

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)

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Agenda

Local updates:

- Early Years team
- Annual Setting Improvement Approach
- Local training and network events

Sector updates:

- Updated EYFS Statutory framework
- Renewed Ofsted approach
- Have you considered?

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Solihull Early Years and Childcare Service

Local Authority (LA) Statutory duties summarised below:

- LAs and their partners to improve outcomes for all children under five and reduce inequalities.
- LAs to secure sufficient (quality) childcare.
- Provide information, advice and training to childcare partners and information, advice and assistance to parents.

- Thanks goes to **Jenna Handley** who has completed her contract with the team as Business Adviser.
- **Shinade Duffus** has rejoined the team, following maternity leave, in her role as Inclusion Support Practitioner (ISP)
- **Kelly Bowkett** has now joined the Area SENCo team and will be contacting her new settings throughout the term.

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Setting Improvement Approach (SIA) Annual Visit

- **All** schools will be invited to a networking event to join schools with similar EYFSP outcomes.
- PVI settings and childminders will have a choice between two options, each with a focus on **Belonging**.

Option 1: Safeguarding and welfare: When I belong, I am kept safe and I feel safe

Option 2: Belonging: My key person builds on what I know and can do

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Belonging

So, let's instead imagine that from early childhood we were told there is no singular 'normal' way of being human. Your preferences, your interests, your sensory experiences, your communication style are all valid. You want to line up and colour code everything in your toy box? Great! You want to mix everything up and create a huge tower? Also great. You thrive on a predictable routine? We'll make a plan together. You want more flexibility? We'll make space for that! Do you need support from someone else to help you process your emotions? We'll be here for you. Do you need time on your own to help you make sense of how you're feeling? We'll make sure to respect that.

Royal Foundation Centre for Early Childhood: Why a sense of belonging matters – Neurodiversity and the Shaping Us Framework

Case studies: transition

Case Study: Ahmed vs Captain Amazing!
by Ben Kingston Hughes | Stronger Practice Hubs

Images from *Play Matters Guide*



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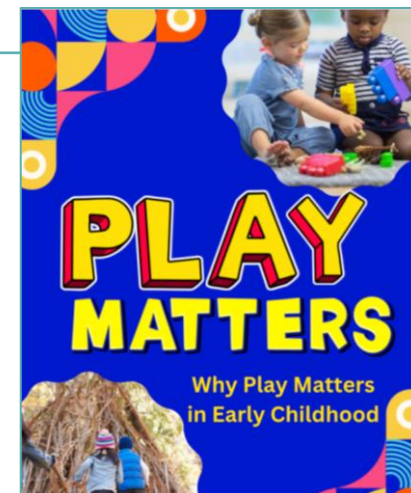
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Option 1: Safeguarding and welfare

When I belong, I am kept safe and I feel safe.



A sense of belonging refers to an individual feeling 'accepted, valued and 'at home' in the setting or provision' and 'comfortable, included, valued and a sense of connection with others'. Belonging puts attachment theory into daily practice and it is an essential part of inclusive practice as it reduces feelings of social isolation and helps to combat marginalisation. Siegal and Bryson (2020) helpfully suggest that children need to feel safe, seen, soothed and secure in our care. *Play Matters, Love and nurture fosters a sense of belonging*



When children's basic needs (e.g. physiological, safety, love, and **belonging**) are unmet, it can harm their brain development, preventing healthy cognitive, emotional, and social growth. *Cumulative Harm, SSCP*
[Types of Neglect](#)

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Option 2: Belonging

My key person builds on what I know and can do.



Play Matters
Guide 2025 Final

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Pre-visit self-evaluation

What is in place to ensure that all children are known and understood as individuals, so that they are:

- kept safe
- feel safe
- have their learning and development needs met?

How do you know that it is happening in practice?



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Belonging: pre-visit self-evaluation

A strong sense of belonging helps young children feel safe, valued and connected in their environment. When children experience this, they are more likely to engage positively with others, explore new experiences and develop confidence in themselves. *How to create a sense of belonging- A guide for early years providers (Thrive)*

The Setting Improvement visit this year will focus on a theme of **belonging**. Once again, there is a choice between two options:

Option 1: Safeguarding and welfare: When I belong, I am kept safe and I feel safe.

Option 2: Belonging: My key person builds on what I know and can do.



When I belong, I am kept safe and I feel safe.

Statements taken from EYFS Statutory Framework

- Children learn best when they are healthy, safe, secure, when their **individual needs are met**, and when they have positive relationships with the people caring for them.
- All** practitioners must be alert to any issues of concern in the child's life at home or elsewhere.
- Children's personal, social and emotional development is **crucial** for children to lead healthy and happy lives and is fundamental to their cognitive development.

My key person builds on what I know and can do

Statements taken from EYFS Statutory Framework

- Children need to build an **attachment** with their key person for their confidence and wellbeing. The key person also promotes children's learning by developing a **deep** understanding of their individual needs.
- Practitioners should be ambitious for **all** children planning a challenging, enjoyable experience for **each** child.
- Every child's care is **tailored** to meet their individual needs.

In preparation for the Setting Improvement visit, for both option 1 or option 2, please consider:

What is in place to ensure that all children are known and understood as individuals, so that they are:

- kept safe
- feel safe
- have their learning and development needs met?

How do you know that it is happening in practice?

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EYFS Statutory Framework

Early years foundation stage (EYFS) statutory framework - GOV.UK

Changes from 1 September 2025- strengthened safeguarding requirements

Safer recruitment:

- new expectations to provide references
- requirements to obtain references [Early years employment reference template 2025.docx](#)
- a requirement for safeguarding policies to include procedures to help ensure that only suitable individuals are recruited

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**

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

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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

New nutrition guidance

[New nutrition guidance](#) has been developed with nutrition and sector experts. Providers **must** take this into account and should follow it unless there is a good reason not to. [Nurturing Nutrition: Building Healthy Foundations in the Early Years Vodcast - Foundation Years](#)

Experience-Based Route (EBR)

The changes allow staff who have successfully been through EBR to be included in staff:child ratios at level 3 should they meet other requirements.

Reception Baseline Assessment

Annex B of the group and school-based providers framework has been updated to reflect the additional digital elements that will be introduced for academic year 2025/26 onwards.

The [Early Years Qualifications Requirements and Standards document](#) will also be updated from 1st September 2025 with minor clarifications.



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Best start in life

Giving every child the best start in life

To ensure that a child's background does not determine their future success, so that all children develop well, learning to communicate, build relationships, manage their emotions, play and learn. Not just in school, but throughout their lives. That is why our Plan for Change sets a target for a record proportion of children to be school-ready by 2028.

1. Better support for families
2. More accessible early education and childcare
3. Improving quality in early years including reception

[Homepage](#) | [Best Start in Life](#)



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Ofsted: Early years renewed inspection framework webinars

Nurseries, pre-schools and other registered early years settings

[Thursday 18 September 2025: 6pm to 7pm](#) (new date added)

Childminders

[Wednesday 17 September 2025: 7pm to 8pm](#)

Out-of-school providers registered on the Early Years Register

[Thursday 18 September 2025: 12pm to 1pm](#)

State-funded primary schools

[Thursday 2 October 2025: 4pm to 5pm](#) (new date added)

Non-association independent schools

[Tuesday 30 September 2025: 4pm to 5pm](#)

Special schools

[Thursday 25 September 2025: 4pm to 5pm](#)

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Ofsted: renewed approach

- **New inspection toolkits** for grading providers.
- **Inspection methodology to reduce workload** for the education workforce.
- Inspection findings to be **grounded in a clear understanding of each provider's unique circumstances**.
- **Online insights platform - 'Ofsted – Explore an Area'**, giving parents key information about the education and care services in their local area.
- **A new system for monitoring schools where improvement is needed**, to offer reassurance to parents and carers. These inspections will allow providers to improve 'needs attention' grades and have improvements recognised more quickly.
- **Increased resource and training for inspection teams will drive quality and consistency**: an additional school inspector will add capacity to the team, allowing the lead inspector to spend more time with leaders.

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Ofsted: Early Years inspection toolkit

The reforms will come into effect in **November 2025**.

Key changes include:

➤ **5-point grading scale:**

- Urgent improvement
- Needs attention
- Expected standard
- Strong standard
- Exceptional

➤ **Wider range of evaluation areas:**

- Safeguarding
- Inclusion
- Curriculum and teaching
- Achievement
- Behaviour, attitudes and establishing routines
- Children’s welfare and wellbeing
- Leadership and governance

Not met	Met
<p>The safeguarding standards have been developed from the safeguarding and welfare requirements of the 'EYFS statutory framework for group and school-based providers', 'EYFS statutory framework for childminders', 'Keeping children safe in education' and 'Working together to safeguard children'. Safeguarding standards are likely to be 'not met' if any of the following apply:</p> <p>Serious and/or widespread failures in safeguarding practice lead to children, or particular groups of children, being unsafe. Breaches of the statutory requirements for safeguarding have a significant impact on children's safety.</p> <p>Leaders have not taken sufficient action to resolve weaknesses following a failure of safeguarding arrangements that meant children may not have been kept safe.</p> <p>Leaders are not open to challenge and/or do not learn from issues or incidents.</p>	<p>The safeguarding standards have been developed from the safeguarding and welfare requirements of the 'EYFS statutory framework for group and school-based providers', 'EYFS statutory framework for childminders', 'Keeping children safe in education' and 'Working together to safeguard children'. Safeguarding standards are 'met' when all the following apply:</p> <p>Leaders have established an open culture in which safeguarding is everyone's responsibility.</p> <p>Leaders and practitioners meet their responsibilities to promote the safety of children, in relation to the statutory requirements for safeguarding. Multi-agency working is effective.</p> <p>Parents and children know who to go to for support.</p> <p>Leaders identify children who may need early help and who are at risk of harm or who have been harmed. Practitioners recognise that babies and young children, including those with SEND, may be more vulnerable to abuse and neglect and that they depend on adults to recognise and</p>

Needs attention	Expected standard	Strong standard
<p>Inclusion is likely to be graded 'needs attention' when the 'expected standard' has not been met but breaches of the EYFS requirements do not have a significant impact on children's learning and development and/or safety and welfare.</p> <p>This may include when one or more of the following applies:</p> <ul style="list-style-type: none">■ Leaders have only recently started to take appropriate action to identify and assess children's needs or reduce barriers to children's learning and/or well-being.■ Weaknesses or inconsistencies in practice have a negative impact on children or on a particular group of children.	<p>Inclusion meets the 'expected standard' when all the following apply:</p> <p>Leaders identify children's needs quickly and accurately, including any emerging or changing needs. This includes the needs of disadvantaged children, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being.</p> <p>Leaders have high expectations for these children. Typically, the support they provide reduces barriers to the children's learning and/or well-being.</p> <p>Leaders ask for and implement advice from specialists and external partners, when needed.</p> <p>Leaders take a graduated approach (as explained earlier), which means that children's SEND needs are generally met well. Practitioners receive suitable training and support to implement this approach.</p> <p>Leaders have a secure understanding of these children's needs and progress. They use appropriate evidence to inform their decisions</p>	<p>Inclusion meets the 'strong standard' when the 'expected standard' has been met and all the following apply:</p> <p>Leaders and practitioners consistently make a demonstrable difference to the opportunities and experiences of disadvantaged children, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being.</p> <p>Leaders and practitioners are consistent in making sure that the barriers children face are swiftly identified and effectively addressed. They rigorously monitor the progress of children receiving statutory support and those who may also face other barriers to their learning and/or well-being. Adaptations are systematically and skilfully adjusted as needed, so that they make a sustained difference to children's opportunities and experiences.</p>

Ofsted: Early years inspection operating guide for inspectors

- **Phone call** before 10am the working day before inspection
- Arrange a **video call** (ideally) on the same day (approx. 30 minutes)
 - Introductions and practicalities
 - Understanding setting context
 - Planning the timetable
- **Nominee**
- **Three principles:**
 1. The extent to which children achieve, belong, thrive
 2. Leadership, inclusion and whether there is an open and positive safeguarding culture
 3. The 'expected standard' in the evaluation areas in the toolkit is the starting point
- **Secure fit** in an evaluation area
- **Report card** [Ofsted confirms changes to education inspection and unveils new-look report cards - GOV.UK](#)



Training and events:

Solihull Early Years and Childcare Service

Safeguarding training: Childminders and PVI settings

[Childminder DSL Safeguarding Training](#)

[Designated Safeguarding Lead \(DSL\) Briefs](#)

[New to Designated Safeguarding Lead \(DSL\) role Training](#)

[Safeguarding Training for Early Years and Childcare](#)

[SSCP modules for DSL](#)

[SSCP Managing Allegations](#)

[Leaders and Managers Briefings](#)

Training and networking events: Childminders and PVI settings

[The Early Years Foundation Stage \(EYFS\)](#)

[Leading a Room \(Babies and Toddlers\)](#)

[How young children learn \(babies and toddlers\)](#)

[Childminder Network Meeting](#)

[Leaders and Managers Meeting: Sharing Success](#)



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Training and events: Solihull Early Years and Childcare Service

Schools

[Moderation – Early Learning Goals \(ELG\)](#)

[New to EYFS: Part 1 & 2](#)

[Leading twos provision and rising threes' provision in school](#)

[School EYFS Leaders and Managers Meeting](#)

[Transition Events](#)

[Leaders and Managers Briefings](#)

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Have you considered?

Community led early help assessment form update

The new web form is now live [Early help assessment form](#) with accompanying [guidance](#).

Multi-agency assessment form (MARF)

Solihull's [MARF](#) form has been reviewed and updated. The [parental engagement and consent guide](#) has also been updated.

Domestic/sexual abuse- awareness campaign

Solihull's Domestic Abuse Partnership Board have a new [Domestic abuse awareness campaign](#)
[Bright Beginnings Programme BSWAID – news](#)

Supervised toothbrushing programme in areas of deprivation

Primary schools in deprived areas will be requested to deliver [daily supervised toothbrushing](#) for 3-5 year olds. This is proven to reduce dental decay, a leading cause of absence. Group settings may also be contacted to support schools with this initiative (we will share further information if this is the case).

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Have you considered?

Explainer series

The Princess of Wales and The Centre for Early Childhood launch New film series unpacking the science of social and emotional development in early childhood - Royal Foundation

Making your baby room the best it can be: A short article exploring five key priorities for a successful baby room. [Read now.](#)

The Baby Room booklet: A free downloadable or print resource [Get your copy.](#)

The baby room resource centre: [Explore now.](#)

What are the benefits of tummy time? — Siren Films

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Getting in touch

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0121 704 6150

[Solihull Early Years SMS Text Service](#)

Spring Leaders and Managers briefing: 21.01.26

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