections within Early Years Practice

- Introduction to Early Years Inclusive Practice
- Early Years Transitions
- Having Difficult Conversations with Families
- Behaviours that Challenge
- The Voice of the Child



Training/Briefings

EY Settings PVI Training

- Leading and managing continual improvement: Part 1&2 June and Sept
- Leading a room (babies and toddlers) 11th March
- Leaders and Managers - Sharing Success 14th May
- Solihull Super Starts – People who help us briefing- 28th Jan
- The journey towards self regulation –on Solgrid- part 2 out soon

Childminder Network Meeting : 3rd April

SEND

SENCo briefing: 31st March
Makaton Signing for Babies
Transition events - June

School EYFS


Leaders/Managers Network -12th Feb
Moderation – 16th May
Leading 2s provision – 4th Feb

Safeguarding

DSL Briefing 27th Feb
Safeguarding awareness 26th March
Neglect Champions Network Events - 11th Feb





SSCP Training





SSCP EVENING Module 1 Early Help+
Multi-agency safeguarding training

This training is for those whose work during the day makes it difficult for them to join other SSCP training modules. It is aimed at those working with children and families who identify additional needs and can carry out early help assessments. It also covers some information about the Education, Health & Care plan process

 **DATE** 12.3.25

 **TIME** 6-9 pm

 **Delivered online** 

BOOK YOUR PLACE NOW!

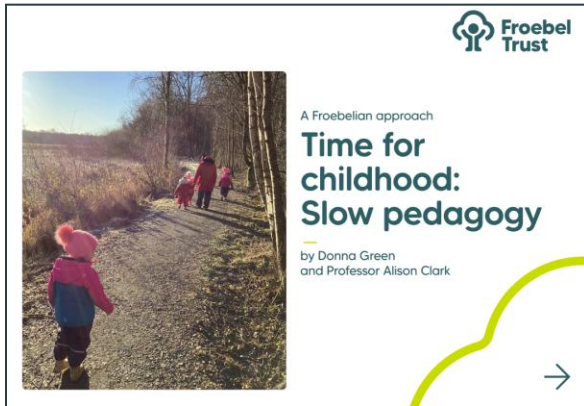
Locality based training

- Safeguarding babies under 2
- Engaging men in the safeguarding of children

training.solihullscp.co.uk/Course/CoursesDetailListing.aspx



Resources



Time for childhood: Slow pedagogy – A Froebelian approach

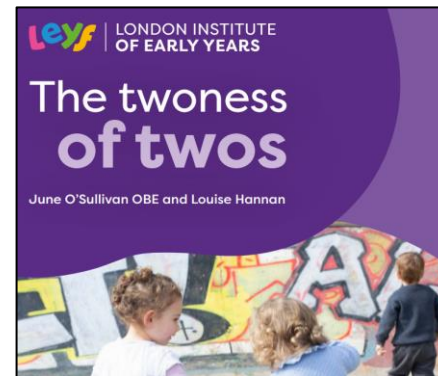
STAIRS approach to scaffolding:

- Sharing attention
- Thriving together
- Avoiding frustration
- Important features
- Reviewing progress

Improving early education through high-quality interactions | EEF



Best start in life: a research review for early years - GOV.UK



Nursery World - Early years



Getting in touch

eyenquiries@solihull.gov.uk

0121 704 6150

www.solgrid.org.uk/eyc

(Sign up to our Early Years text service)

**Next Leaders and Managers Briefing:
14th May 2025**

