



# Early Years NEWSLETTER

Issue 03  
JUNE 2022

## SPOTLIGHT: Transition to a new setting/ school

### Inside

- Funding
- Good practice in settings
- Training
- SEND
- And more!

A newsletter  
for childcare  
providers  
working with  
children aged  
0-5 in Reading



[www.brighterfuturesforchildren.org](http://www.brighterfuturesforchildren.org)

# Hello!

Welcome to our termly Early Years and SEND Team newsletter for childcare providers in Reading. We aim to bring you all the latest news and information, features, resources and advice.

Our summer newsletter has a particular focus on preparing children for transitions and includes details of two exciting new projects for children under three.

You can also find out more about Reading's ambition to become a trauma informed local authority and how to start your own journey. There are pages of useful information which include details of SEND training, specialist provision, a new 0-5 pathway for speech, language and communication, safeguarding and an update on recruitment following a local survey.

Again, it is great to showcase the brilliant work of local early years providers who are celebrating Ofsted success, training achievements, long service awards, committed practice and so much more.

Thank you for all the wonderful contributions -

**Becky Gibson**  
**Early Years Team Manager**

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The information in this newsletter has been co-ordinated by Brighter Futures for Children (BFfC). We deliver children's services including children's social care, early help and prevention, education and special educational needs and/or disabilities in Reading. We are wholly owned by, but independent of, Reading Borough Council.

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## Transitions – Early Years to Primary School

Transitions from early years (EY) to primary school is a crucial phase for children under five. This can also be one of the biggest challenges that children and young people with special educational needs & disabilities (SEND) face. For this reason, it is important to review practices to ensure children and their families are supported through these changes.

A workstream on transitions from EY to primary in Reading was created a year ago to begin reviewing practice and developing information. Families, EY providers and schools recalled the best transition journey for children when:

- The process is planned and starts early
- Children can visit their new setting and experience the physical environment
- Children are visited by their new key person in a familiar environment
- There is consistent communication and collaboration which includes families and professionals
- There are familiar and consistent aspects within routines
- More detailed information for children with SEND is provided.
- The SEND – [Frequently Asked Questions Guide for Parents and Carers](#) has been developed to ensure consistent information to families available in one place.

A dedicated [transitions page](#) has been developed to support all early years practitioners in Reading to prepare children for moving up to nursery or primary school.

Communication through networks and training places emphasis on transition as an all-year priority. Suggestions for this term include:

- Ensure appropriate processes are in place for children deferring or offsetting their school place.
- Download the school allocations list from the EY Provider Portal and speak to families about their child's placement.
- Arrange a process to discuss transition with families, schools and settings. You may use a one-page profile to capture key information.
- If a child has SEND, use the SEND Passport to support the information sharing process.
- Arrange opportunities for new practitioners to visit the child in their familiar setting and for the child to visit their new environment.
- Use social stories and information provided by the new setting to talk to children about the changes ahead.

- Where possible, provide and encourage attendance at informal opportunities for children to visit new settings such as family picnics and events.
- Include photos and any uniform of the new setting within the child's environment.

Providers are encouraged to find out more about the journey for children who have already transitioned. The setting questionnaire and family questionnaire have been shared by Dingley's Promise and can be adapted for individual settings.

Reading practitioners also have access to a five-year training programme provided by Dingley's Promise and funded by Comic Relief. The Early Years Inclusion Training programme includes a focus on transitions, and you can [register your interest here](#).

### Further information

[Transitions – Birth To 5 Matters](#)

[Working in partnership with parents and carers - Help for early years providers](#)

[Relationship with the key person in a childcare setting | Early Years in Mind](#)



## EYFS Prime Area Setting Support & Baby Boost

The closure of all support services during the COVID-19 pandemic meant that babies born at this time will have missed out on opportunities normally available. National research, conversations with local providers and partners has highlighted the variation of children's experience. Existing patterns of vulnerabilities and inequalities have been intensified, health outcomes impacted and existing disparities widened.

Targeted support has been funded by Reading Borough Council to help the youngest children regain months of missed social and educational opportunities. Now in Reading, with additional funding, we are pleased to provide two exciting new projects aimed at both two-year-olds in settings and babies in the community:

### 1. EYFS Prime Area Setting Support Project

This will ensure extra support for early years settings in Reading who have a two-year-old cohort as they strive to achieve the best outcomes for these children. Lisa Paine and Jenny Chapman have been recruited to fulfil the two-year project as an extension of the existing support provided by the EY and SEND teams.

The aim is to understand the impact of COVID-19 on this group of children, individual setting priorities and to work with practitioners to enhance the two-year-old provision within the prime areas.

Lisa and Jenny are already working with some providers with varied support depending on the needs of the children and priorities of the setting. The approach is practical, collaborative and supportive with the visits taking place within the two-year-old provision. They have received positive feedback and this is an excellent opportunity to reflect and strengthen practice for two-year-olds within early years settings.

Lisa and Jenny will invite all group settings with a two-year-old cohort to participate in the offer of support initially and are contacting providers directly. If you would like to be prioritised please email [early.years@brighterfuturesforchildren.org](mailto:early.years@brighterfuturesforchildren.org) to arrange an initial visit.

### 2. Baby Boost

This community-based project provides babies (born between September 2019 and August 2021) and their parents with opportunities to socialise, play and learn together. Sessions and support will be delivered via the children's centres and home visits can be made too.

Activities and support include:

- Inclusive and interactive Stay and Play sessions
- Speech and language support and advice
- Indoor and outdoor physical play sessions
- Additional support for children with SEND
- Mellow babies and toddlers parenting courses
- 1-1 support from an outreach worker.

Every Baby Boost session will support children's learning and development in the three prime areas of the early years foundation stage. The focus is on providing a rich environment to support speech and language, with space for children to move freely. All sessions are sensitively supported by experienced staff. Sessions will last an hour and a half and water and a fruit snack will be provided. [Click here for more information](#). To make a referral, email or call:

[baby.boost@brighterfuturesforchildren.org](mailto:baby.boost@brighterfuturesforchildren.org)  
07841 271916 or 0118 937 3777 Option 2.



# Spotlight on... trauma-informed Reading

## Reading: A trauma-informed town

The One Reading Partnership has a vision for Reading to become a trauma informed town. This will mean the workforce is able to recognise where people are affected by trauma and adversity, the barriers this can create and that they respond in a way that prevents further harm, supports recovery and resists re-traumatisation.

[Watch the journey in Reading so far here.](#)

It is recognised that emerging needs within families are often best supported by practitioners known to the family who can apply the principles of safety, choice, collaboration, empowerment and trust. With this in mind, we are encouraging all early years practitioners in Reading to access two levels of training to move forward in this journey and deliver the best possible opportunities for families in Reading.

Level 1 is the baseline knowledge and skills required by everyone and is comprised of 2 short videos which can be accessed [via the NHS Education for Scotland \(NES\)](#).

Level 2 is a skilled level interactive e-learning module which takes a few hours to complete. First [create an account here](#) and select 'international' from drop down box. Next [access the workshop here](#).

Already 22 settings and nearly 100 early years practitioners in Reading have accessed the training, with so many sharing how they valued the opportunity to extend their existing skills and knowledge:

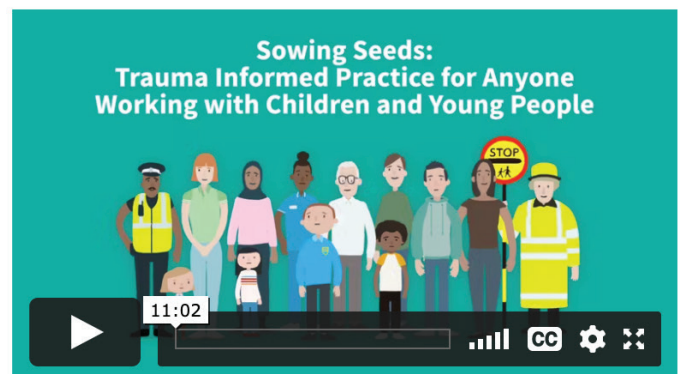
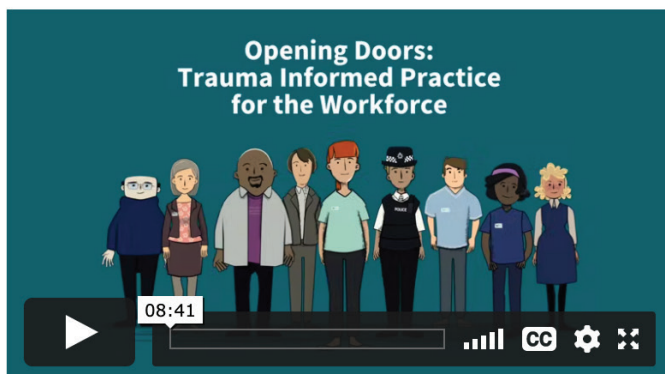
***"A good thought-provoking course"***

***"Found this very useful and changed how I look at things"***

***"Looking forward to learning more"***

***"Really good information given during training"***

***"Really great course, looking forward to Level 2"***



Please share the training with your teams and other practitioner networks. Then email [early.years@brighterfuturesforchildren.org](mailto:early.years@brighterfuturesforchildren.org) so we can understand the take up of the training and offer an opportunity to reflect and discuss further.

## Annual Safeguarding Report

The report provides a summary of the early years safeguarding audit for 2020/21 devised by the Berkshire West Safeguarding Children Partnership (BWSCP) and used to assist settings in the monitoring, review and self-evaluation of their safeguarding policies and procedures.

The audit template is also used by West Berkshire and Wokingham thus providing comparison across the three areas. All three boroughs have completed the audits in the autumn term 2021 providing greater comparable information across Berkshire West.

Overall, the response to the BWSCP safeguarding audit was good with all providers who completed submission stating that their setting has met all safeguarding requirements and where actions have been noted these are to enhance current measures.

Training remains a high priority as this is where most comments/actions were noted. The EY team will continue to ensure that providers have access to the required information and are signposted to relevant training.

The lowest percentage of comments were made in the section on policies and procedures and the EY team will continue to ensure that current information is circulated to ensure policies remain up to date and relevant. This also forms part of the compliance audit completed by providers.

The safeguarding audit will be discussed at the EY visit for those providers who did not submit a return.

The full report is available on request, please email [early.years@brighterfuturesforchildren.org](mailto:early.years@brighterfuturesforchildren.org)

The [Children's Single Point of Access page](#) for the general public on the Brighter Futures for Children website is also a useful source of information.



## Recruitment & Retention Survey Summary

In March, we asked all providers to complete a recruitment and retention survey due to the growing national concern. We received a good response from a range of childcare providers which has provided some insight into the position within Reading.

The research highlighted that 76% of providers who responded were experiencing difficulties in relation to recruitment and retention. The main concern was a decline in applications for vacancies, particularly from Level 3 early years practitioners. When providers experienced difficulties retaining staff the common theme was that pay is too low and does not reflect the level of responsibility and commitment required.

### Priorities for the sector

Providers were asked to share their thoughts on what could be done locally and nationally to improve the recruitment of new staff and the retention of those already employed. Suggestions were provided with the following common themes:

#### National priorities

- To raise the profile of a career in early years with clear training routes and progression
- Government to increase funding for the early years sector with this being used to increase staff pay.

#### Progress on national priorities

- The DfE has released a variety of resources which focus on [a career in early education and childcare](#) highlighting progression and possible [career paths](#)
- [Pacey](#) have developed a digital campaign for local authorities which aims to showcase the impact that a professional has on a child and the opportunity this

sector creates to start a business, build skills, become part of a team and enjoy a varied and rewarding career path.

#### Local priorities

- Enhanced support and training for practitioners to meet the unique needs of children locally
- Advertising platform for early years roles.

#### Progress on local priorities

- Extension of CPD programme including opportunities for face to face, online, self-paced and bespoke whole team training
- Access to SEND Level 2 and 3 qualifications and Inclusion Award package
- EYFS Prime Area Development project providing in setting support and collaboration with practitioners in response to the unique needs of the children and the setting
- Offer of networks has been expanded to include support for the role of speech, language and communication champions in early years settings.

#### Next

- Investigate the possibility of local advertising for early years roles
- Develop an 'interested in a childcare career' webpage which includes training and career pathways
- Continue to develop connections with local training providers, community partners and local authorities to raise the profile of early years and attract more people to the sector
- Continue to provide an opportunity to focus on recruitment and retention within leadership networks to ensure peer-to-peer support and collaboration.



## Early Years Specialist Provision

We have four Early Years Settings in Reading that can provide additional support for children with special educational needs & disabilities. The centres will vary in the level of support they can provide for children. If you have a child in your setting who you feel may benefit from a different type of support, you can let parents know about these settings and if parents are interested they can view the settings by contacting them directly. Please see below regarding the types of settings we have in Reading:

### Dingley's Promise

Dingley's Promise provides support for children with a variety of special educational needs including those with physical needs; learning needs and social communication needs. They also provide stay and play sessions for families to attend and have a family support service. You can find out more here:

[Home - Dingley's Promise](#)

### Snowflakes @ Newbridge Nursery School

Snowflakes is an Early Years Autism Resource base for children who have been diagnosed with autism or on the CAMHS pathway. Snowflakes provides support for children who have autism or social communication needs who require a high level of adult support. Children are supported to access the nursery provision with additional support. You can find out more here: [Reading Early Years Schools Federation - Snowflake Autism Resource - 15 hour \(reysfederation.org\)](#)

#### Social Communication Bases

We have two bases in Reading:

- The Acorn @ Norcot Nursery School ([Norcot Early Years Centre - Home](#))
- The Orchard @ Blagdon Nursery School ([Blagdon Nursery School](#))

The social communication bases are for children with social communication needs who require additional support in the form of small group interventions to support their communication needs as well as support with their sensory regulation.

The social communication bases are for children who can access a mainstream curriculum but require additional intervention to support their progress into a mainstream school.

Children who attend the social communication bases will still be accessing the rest of the nursery with their peers.

#### How do parents apply?

Once parents have viewed the provision and agree they wish to consider a place; they can liaise directly with the setting to fill out an expression of interest form for a placement; and information will be gathered about the child's additional needs.

This may include requesting information from professionals supporting the child, and from the child's current nursery.

Children may be invited to have an assessment visit at the setting so we can observe whether the placement will be the best place for that child.

Panel are then held termly, and decisions made about whether a place can be offered.



## Speech & Language Pathway

We have been working together with our partner agencies including Berkshire Health Care speech & language therapists, health visitors, children's centres, Reading's library service and local community groups to develop a speech and language pathway that all families can follow to find out where they can get extra help for their child's speech and language.

Please see the roadmap on the next page which shows where families can seek extra help for their child's speech and language needs. This includes local support groups such as Tiny Talkers; our Covid Recovery Groups and online resources.

Please encourage your families to follow Tiny Happy People and Hungry Little Minds on social media as the messages are designed to support families in how they can support their child's development at home.

We will be continuing our work with our partner agencies to improve the pathway for children with speech and language needs and always welcome representatives from the early years sector to join us and contribute your valuable ideas. If you are interested and may be able to join us virtually on our action learning sets, please email Aimee Trimmer:

[aimee.trimmer@brighterfuturesforchildren.org](mailto:aimee.trimmer@brighterfuturesforchildren.org)

# 0-5 Pathway for Speech Language and Communication Needs (SLCN)

- Information for parents/carers
- Information for professionals

Have a look at the information on the next page for online resources that the family / professional can look at for ideas to support the child's SLCN across all stages of development

Your health visitor is your child's main point of contact and can support your family in the birth to five year old age range.

Your health visitor can help you with requests for your child's development.

**Your child may be referred to:**

- Portage
- Berkshire Sensory Consortium
- Audiology
- Speech and language
- Physiotherapist
- Paediatrician

Needs identified before or at birth

Needs identified by parent, health visitor or other early years professional

The term after your child turns two they may be eligible for two year old funding to attend an early years setting.

The [Family Information Service \(FIS\) and outreach team](#) can support you to find childcare.

Parents and professionals can use the [ICAN online progress checker](#) to review where the child is and what are the next steps for help.

Access your local children's centre for support. They run regular groups called 'Tiny Talkers' co-produced with our speech and language service to provide advice, strategies and ideas on how to support your child's speech and language.

You can refer to the online toolkit at [Children & young People's Integrated Therapy \(CYPIT\)](#) which provides information about how parents/carers and practitioners can support the child in the earliest stages.

Refer to our [Local Offer](#) and community groups including Dingley's Promise, Parenting Special Children and Autism Berkshire for their local workshops and support groups.

- Dingley's family worker / stay & plays
- Pre and post assessment workshops
- Supporting behaviour
- Understanding Autism

You may be referred to our [Portage home visiting service](#)

Your child's early years setting and/or other professionals may discuss the different kinds of support available for school start. They may discuss making an [Education Health and Care Plan \(EHCP\) assessment](#) request with you.

Referral to appropriate [Berkshire healthcare services](#):

- CYPIT team - includes speech & language, physiotherapy & occupational therapy
- Autism & Assessment team
- Child and Adolescent Mental Health Services

Transition to school

Transition to post 5 pathway

If, after putting support in for your child there are still concerns, the early years setting or professional can refer to other external agencies for additional support.

- Early Years Advisory Service
- Portage service
- Early help services
- Educational Psychology
- Speech & Language services

Visit our [Local Offer or website](#) for more information

## Early years setting support

The setting can refer to SEND Strategies Toolkit and the Speech & Language Toolkit for ideas to support children in the setting.

There is a range of training available via [early.years@brighterfuturesforchildren.org](mailto:early.years@brighterfuturesforchildren.org) or via [BFFC website](#).

Early years settings can claim [Disability Access Fund \(DAF\)](#) if your child is in receipt of Disability Allowance to enable the setting to purchase resources. Early years settings can apply for [early years inclusion funding](#) if they feel they need more support & cannot meet your child's needs through their Ordinarily Available Provision (OAP) and have followed the graduated response approach.



# Where can I find more help for my child's speech & language development?

|  |  |
|--|--|
| Pre-birth/Maternity  | <p style="text-align: center;"><b>Chat – Play – Read</b></p> <p>This can start while your baby is growing inside you. Talk and sing to your baby so they become familiar with your voice.</p> <p>Visit <a href="#">Hungry Little Minds</a> &amp; <a href="#">Tiny Happy People</a> for more simple tips and activities that you can do at home.</p> <p>Speak to your midwife about information available locally and nationally to support your child's development.</p>   |
| 0-2 Years  | <p style="text-align: center;"><b>Chat – Play – Read</b></p> <ul style="list-style-type: none"> <li>• Talk to your child about what has happened so far in the day e.g. <i>"We went to the shops this morning, didn't we? We bought some bananas."</i></li> <li>• When playing with your child – comment on what they are doing e.g. <i>"Oh you've got the red car; I've got the blue car."</i></li> <li>• Look at picture books together. With each new page, give your child time to point things out to you and talk about what they can see.</li> </ul> <p>Visit <a href="#">Hungry Little Minds</a> &amp; <a href="#">Tiny Happy People</a> for more simple tips and activities that you can do at home.</p>  |
| 3-5 Years  | <p style="text-align: center;"><b>Chat – Play – Read</b></p> <ul style="list-style-type: none"> <li>• Have a special time to talk about the day. Talking about what has happened that day will help their memory skills.</li> <li>• Join a child in pretend play. Let them take the lead. This will help their language and creativity. Talk about what they are saying and doing rather than asking lots of questions.</li> <li>• Read longer stories with your child and talk about what happened in the story, applying it to real life e.g. <i>"Do you remember when we went to the zoo?"</i></li> </ul> <p>Visit <a href="#">Hungry Little Minds</a> &amp; <a href="#">Tiny Happy People</a> for more simple tips and activities that you can do at home.</p> |
| <p>Visit your <a href="#">local children's centre</a> which will have groups for your child to socially interact with other children, and for you to have conversations with professionals available about your concerns. You can also access the 'Tiny Talkers' group which is a specific group supporting children's speech, language and development.</p>   |  |
| <p>You can access the online progress tracker via <a href="#">ICAN</a> to find out more specific information about your child's language development.</p>  |  |
| <p>We also have local community groups which offer valuable support for families with concerns about their child's development. You can find out more on the <a href="#">Local Offer website</a>.</p> <p>Some key starting points (details on the local offer website) include:</p> <ul style="list-style-type: none"> <li>• Dingley's Promise Family Support</li> <li>• Parenting Special Children</li> <li>• Autism Berkshire</li> </ul> |  |

## Early Identification

Early identification and early support are vitally important. The evidence is clear that when done appropriately, outcomes for children can be hugely improved with long-term benefits that far outweigh the costs.

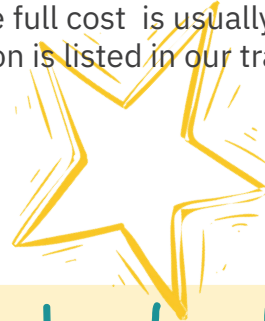
All early years providers are required to have arrangements in place to identify and support children with special educational needs and/or disabilities (SEND) and to promote equality of opportunity for children in their care. This is an important role to ensure the best possible educational outcomes are achieved for children with SEND.

## The Early Years SENCO role involves:

- Ensuring all practitioners in the setting understand their responsibilities to children with SEND and the setting's approach to identifying and meeting their needs
- Advising and supporting colleagues
- Ensuring parents are closely involved throughout and that their insights inform action taken by the setting
- Liaising with professionals or agencies beyond the setting

The government's 'SEND review: right support, right place, right time' indicates we need a more inclusive education system to ensure that children and young people with SEND are set up to thrive, build expertise and leadership. This includes consulting on a new SENCo national professional qualification (NPQ) for school SENCos, alongside increasing the number of staff with an accredited SENCo qualification in early years settings.

Early Years Level 3 CACHE SENCo Training is for Early Years SENCos, or those due to take over the role, wanting to gain a qualification and recognition for their role as an Early Years SENCo. The course is accredited by NCFE CACHE, who are the leading awarding organisation for the care sector. Training days comprise of 12 guided learning sessions with additional time protected for own research and writing of assignments. Brighter Futures for Children's early years team are currently able to offer the training at the economical price of £750. The full cost is usually £1,200. The full information is listed in our training programme.



## Congratulations to our second cohort of trainees who have just completed the award:

Belinda South  
Emily Beasley  
Lucy Allen  
Carola Ayala Buezo  
Samantha Ferguson  
Koral Prout

Victoria Hughes  
Kerry Fox  
Vangiria Kalogeries (Sophie)  
Emma Jane Reeks  
Sofia D'Angelo  
Cameo Weekes

## Norcot Early Years Centre is proud to announce the opening of its library

On Monday 7 March we were honoured to welcome the Mayor of Reading, Cllr Rachel Eden, to open our new library. She said:

*"It was a delight to meet the children and staff of Norcot Early Years centre. Giving all of our children the best start in life is vital and the work they are doing to help children learn and play is vital – even more so after these young children's lives have been so affected by the pandemic. The excitement of the children about their new library and love of books is a tribute to the staff and volunteers of the centre."*

After the children presented her with some handmade flowers, they entertained her further with singing and signing.

The mayor then cut the ribbon and the library was officially open!

Then we had story time and the children, dressed as their favourite book character, had the opportunity to talk to the mayor about their chosen book.

Every child attending the centre now has regular access to a wonderful library and it will help develop the children's love of reading.

A special thank you to one of our parents, Harriet Gash, who has given up her free time to help us to set up this amazing resource, from cataloguing the books to painting the most beautiful abstract mural. We really appreciate her dedication and are all very grateful to her for her hard work.

Katarina Bingham, Head of Centre said:

*"Early reading ignites creativity, sparks*

*curiosity, and stimulates the imagination in young children. We have created a language-rich environment where the children can develop their vocabulary and build the skills they need for their future learning. We are hoping to offer the library to our parents/carers to use, as well as having rhyme and story times for our families."*





## Little Tots Secret Garden

Applying and receiving funding to support a child enabled us as a nursery to include her in visits to the secret garden on a 1:1 ratio. At first, we looked at the risks and discussed these with parents, one being the busy Oxford Road and the second a small pond. We made a social story prior to the trip and one copy was sent home with parents and the other stayed at nursery and on the trip. We took visuals as well and a now and next just in case she needed extra prompts. However, the trip was a huge success and she has been attending regularly and thoroughly enjoying it as you can see!



## Chicks at Sure Start Whitley

The children at nursery have really enjoyed learning all about and witnessing the life cycle of chicks. This was planned with the pupil premium spends to enhance the children's experiences, but all children have loved it! The children cared for the chicks from eggs, to hatching and aftercare. It was a lovely educational experience for the children to be involved in! The children will soon be waving off the chicks as they get collected and enjoy the rest of their life on a lovely open farm!



## Caversham Preparatory School

The setting enabled a nursery child to join in 'circle time' from hospital while they waited to have a kidney transplant. Mrs Foster running the nursery used the tech we've all got very used to during the pandemic to keep the child involved in school life even though he was going through a very complicated time stuck in hospital. The operation went well and he's now back enjoying the everyday life of a nursery child!



## George Palmer Primary Academy

Angela Smith, Early Years SEND Advisor shared

*"It was nice to recently see an outdoor activity in place of traditional group time at The Palmer Academy. They were talking about birds and their habitat. They had picked sticks and feathers from the field to then make their own nest. A nice alternative to a story or song, doing something practical that motivated the children and inspired their learning."*

*"The practitioner used visuals to support understanding with instructions to enable a child with SEND to participate in the activities. Doing a physical activity supported the child well whilst being able to touch tangible objects providing a multisensory experience. There was introduction of key words and phrases whilst adding in some new vocabulary."*

## Huge thanks to Stacia

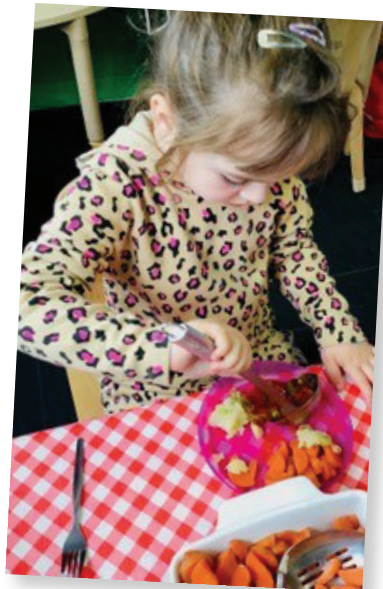
Lizzie Hogan, EYFS Lead at Oxford Road Primary contacted our team to share what an excellent advocate Stacia Beeney at Snowflakes, Newbridge Nursery is for children with SEND.

*"Stacia has provided expert support for our little boy in our Foundation Stage. Stacia's presence really lifted the team and helped them to feel that there were so many things*

*to celebrate and importantly gave us the confidence to move forwards in our provision for his additional needs. She is an EYFS angel of great practice for children with ASD related struggles, kindly supporting even on days off. In just a matter of weeks we have put Stacia's feedback into action and seen great leaps in progress - I can't really thank Stacia enough."*



## Meal times at MonkeyMoos Highdown



Here at MonkeyMoos, we have been focusing on creating a calm eating experience for our children at every meal time whilst promoting independence and healthy choices.

We recognised that meal times could be loud and overwhelming for some of our children, especially our children who have sensory needs and therefore we decided to create a space within the nursery which is separate from the play area.

Our meal table has six seats, so a much smaller group and the children are invited to join the table when a seat is free.

Every child eats at a different pace to each other, and children can struggle to sit for a long period therefore when a child finishes their meal, they are not required to wait for the whole table to finish. They are encouraged to wash their plates and cutlery and then they can go and continue their play, leaving a space for a new friend to join the table.

By reducing the amount of children at the

table at one time, this means they have a more enriched meal time. The adults are able to support the children safely, the children are able to self serve without waiting for many children and there is more opportunity for language development through conversations with their peers.

With the support of the fabulous catering company, HungryMoose, we are able to provide the children with healthy hot meals at both lunch and tea with choices available. The children are encouraged to self serve, the meals are all nutritious and healthy with a good variety of vegetables.

We have noticed a huge change within our children who struggled with meal times or were feeling overwhelmed. They are now able to choose when they come to the table, in a calm environment, and by encouraging them to choose their food and serve it themselves, it helps them to feel more in control of their meal times and what they eat.





# Celebrations!

## Ofsted Inspections

Big congratulations to the following settings that have recently been inspected by Ofsted:

The following received 'Outstanding' grading:

★ **Blagrove Nursery School**

★ **Caversham Nursery School 0-3s**

### Blagrove Nursery School

Blagrove Nursery School is 'outstanding'. The Ofsted inspector recognised that the school is led and managed really well. Staff want the very best for children and they thrive because of the care, learning experiences and sharp focus on language and independence. It was observed that staff skilfully encourage children to talk, listen and explain their ideas with helpful individualised support so that children achieve well. Children are curious, highly motivated and engrossed in learning. Parents were full of praise for the school sharing that it is a 'labour of love' and 'one big happy family' with the inspector adding that positive relationships are the 'hallmark of this happy school'.

Emma Payne, headteacher at Blagrove Nursery School, said:

*"I am absolutely delighted with our Ofsted inspection report. It is a credit to our entire nursery community, staff, children and our families. The children have shown great resilience through challenging times and talked confidently and clearly to the inspectors showing them everything that they have learnt and are able to do when they are at nursery. I am deeply touched by the feedback from our parents as our relationship with the entire family underpins our ethos."*

*"I feel very proud and honoured to be the headteacher of our 'one big, happy family'."*

### Caversham Nursery School

Caversham Nursery School is delighted to have received an 'outstanding' judgement by Ofsted. The inspector praised how happy and independent the children are and how they radiate confidence and give the best to everything they do. Children were observed to have tremendous fun as they actively explored the stimulating learning environment and engaged in real-life experiences. It was noted that staff pay excellent attention to the children to deepen and broaden their knowledge and understanding. The inspector highlighted how staff gain a wealth of information from parents, know the children exceptionally well and have high expectations with children making exceptional progress from their starting points.

Claire Simpson, nursery lead at Caversham School 0-3s, said:

*"The Caversham Nursery team are extremely proud of each other and overwhelmed with all of the Congratulations we have received from our nursery families and other professionals following the Outstanding judgement."*



*"We have celebrated our Outstanding judgement with a staff games night and will be enjoying another celebration soon."*



# Celebrations!

Congratulations to the following who received a 'Good' grading:

- ★ Syeida Huma Kazmi, childminder
- ★ Playday Caversham

## Huma Kazmi – Childminder

The inspector observed the children to be happy, settle quickly and to have a secure attachment with Huma. The children were curious, keen to explore and confident within their environment. It was recognised that Huma's caring interactions gave children the confidence to try things for themselves and use their independence skills well. The inspector also highlighted that all children are making consistent progress and are well prepared for the next stage in their learning. Huma was praised for placing a strong focus on her professional development to ensure she keeps her knowledge and skills up to date.

Huma said:

*"I am pleased to have received an overall judgement of 'good' by Ofsted. The experience wasn't as scary as I thought it would be and although the visit was challenging after a child in my care became unwell, the inspector was understanding and put me at ease. The inspector was happy to answer any questions I had and gave support and advice around my set up and ideas of how to adapt it going forward".*

## Playday Caversham

Playday Caversham was delighted to have received an overall judgement of 'good' by Ofsted. The inspector reported that children 'love coming to this nurturing nursery.' It was recognised that staff want children to succeed and that all children progress well from their starting points and are well prepared for the next stage in their learning. It was observed that staff know the children well, children are settled in the environment, feel valued and readily share ideas. The inspector praised the leadership team for being dedicated with high aspirations for the setting. Also, how leaders value their team which has resulted in high staff morale and a commitment to do well.

## SENCo of the Year Nominations

We would like to shine a light on SENCos in our autumn newsletter and invite you to nominate your 'SENCo of the Year'. Include details of why you feel their good practice is commendable and a photograph with their permission. The entries will be shared with a local panel and the winner will be announced in the newsletter with a £25 Amazon voucher awarded. Email your nomination by 31 August to: [early.years@brighterfuturesforchildren.org](mailto:early.years@brighterfuturesforchildren.org)



# Celebrations!

## Achievements

### Apprentice Award

In our spring term newsletter we asked you to nominate your Early Years Apprentice of the Year. The panel looked through the nominations and we would like to congratulate Emily Last from Welly Boot Lodge Childminding who was nominated by her manager Kellie:

Emily Last joined us as a level 2 qualified member of staff and embarked on her level 3 Early Years Educator award in April 2021.

Emily has worked really hard both within the setting and at college. Emily is 85% of her way through her apprenticeship and if she continues to work with her continued focus she will be fully qualified by September this year. We are so proud of Emily. Emily has grown so much as a person within the last year. She is not only a caring and nurturing member of staff but she is now educating the children to the best of her skills and gaining confidence every step of the way. The children's progress through Emily's hard work and attention has been tremendous and for us all at Welly Boot Lodge it has been a delight to observe each child's individual progress.

Emily has attended first aid training, safeguarding training and continues to take educate courses online, alongside her apprenticeship training to help with her continuous personal development.

We are so proud of Emily and would like to wish her all the very best for the last four months of her apprenticeship and for a bright future ahead.

Here's Emily holding one of our owl visitors to the lodge for a special educational day.



Emily has been awarded a £25 Amazon voucher!

### Long Service

#### Megan Jones

Congratulations to Megan Jones at Sure Start Whitley who has celebrated her 10 years' service at the nursery.

#### Wendy Robins

Congratulations to Wendy Robins (pictured) who has been working at Emmer Green Pre-School for 30 years! We are grateful for all you do for staff, children, and parents and hope there are many more years to come.





## Early Years Pupil Premium Funding

Early Years Pupil Premium (EYPP) provides additional funding to support disadvantaged three and four-year-olds who are identified as eligible and also receiving the free universal funding entitlement in an early years setting. The purpose is for early years providers to use the funding to enhance a child's care, learning and development and to improve outcomes for disadvantaged children. Ofsted will usually evaluate the impact of additional funding, including EYPP during an inspection.

Providers can receive up to an additional **£894.90** annually for any eligible EYPP children! For every early years universal hour claimed by an eligible child a provider will receive 60p for EYPP and 97p for deprivation supplement. These combined supplements total an additional £1.57 per universal hour.

### Eligibility

**If any one of the following benefits is being claimed a child may be eligible for EYPP:**

- Income Support
- Income-based Jobseekers Allowance (JSA)
- Income-related Employment and Support Allowance
- support under Part VI of the Immigration and Asylum Act 1999
- the guaranteed element of State Pension Credit
- Working Tax Credit run-on
- Child Tax Credit (if you have an annual gross income of no more than £16,190)
- Universal credit (if household income is less than £7,400 per after tax)

**EYPP funding may also be available if a child falls into one of the following groups:**

- has been looked after by the local authority for at least one day
- is adopted from care
- has left care through a special guardianship arrangement
- has left care and is subject to a child arrangement order

\*If a child is identified as a Child Looked After their EYPP funding is retained by the Virtual Schools Service and must be discussed with them.

\*\*If you think that any of the above apply to a child in your care please notify [Katrina.shakespeare@brighterfuturesforchildren.org](mailto:Katrina.shakespeare@brighterfuturesforchildren.org) so that EYPP eligibility can be manually added to the child's record.



## EYPP continued...

### Ensure all eligible children are identified

Talk to parents about the advantages of EYPP and how this can be used to improve the quality of education for their child.

- Encourage parents to complete the parental agreement form in full to enable eligibility checking.
- Children who are receiving EYPP will be identified with a 'P' in the funding column of your headcount return, make a note where this has not been applied and check if personal details have been completed or updated (with parental permission).
- If a child has previously benefited from two-year-old funding it is likely they will be eligible for EYPP if their circumstances have not changed. Please check that we hold the correct parent/carers details for these children on the headcount task.
- A final list of EYPP children attending your setting will be available on the Early Years Portal when the actual term payment reports are sent.

### Targeting funding

When EYPP funding is approved consider how you can be creative to challenge inequalities and reduce disadvantage for this group of children. The [Early Years Toolkit](#) can be used as a starting point for ideas and also refer to our [EY training programme](#).

## FIS Directory for your setting

Are you a childcare provider who is offering funded childcare places and has signed the provider agreement? Please can you log in to your record on the FIS directory and update your SEND Local Offer information by **Friday 15 July 2022**.

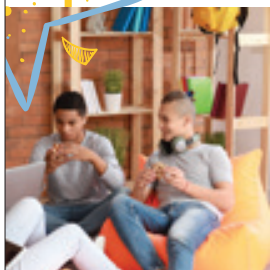
Sign in using the following link: [https://servicesguide.reading.gov.uk/kb5/reading/directory/sign\\_in.page](https://servicesguide.reading.gov.uk/kb5/reading/directory/sign_in.page)

If there are no changes from last year's update, you must inform us by emailing [fis@reading.gov.uk](mailto:fis@reading.gov.uk) so that we can update your record.





# FAMILY Information Service Reading



**Free, impartial  
information for Reading  
families with children up  
to 19-years-old\***

(\*or 25-years-old with special  
educational needs and  
disabilities - SEND)

## Find out about

- Childcare
- Early education and childcare funding for 2, 3 and 4-year-olds including the new 30 hour funding
- Children's centres
- Special educational needs and disabilities - SEND Local Offer
- Support groups
- Things to do and what's on locally



**Email:** [fis@reading.gov.uk](mailto:fis@reading.gov.uk)

**Call:** 0118 937 3777, option 2 (Monday to Friday, 9am to 5pm)

/readingfis

**[www.readingfis.org](http://www.readingfis.org)**



**Brighter  
Futures for  
Children**

# Could you be a parent champion?

## Do you?

- ★ Live in Reading
- ★ Have a child under five
- ★ Use local services in Reading
- ★ Enjoy talking to other parents
- ★ Have 2-3 hours per week to spare
- ★ Want to develop new skills



If the answers are yes, find out how you could be a parent champion!  
Full training and support will be provided.

Email Lorna McGifford: [lorna.mcgifford@brighterfuturesforchildren.org](mailto:lorna.mcgifford@brighterfuturesforchildren.org)



# Local Information

## Useful Information for Childcare Settings

**Brake - Kids Walk with Shaun the Sheep**  
22 June 2022

<https://servicesguide.reading.gov.uk/kb5/reading/directory/service.page?id=KI6RZ6AjFOI&familychannel=0>

**BEEP - Part of Adviza Employment Services**

<https://servicesguide.reading.gov.uk/kb5/reading/directory/service.page?id=2uUFcZwxnJ4&familychannel=0>

**Infant Mental Health Awareness Week**  
13 -19 June 2022

<https://servicesguide.reading.gov.uk/kb5/reading/directory/service.page?id=GXwDQEM6T5A&familychannel=0>

## Reading Children's Centres

Reading children's centre service have shared a variety of activities for parents and carers with children under five:

- Tiny Talkers sessions that are ideal for developing speech, language and communication
- Baby Dimensions which create a safe space for new parents to meet others and engage in activities with their babies
- Baby Massage sessions that can help with bonding between parents and new-borns and support babies sleep routine and digestive systems.

All activities are free.

Contact [Reading.ChildrenCentres@brighterfuturesforchildren.org](mailto:Reading.ChildrenCentres@brighterfuturesforchildren.org)

 **New Directions College**  
Build your future here

### Level 1 Award in Caring for Children

- Monday 19th September 2022 at 9:30 – 11:30
- Monday 6th March 2023 at 9:30 – 11:30

Whitley Children's Centre



### Level 2 Diploma for Early Years Practitioner

- Thursday 22nd September 2022 at 9:30 – 14:00
- Wednesday 25th January 2023 at 9:30 – 14:00

South Reading Community Hub

Contact us on 0345 842 0012

or email [newdirections@reading.gov.uk](mailto:newdirections@reading.gov.uk) for more information

[www.newdirectionsreading.ac.uk](http://www.newdirectionsreading.ac.uk)

Michelle Williams, Under 5s Team Manager shared:

*"As well as all our sessions we are expanding our parenting offer, we hope this gives more choice for families."*

*"We now include Webster Stratton - Incredible Years to be offered as an evening class, to allow working parents and those who would prefer to come along in the evening to still access the 12-week parenting programme."*

*"We also deliver Mellow Bumps and Babies courses, Dads-to-Be sessions and a Young Mums-to-Be course."*

*"All courses and the creche are free."*

*"Don't forget our virtual courses continue, topics include Weaning and Toilet Training."*



# East Cluster Timetable

## June - July 2022

These activities are all taking place at Sun Street Children's Centre and Caversham Children's Centre. Have a look at what fun activities you can book on to:

### Monday

#### Sport in Mind Baby Yoga

(Sun Street)  
10-11am  
Under 1s only

#### Sing and Sign

(Sun Street)  
1-1.45pm  
Under 15 months only  
Starting 13 June

#### Rhyme & Song

(Caversham CC)  
1-1.45pm  
6 June only

#### INVITE ONLY

NHS health visiting service  
9-month reviews and 6-8 week post-natal checks  
(Sun Street)

#### Virtual session

10-11am  
A parent's guide to starting school

### Tuesday

#### Story & Craft

(Sun Street)  
10-11am  
For over 12 months only  
starting 14 June

#### Baby Dimensions

(Caversham CC)  
10-11am

#### Tiny Talkers

(Sun Street)  
1-2pm  
18 months +  
Starting 14 June

#### INVITE ONLY

NHS health visiting service  
9 month reviews and 6-8 week post-natal checks  
(Caversham CC)

### Wednesday

#### Together Time & F.A.M.I.L.Y

(Sun Street)  
10-11am  
For age 0-5 years  
Starting 15 June

#### Bumps and Babes

(Sun Street)  
1-2.30pm  
Under 1s  
Starting 15 June

#### Bumps and Babes Buggy Walk

Palmer Park  
1-2.30pm  
8 June only  
INVITE ONLY  
NHS health visiting service  
9 month reviews

### Thursday

#### Sign & Sign

(Caversham CC)  
10-10.45am  
For under 15 months

#### Early Explorers

(Sun Street)  
10-11am  
12-24 months, starting 16 June

#### Early Explorers 'Let's play at the park'

10-11am  
Palmer Park, 9 June only

#### Toe-to-Head Baby

**Massage**  
(Sun Street)  
1-2pm  
From 6 weeks old, starting 16 June

#### Sport in Mind Baby Yoga

(MERL)  
1.30-2.30pm  
Under 1s

### Friday

#### Diddi Dance

(Sun Street)  
10-10.45am

#### Family Employment Advisor

(Sun Street)  
Contact to arrange booking, times vary

#### Virtual Sessions

10-11am  
• Intro to family foods  
• Potty training  
• Sleep

more info overleaf

**For all sessions, please book your place.**

Call the East Cluster on 0118 937 2551 or email [reading.childrencentres@brighterfuturesforchildren.org](mailto:reading.childrencentres@brighterfuturesforchildren.org)



# South Reading Timetable

## June - July 2022

These activities are all taking place at Whitley Children's Centre. Have a look at what fun activities you can book on to:

### Monday

#### New Directions - Childcare

##### level 1

(Whitley CC)

9.30-11.30am

*Speak to staff for details*

##### Creche

9.30-11.30am

#### Rainbows with Reading Family

##### Church

(Whitley CC)

10-11.30am

#### NEW Cooking on a budget

(Whitley CC)

12.30-2pm

*Booking essential*

#### Virtual session

10-11am

A parent's guide to starting school

### Tuesday

#### Baby Dimensions

(Whitley CC)

10-11am

#### Portage

(Whitley CC)

1-2pm

*Waiting list, invite only*

### Wednesday

#### Tiny Talkers

(Whitley CC)

10-11am

#### Midwife Meet & Greet

(Whitley CC)

9.30-11am, once a month

#### Employment Advisor

(Whitley CC)

12-4pm

#### Messy Play

(Whitley CC)

1-2pm

*Under 1s only*

### Thursday

#### Ready, Steady Nursery

(Whitley CC)

9.30-11am

#### Rhyme and Song

(Whitley CC)

1-2pm

### Friday

#### Toe-to-Head Baby

**Massage**

(Whitley CC)

10-11am

*Eight weeks old +*

#### Mini Athletics

(Whitley CC)

1-1.45pm

#### Virtual Sessions

10-11am

- Intro to family foods
- Potty training
- Sleep

Register with us!



more info overleaf

For all sessions, please book your place:

Call the South Cluster on 0118 937 3894 or email

[reading.childrencentres@brighterfuturesforchildren.org](mailto:reading.childrencentres@brighterfuturesforchildren.org)

Find us at

Reading Children's Centres





# West Cluster Timetable

## June - 21 July 2022 (excluding summer holidays)

These activities are all taking place at Ranikhet Children's Centre and Battle Library.  
Have a look at what fun activities you can book on to:

### Monday

**Buggy Walk**  
10-11am  
*Prospect park*

**Diddi Dance**  
(Battle Library)  
10-10.45am  
*For ages 2-5 years  
Starts 30th May*

**Virtual session**  
10-11am  
A parent's guide to  
starting school

### Tuesday

**Tiny Talkers**  
(Ranikhet CC)  
10-11.30am  
*For 18 months - 5 years*

**Reading Children's  
Festival 17 May**

**Didi Dance**  
(Ranikhet CC)  
10-10.45am  
*For ages 2-5 years*

**Baby Dimensions**  
(Ranikhet CC)  
1-2pm

### Wednesday

**Together Time and  
F.A.M.I.L.Y**  
(Ranikhet CC)  
10-11.30am  
*For age 1-5 years*

**Bumps and Babies**  
(Battle library CC)  
10-11.15am  
*For under 1s only*

**Toe-to-Head Baby  
Massage**  
(Ranikhet CC)  
1-2pm  
*For babies from eight  
weeks old*

### Thursday

**Story and Craft**  
(Ranikhet CC)  
10-11.30am  
*For 18 months - 5 years*

**Bumps and Babies**  
(Ranikhet CC)  
1-2.15pm  
*Under 1s only*

### Friday

**INVITE ONLY**  
NHS health visiting  
service - nine-month  
reviews

**INVITE ONLY**  
Portage  
(Ranikhet CC)  
1-2pm

**Family Employment  
Advisor**  
(Ranikhet CC)  
10am-12pm  
Please call for an  
appointment

**Virtual Sessions**  
10-11am

- Intro to family foods
- Potty training
- Sleep

Register with us!



### Booking your place

All our sessions require you to book your place.  
Please call the West Cluster on 0118 937 5221, or email:  
[reading.childrencentres@brighterfuturesforchildren.org](mailto:reading.childrencentres@brighterfuturesforchildren.org)

more info overleaf



# West Central Timetable

## June - July 2022

These activities are all taking place at Southcote Children's Centre and Coley Children's Centre. Have a look at what fun activities you can book on to:



[www.brighterfuturesforchildren.org](http://www.brighterfuturesforchildren.org)

### Monday

**Tiny talkers**  
(Southcote CC)  
10-11.30am

**Bumps and Babes**  
(St Mary & All Saints)  
1.30-3pm

**Virtual Session**  
10-11am  
A parent's guide to starting school

**INVITE ONLY**  
NHS health visiting service  
2 yr review

**New Directions Math**  
With creche provision - speak to staff for details

### Tuesday

**Together Time**  
(Coley CC)  
10-11.30am

**Portage**  
(Southcote CC)  
10-11am  
*Waiting list, invite only*

**Family Employment Advisor**  
(Southcote CC)  
9.30-11.30am

### Wednesday

**Urdu Kahani Time**  
(Southcote CC)  
11.30am-12.30pm

**Sport in Mind Toddler Fun dance & movement**  
(Southcote CC)  
12.30-1.15pm\*

**Sport in Mind Baby Gentle movement**  
(Southcote CC)  
1.30-2.30pm\*

**INVITE ONLY**  
NHS health visiting service - 2 yr review

\*Sport in Mind sessions will run 22 June - 20 July. Please book via:  
[info@sportinmind.org](mailto:info@sportinmind.org)

**For all sessions, please book**

**Register with us!**



Call the West Central Cluster on

0118 937 2535 or email

[reading.childrenscentres@brighterfuturesforchildren.org](mailto:reading.childrenscentres@brighterfuturesforchildren.org)

### Thursday

**Outdoor Adventurers**  
Brook St West, Coley  
10-11.30am

**Stay and Play**  
(Southcote CC)  
1-2.30pm  
*Under 5s only*

**INVITE ONLY**  
NHS health visiting service - 2 yr review  
**New Directions Math**  
With creche provision - speak to staff for details

### Friday

**Sport in Mind Baby**  
(Southcote CC)  
10-11am  
*Under 1s only*

**Virtual Sessions 10-11am**  
• Intro to family foods  
• Potty training  
• Sleep

**Rhyme and Song**  
(Southcote CC)  
11-11.30am

**Baby Dimensions**  
(Southcote CC)  
1-2.15pm

**INVITE ONLY**  
NHS health visiting service - 2 yr review

**more info overleaf**







**Look out for our next termly newsletter this autumn.**

**You can see all our Early Years newsletters on the  
Brighter Futures for Children website [here](#).**





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## Contact



**0118 937 4730**



**[early.years@brighterfuturesforchildren.org](mailto:early.years@brighterfuturesforchildren.org)**



**@BFfCChild**