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| Key Guidance Documents:  EYFS:  <https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2> - revised and temporary EYFS  <https://www.gov.uk/government/collections/early-years-and-childcare-coronavirus-covid-19> - DfE collections of useful guidance for early years  <https://www.gov.uk/government/collections/guidance-for-schools-coronavirus-covid-19> -DfE school guidance  <https://www.gov.uk/government/publications/protective-measures-for-holiday-or-after-school-clubs-and-other-out-of-school-settings-for-children-during-the-coronavirus-covid-19-outbreak>  <https://www.gov.uk/guidance/ofsted-coronavirus-covid-19-rolling-update> - Ofsted <https://www.gov.uk/guidance/education-plans-from-september-2020>  Full opening guidance:  <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools> schools  Business support:  <https://www.gov.uk/business-coronavirus-support-finder> - business finance guidance  Greater Birmingham and Solihull Local Enterprise Partnership 0800 032 3488 offers business support <https://www.gbslepgrowthhub.co.uk/business-advice/coronavirus>  For parents:  <https://www.gov.uk/government/publications/what-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges-during-the-coronavirus-covid-19-outbreak> until August 2020  <https://www.gov.uk/government/publications/what-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges-during-the-coronavirus-covid-19-outbreak/what-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges-in-the-autumn-term> autumn 2020  Other organisations also have useful information on their websites  <http://outofschoolalliance.co.uk> & <https://www.eyalliance.org.uk/coronavirus-early-years>  You may find this [self-evaluation tool](https://www.careinspectorate.com/images/documents/coronavirus/Elc_keyq5_selfeval__july2020_final.pdf?utm_medium=email&utm_source=govdelivery) from Scotland useful  Toddler groups  For parent & toddler groups, and other activities in which parents remain with their children. The DfE will not be producing specific guidance for these groups. Instead, you should use [MHCLG guidance for the use of community facilities](https://protect-eu.mimecast.com/s/JKW2C362rcXW0VPcgiuJ8?domain=gov.uk) (‘community facilities’ can be interpreted in its broadest sense so includes, for example, schools). You may also wish to refer to [guidance on social distancing](https://protect-eu.mimecast.com/s/4GaOC46RvczR3Gnfx00RN?domain=gov.uk) and [guidance for out of school settings](https://protect-eu.mimecast.com/s/DWNyC579wIMw4OzFyLQs6?domain=gov.uk) where necessary.  *Latest Updates:*  From 20 July, [normal group sizes](https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/coronavirus-covid-19-early-years-and-childcare-closures) can resume so all children should be able to attend early years settings as normal, with the exception of those children who may still have to shield until 1 August. Settings should work with local authorities to monitor the welfare of vulnerable children who are not attending provision, and other children they might wish to keep in touch with, for safeguarding purposes. Where early years settings are also caring for children over the age of 5, they should ensure they are also following guidance on [Protective measures for out-of-school settings during the coronavirus (COVID-19) outbreak](https://www.gov.uk/government/publications/protective-measures-for-holiday-or-after-school-clubs-and-other-out-of-school-settings-for-children-during-the-coronavirus-covid-19-outbreak/protective-measures-for-out-of-school-settings-during-the-coronavirus-covid-19-outbreak#consider-group) which includes guidance on group sizes.  Having [assessed their risk](https://www.pacey.org.uk/working-in-childcare/spotlight-on/coronavirus/reopening-settings-coronavirus/?utm_source=Foundation+Years&utm_campaign=fb181c8a21-EMAIL_CAMPAIGN_2019_03_25_03_13_COPY_01&utm_medium=email&utm_term=0_8f9a6de061-fb181c8a21-321553457&mc_cid=fb181c8a21&mc_eid=2d082e365e#risk-assessments), settings should work through the [system of controls](https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/coronavirus-covid-19-early-years-and-childcare-closures), adopting measures in a way that addresses the risk identified in their [assessment](https://www.pacey.org.uk/working-in-childcare/spotlight-on/coronavirus/reopening-settings-coronavirus/?utm_source=Foundation+Years&utm_campaign=fb181c8a21-EMAIL_CAMPAIGN_2019_03_25_03_13_COPY_01&utm_medium=email&utm_term=0_8f9a6de061-fb181c8a21-321553457&mc_cid=fb181c8a21&mc_eid=2d082e365e#risk-assessments), works for their setting, and in line with the learning and development needs of children in settings. The updated [Guidance for the full opening: schools](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools) says some schools may keep children in their class groups for the majority of the classroom time, but also allow mixing into wider groups for specialist teaching and wraparound care. Siblings may also be in different groups. Endeavouring to keep these groups at least partially separate and minimising contacts between children will still offer public health benefits as it reduces the network of possible direct transmission.  Wraparound providers which are registered with Ofsted and run before and/or after school clubs on school premises or in early years settings, and can ensure they follow the [safe working guidance](https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe), are able to operate. [Protective measures guidance](https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings) has been published to support wrap around care providers. [Holiday play scheme guidance](https://www.gov.uk/government/publications/protective-measures-for-holiday-or-after-school-clubs-and-other-out-of-school-settings-for-children-during-the-coronavirus-covid-19-outbreak) has been updated for Ofsted registered settings.  Outdoor playground equipment should be more frequently cleaned. This would also apply to resources used inside and outside by wraparound care providers. For individual and very frequently used equipment, such as pencils and pens, it is recommended that staff and pupils have their own items that are not shared. Classroom based resources, such as books and games, can be used and shared within the bubble; these should be cleaned regularly, along with all frequently touched surfaces. Resources that are shared between groups should be cleaned frequently and always between bubbles, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles.  Parents and carers should not be allowed into the setting unless this is essential, and children should be dropped off and collected at the door if possible. Settings should consider providing virtual tours for prospective parents and carers wishing to visit the setting for September admissions. Wherever possible, settings are encouraged to [avoid visitors](https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/coronavirus-covid-19-early-years-and-childcare-closures) entering their premises when children are present. In instances where settings need to use essential professionals such as social workers, speech and language therapists or counsellors, or professionals to support delivery of a child’s EHC plan, settings should assess whether the professionals need to attend in person or can do so virtually.  If [Paediatric First Aid](https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/coronavirus-covid-19-early-years-and-childcare-closures)  certificate requalification training is prevented for reasons associated directly with coronavirus (COVID-19), or by complying with related government advice, the validity of current certificates can be extended to 25 November 2020 at the latest.  Ofsted will continue with the early years registration process, including on-site registration visits and emergency regulatory and enforcement work as concerns are raised. From September 2020 Ofsted will begin carrying out regulatory activity in providers that have been judged inadequate or requires improvement and have associated actions to fulfil. Return to graded inspections is likely to be in January 2021.  Immunisation:  Department for Health and Social Care [announced details of its expanded winter flu programme](https://protect-eu.mimecast.com/s/q3eSC08Vock4WB1iwti-C?domain=gov.uk) to protect vulnerable people and support the NHS. As critical workers staff in early years and childcare settings will want to consider being protected.  [Foundation Years News](https://foundationyears.org.uk/category/covid19/?utm_source=Foundation+Years&utm_campaign=fb181c8a21-EMAIL_CAMPAIGN_2019_03_25_03_13_COPY_01&utm_medium=email&utm_term=0_8f9a6de061-fb181c8a21-321553457&mc_cid=fb181c8a21&mc_eid=2d082e365e)  Activity-based provision must register on the Early Years Register where a child under the age of 5 attends the provision, including the activity and any time spent in the provision that is incidental to the activity, for more than four hours in any one day. An amendment to the 2008 Order will come into effect on ****1 October 2020**** to enable any providers who must be registered on the Early Years Register to take steps to register with Ofsted on its Early Years Register or adjust the way they operate if they wish to remain exempt from compulsory registration. |
| Q: What information do I need to tell local authority? |
| * Family Information Service submit a return to DfE about settings that are open/ closed and the number of children they are supporting. We ask settings to complete a weekly Survey Monkey return to FIS via this link. <https://www.surveymonkey.co.uk/r/EYCOVID-19> The Department for Education will continue to monitor attendance at early years settings, via local authorities. This is to ensure that we have up-to-date information on available early years and childcare provision during the coronavirus (C19) outbreak, which children are accessing it and to monitor sufficiency in particular areas. DfE will continue to run the data collection over the summer, to ensure that they have information on which children are accessing provision and if there are sufficiency issues in particular areas. It will be reviewed at the end of September.   OFSTED If operating circumstances change (you open or close), notify Ofsted by sending an email to enquiries@ofsted.gov.uk with ‘Change in operating hours’ in the subject field. In the body of the email, please confirm the unique reference number for the setting and the details of the change. You can find your URN on your registration, your inspection report(s), and on your Ofsted reports page. |
| Q: How do I report a coronavirus outbreak in my setting? |
| There is a new online method for reporting outbreaks in nurseries and schools, within the West Midlands to Public Health England. An outbreak is classed as where there are 2 or more people with symptoms within a 14-day period. In these instances please report the outbreak using the following link:  <https://surveys.phe.org.uk/TakeSurvey.aspx?SurveyID=n4KL97m2I> please contact  You will then be given links and information on how to manage the outbreak. PHE office for URGENT advice that cannot be located online. .. 0344 225 3560 Option 0, Option 2.  A template letter will be provided to settings, on the advice of the local health protection team, to send to parents, carers and staff if needed. Settings must not share the names or details of people with coronavirus (COVID-19) unless essential to protect others.    If you have a *suspected case* of Covid-19 [eg a child/ adult with possible symptoms such as a *high temperature*] within the school/setting community or would like some general advice, please phone 0121 704 6892 or email brief details to contacttracing@solihull.gov.uk to notify the Public Health department at Solihull Council.  In addition, any confirmed cases of coronavirus (COVID-19) in the setting (either child or staff member), and if the setting has been advised to close as a result, should be swiftly reported to Ofsted through the usual notification channels. |
| Q: What happens if there is a confirmed case of coronavirus in my child’s school, college or childcare setting? |
| A: When a child or staff member develops symptoms compatible with coronavirus, they should be sent home and advised to self-isolate for 10 days. Their fellow household members should self-isolate for 14 days. All staff and students who are attending an education or childcare setting will have access to a test if they display symptoms of coronavirus.  Where the child or staff member tests positive, the rest of their class/group within their childcare or education setting should be sent home and advised to self-isolate for 14 days. The other household members of that wider class/group do not need to self-isolate unless the child, young person or staff member they live with in that group subsequently develops symptoms.  <https://www.pacey.org.uk/working-in-childcare/spotlight-on/coronavirus/reopening-settings-coronavirus/> -free downloadable chart  When there is a confirmed case of C19 in your setting: *you may find the Solihull sample letters, used by schools and settings, useful to support your communications to parents if you have an outbreak of C19.* [*www.solgrid.org.uk/eyc/resources*](http://www.solgrid.org.uk/eyc/resources) *and see the cleaning guidance below.*    *Please note that the isolation period has now been extended from 7 days to 10 days after a positive test*  Close contact means:   * -direct close contacts - face to face contact with an infected individual for any length of time, within 1 metre, including being coughed on, a face to face conversation, or unprotected physical contact (skin to skin) * -proximity contacts - extended close contact (within 1-2m for more than 15 minutes) with an infected individual * -travelling in a small vehicle, like a car, with an infected person * Any confirmed cases of coronavirus (Covid-19) in the setting (either child or staff member), and if the setting is advised to close as a result, should be swiftly reported to Ofsted through the usual notification channels. * By the autumn term, all schools will be provided with a small number of home testing kits that they can give directly to parents/carers collecting a child who has developed symptoms at school, or staff who have developed symptoms at school, where they think providing one will significantly increase the likelihood of them getting tested. Settings should not request evidence of negative test results or other medical evidence before admitting children or welcoming them back after a period of self-isolation. |
| Q: What is Solihull’s advice on cleaning the setting? |
| A: SMBC does not normally recommend the use of bleach for general cleaning in settings, as it is a hazardous chemical and can react with other cleaning products if not used carefully, however, the use of bleach solutions are recommended by Public Health England for infection control purposes.  Frequently touched surfaces should be regularly cleaned with both a disposable cloth and detergent (soapy solution) or disposable cleaning wipe to ensure any organic matter (e.g. dirt, mucous, food) is removed, this will ensure the surface is physically clean prior to disinfecting. The area should then be dried using a disposable cloth/paper towel then disinfected with the cleaning product that the setting normally use. Simply spraying items with disinfectant would not be considered cleaning.  There are many disinfectants that are safe to use around children (e.g. Milton Solution). Childcare settings should ensure they have obtained material [safety data sheets](https://www.hse.gov.uk/chemical-classification/labelling-packaging/safety-data-sheets.htm) for any products used. They also need to carry out a [Control of Substances Hazardous to Health (COSHH) risk assessment](https://www.hse.gov.uk/toolbox/harmful/coshh.htm) for any products classified as hazardous. The risk assessment should then be shared with relevant staff who undertake any cleaning activities.  If making up bleach solutions for infection control purposes careful calculations need to be made following manufacturer instructions. Each product/type of bleach may be of a different concentration depending on its use so may require a different dilution rate. According to Public Health England any sodium hypochlorite solutions for infection control purposes should be diluted to 0.1% or 1000 parts per million (ppm). Whichever solution is used, settings need to ensure that it kills both viruses and bacteria and is used in line with manufacturer instructions. All made up bleach solutions should be used the same day, i.e. only made up and used as needed. National guidance suggests that a thorough cleaning of rooms should be carried out at the end of each day.  Staff will need to be mindful of their skin and clothing to prevent bleach harming both.  Outdoor play equipment should be cleaned between each group of children.  (See Learning Through Landscapes for further guidance <https://www.ltl.org.uk/school-grounds-hygiene-and-cleaning-advice/> )  Tables used during lunchtime should be cleaned between groups of children. If such measures are not possible, children should be brought their lunch in their rooms  Any shared materials and surfaces should be cleaned and disinfected more frequently. Any equipment used in practical lessons should be cleaned thoroughly. The learning environment should be occupied by the same children or young people in one day, or properly cleaned between cohorts.  For electronic devices (such as phones, interactive boards, keyboards and screens) settings should follow the manufacturer guidelines. Soft furnishings should be steam cleaned.  Settings should follow national guidance contained within Coronavirus (COVID-19): implementing protective measures in education and childcare settings  <https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings>  For details on how to clean where a person with possible or confirmed coronavirus has left the setting or area follow COVID-19: cleaning in non-healthcare settings guidance which contains more detailed advice:-  [[https://solgrid365.sharepoint.com/_layouts/images/icgen.gif](https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings)https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings](https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings)  How long does it live on different surfaces?  *Latest evidence published in The Lancet and The New England Journal of Medicine illustrates that information and knowledge is evolving all the time. Currently it is thought that the virus can live on some common household surfaces for:*   |  |  |  | | --- | --- | --- | | *Surface Type* | *Present* | *No Longer Present* | | *Air* | *2-3 hours* |  | | *Paper and tissue* | *30 minutes* | *3 hours* | | *Copper* | *4 hours* | *8 hours* | | *Wood, cloth and cardboard* | *1 day* | *2 days* | | *Glass* | *2 days* | *4 days* | | *Plastic and stainless steel* | *4 days* | *7 days* |   *\*This is based on testing initially, then at 4 days and then 7 days, when the virus was entirely neutralised.*  *Risk Assessment:*  1.Elimination: stop an activity that is not considered essential if there are risks attached.  2.Substitution: replace the activity with another that reduces the risk. Care is required to avoid introducing new hazards due to the substitution.  3.Engineering controls: design measures that help control or mitigate risk.  4.Administrative controls: identify and implement the procedures to improve safety (for example, markings on the floor, signage).  5.Having gone through this process, PPE should be used in circumstances where the guidance says it is required. |
| Q: Can I use hand sanitizer with young children? |
| Hand sanitiser can be effective as an alternative to hand washing if soap and water is not available, swallowing just a small amount can cause alcohol poisoning in children that can cause low blood sugar, seizures, coma and even death. Therefore, it is important that young children or any child/young person that may not understand this risk does not ingest it. Any hand sanitiser needs to be kept out-of-reach of children and young people. Any use of hand sanitiser by children should be with adult supervision. |

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| Q: If children have missed some of their nursery year can they delay their school reception start? |
| A: The large majority of children due to start a reception class in September 2020 have been offered a school place and will be expected to start at the beginning of the academic year.  Once a reception place has been offered parents have the right to delay their child’s start date until later in the school year, but not beyond Easter.  We strongly recommend that parents talk to the school about any preferred attendance pattern that is not typical.  This is to ensure that the school can be ready for each child and children can be supported to be ‘school ready’.  *Guidance:* [*https://www.gov.uk/government/publications/summer-born-children-school-admission/updated-statement-on-admission-of-summer-born-children-2020*](https://www.gov.uk/government/publications/summer-born-children-school-admission/updated-statement-on-admission-of-summer-born-children-2020)  *Whatever the school starting age, there will always be children who are the youngest in their age group, and most children thrive when admitted to school at age 4. Evidence shows that the youngest children make the fastest progress and that the majority meet the required standard.*  *A decision to delay a child’s admission to school will affect them for the remainder of their education. Parents should think very carefully before deciding what would be best for their child, and be open-minded to the views of the school and head teacher.*  *We do not anticipate that, as a general rule, children will need to delay their admission to school purely as a consequence of the coronavirus (COVID-19) outbreak. Schools will be planning carefully to take the impact of the outbreak into account in their teaching and their support for children.* |
| Q: What are the arrangements for September 2020? |
| A: [DfE Schools Guidance](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools)  Schools should consider resuming any breakfast and after-school provision, where possible, from the start of the autumn term. We recognise that schools may need to respond flexibly and build this up over time. Such provision will help ensure pupils have opportunities to re-engage with their peers and with the school, ensure vulnerable children have a healthy breakfast and are ready to focus on their lessons, provide enrichment activities, and also support working parents.  We recognise that this will be logistically challenging for schools, particularly for clubs that would normally offer support across year groups, where parents are using multiple providers, or where childminders are picking up/dropping off pupils. Schools should carefully consider how they can make such provision work alongside their wider protective measures, including keeping children within their year groups or bubbles where possible. If it is not possible to maintain bubbles being used during the school day then schools should use small, consistent groups.  Schools can consult the guidance produced for summer holiday childcare, available at [Protective measures for out-of-school settings during the coronavirus (COVID-19) outbreak](https://www.gov.uk/government/publications/protective-measures-for-holiday-or-after-school-clubs-and-other-out-of-school-settings-for-children-during-the-coronavirus-covid-19-outbreak) as much of this will be useful in planning extra-curricular provision. This includes schools advising parents to limit the number of different wraparound providers they access, as far as possible. Where parents use childcare providers or out of school activities for their children, schools should encourage them to seek assurance that the providers are carefully considering their own protective measures, and only use those providers that can demonstrate this.  <https://outofschoolalliance.co.uk/coronavirus-update> |
| Q: If a family returns from a holiday in a country where they will have to self-isolate can I look after the children? |
| A :  <https://www.gov.uk/government/publications/coronavirus-covid-19-how-to-self-isolate-when-you-travel-to-the-uk/coronavirus-covid-19-how-to-self-isolate-when-you-travel-to-the-uk>  Parents and children returning to the UK from a holiday in a country where self-isolation is required will not be able to attend your setting.  Some critical workers do not need to self-isolate … <https://www.gov.uk/government/publications/coronavirus-covid-19-travellers-exempt-from-uk-border-rules/coronavirus-covid-19-travellers-exempt-from-uk-border-rules> **If family members or other dependents travel with them, they’ll need to self-isolate for 14 days after they arrive in the UK.** |

For further support please contact:

Solihull Family Information Service - <http://www.solgrid.org.uk/eyc/eef/>

Solihull EYSAT <https://socialsolihull.org.uk/localoffer/education/children-and-young-peoples-send-service/early-years-send-team-2/>

Early Years and Education Improvement - <http://www.solgrid.org.uk/eyc/support/>