



Early Years NEWSLETTER

Issue 04
Nov 2022



SPOTLIGHT: Terrific twos

Inside

- Celebrations!
- Good practice in settings
- Training
- Schemas
- And more!

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



www.brighterfuturesforchildren.org

Hello!

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

Our autumn newsletter has a particular focus on two-year-olds, how truly terrific they are and our role to work closely with parents and health professionals to ensure the best outcomes for children. You can also find out more about schemas and how you can plan and provide activities to support children's learning and development.

There are pages of useful information which include a bid for funding to enhance children's physical development, school admission details and how to support families this term. Also, news from the Family Information Service (FIS), the Rainbow Trust and our children's centres.

This is also another fantastic opportunity to showcase the 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 personal contributions.

We hope you enjoy it!

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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Why are two-year-olds so special?

Being two is a magnificent time during which remarkable changes in children's physical, social and thinking skills occur as they begin to explore the world around them with more independence.

“To spend time in the company of a two-year old is to be given the opportunity to discover the world as if for the first time” (Kay Mathieson 2013).

As practitioners working with two-year-old children, we are given hundreds of opportunities every day to share in the essence of being two. Our role is to provide a fascinating environment with rich experiences for curious two-year-olds to discover and explore. To help children feel known, understood and safe while scaffolding their development through high-quality individualised support.

Two Year Checkpoint

Practitioners already observe so much of how children think, do, communicate, and create, as they facilitate and support their daily explorations. These ongoing observations are absorbed into practitioner's holistic knowledge of the child, forming their professional judgement. It is essential that practitioners understand each child's developmental journey using a combination of their professional judgement and guidance tools.

At present, there are two checks of a child's development between the ages of two and three:

- EYFS progress check at age two carried out by early years professionals (childminders and nursery staff)
- Health and development two-year-old review carried out by health professionals

The checks are different but sometimes they may be carried out together. If they are done separately, they should be shared between health, early years professionals and parents to help create a rounded picture of a child's health and development.

Progress check at two

The progress check at age two is a statutory requirement as set out in the [Early Years Foundation Stage Statutory Framework](#).

Practitioners must gain the views of children and parents and other professionals when a child requires extra help and support. A short summary must be written and shared with parents to highlight their child's development with a focus on the Prime Areas including:

- Areas in which a child is developing well
- Areas in which additional support may be needed
- Where there is a concern that a child may have a developmental delay and how they may be supported

Beyond these points, it is for practitioners to decide what the written summary document could include. It is important that practitioners discuss with parents how they can help support their child's learning and development at home and the strategies they intend to adopt in the setting. Practitioners must ensure consent from parents before they share a child's summary of development directly with other professionals.

Spotlight on... terrific twos

Integrated Health and Education Reviews

Since 2015, the government has encouraged local authorities, health visiting services and early years providers to work together on an integrated education and health two-year-old review. This is to ensure that the process includes:

- Parent views and concerns about their child's progress
- Practitioner detailed knowledge of how the child is learning and developing
- Health professional expertise in the health and development of young children.

Integrated reviews may look different across the sector and should be an opportunity to share information to help identify a child's strengths, any areas of concern and support which may benefit the child and family. The child's Personal Child Health Record (PCHR) is commonly referred to as the 'Red Book'. It is an effective tool to record and share information between all parties to help integrate checks and offer timely support. It is important that any support is agreed and evaluated to understand the impact.

Further guidance

The Department for Education has developed new non-statutory guidance and templates to support practitioners to carry out the assessments in partnership with parents and other professionals:



Click [here](#) to link to the Progress check at age two document

A 20-minute video from Dr Julian Grenier also provides further guidance on preparing for and completing the check with a focus on partnerships, action for every child and early identification

<https://youtu.be/5K0JJfc1Xlo>

Prime Area Support Project

The early years of a child's life are a period of huge growth and change and targeted support has been funded by Reading Borough Council to help the youngest children regain months of missed social and educational opportunities.

Lisa Paine and Jenny Chapman have been providing 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.

The aim is to understand the impact of COVID 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 have already provided support to 33 early years settings and childminders since April with further opportunities to engage now available. Lisa and Jenny share:

"It has been great to work so closely with settings, everyone has been so welcoming. The main themes highlighted by providers so far are that they are worried about the increased number of children who are:

- demonstrating high anxiety levels when separated from their main carer
- less confident to explore the environment or try new things
- showing delayed speech, language, and communication skills.

Spotlight on... terrific twos

...Prime Area Support Project

With settings we have been busy trying to understand if development concerns for individual children are attributed to missed experiences associated with the pandemic restrictions or if they may have a special educational need.

We also know that high quality universal provision can have a positive impact on all children and the positive steps settings have taken are already impacting positively on all children's development.

We are pleased that practitioners are reporting an increase in confidence following our support as we know that skilled practitioners will lead to improved outcomes for all children and particularly those who are disadvantaged."

Lisa and Jenny will be in touch with the remaining settings who have a two-year provision this term. If you are a childminder, please email early.years@brighterfuturesforchildren.org to find out more about the project and to request support.

Leadership Networks

Lisa and Jenny provide an opportunity for two-year-old leaders to network every term. The sessions are a great opportunity to meet others, share practice and to discuss the latest thinking and research. Secure your space for next term by emailing early.years@brighterfuturesforchildren.org.

Two-year-old funding eligibility criteria update

The government recently extended eligibility for the two-year-old early education

entitlement to children from all families with no recourse to public funds (NRPF), subject to the maximum income thresholds.

NRPF groups include, but may not be limited to, children of:

- Zambrano carers
- families who have no recourse to public funds with a right to remain in the UK on grounds of private and family life under Article 8 of the European Convention on Human Rights
- families receiving support under Section 17 of the Children Act 1989 who are also subject to a no recourse to public funds restriction
- those who have [claimed asylum](#) in the UK and are waiting for a decision (known as 'part 6')
- a subset of failed asylum seekers supported under Section 4 of the Immigration and Asylum Act 1999
- Chen carers
- families holding a [BN\(O\) passport](#)
- spousal visa holders
- work visa holders
- student visa holders
- those with no immigration status
- those with a UK Ancestry Visa
- those with temporary protection status under Section 12 of the Immigration and Nationality Act
- those with pre-settled status who do not meet the qualifying right to reside test.

NRPF families will need to complete a **Non-Economic application** when applying for funding, and will need to provide the following information with their application (see next page).

Spotlight on... terrific twos

NRPF applications will need:

- Evidence of income for parent/s
- Evidence of Biometric Residence Permits (front & back) for parent/s
- Confirm the combined total of any savings or investments the parent/s may have
- Confirm the number of children within their family

Families from Ukraine

Families coming to the UK under the Homes for Ukraine or Ukraine Families Schemes will have recourse to public funds, and the same eligibility criteria apply to families from the Ukraine as they do to any other family.

Two-year-old room lead nomination

We would like to shine a light on practitioners working with two-year-olds in our Spring 2023 newsletter. We invite you to nominate your 'two-year-old practitioner 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 January 2023 to:

early.years@brighterfuturesforchildren.org



Have you booked your child's 2 year health review?

When your child is 2 years old, you'll be contacted about their health and developmental review with our Health Visiting Team.

We'll talk about your child's progress and answer any questions or concerns you might have. Here are some top tips for how you can help with their development.

Decision making:

- Give choices of what to wear each day
- Give choices at snack times or mealtimes

Thinking and doing:

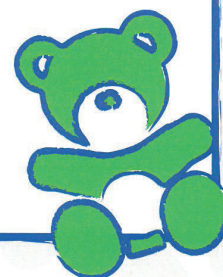
- Teach your child sizes by building big and little towers
- Go on a treasure hunt looking for items of different colours, textures and shapes
- Large empty cardboard boxes have endless uses: turn them into car or a playhouse

Fine motor skills:

- Have fun at bath time with sponges and plastic bottles squeezing and pouring
- String a necklace using old shoelaces and painted pasta tubes, buttons, or Cheerios
- Draw lines, zig zags and spirals together and take turns in copying each other's patterns

Feelings and emotions:

- Make happy or sad faces
- Make silly faces and in front of a mirror together
- Encourage pretend play; have a teddy bear's picnic or birthday party



If you don't hear from us within 3 months of expecting either age review, please call us 0118 9312111

Schemas

Schemas are patterns of repeated behaviours/ actions which gradually become more coordinated.

A child or a person will use schemas to help them make sense of the world around them and use their focused schema in a range of different play opportunities.

Children will often come up with their own theories each time they are exploring a play schema and then may test their own theory by changing how they explore that schema.

There are many different types of schemas that children often work through, and some may spend longer working on one type of schema than others may.

Some children may not engage in any schematic play at all. Schematic play can be really beneficial for some children's brain development.

Children tend to engage in single schematic play to begin with and then bring actions together resulting in their play.

There are probably some schemas that you may already observe when playing and interacting with your children in your setting. For example, they may continually drop their toys from a height, or push toys/cars off the table.

Trajectory

This schema is often one of the earliest schemas developmentally that children focus on. This supports their understanding with how objects move. Some early examples of this are throwing food from the highchair and looking at how it lands on the floor.



Another classic example is water play and watching how water moves when we pour it from one place to another.

When a child is focusing their learning on trajectory schema; you can support their learning and development by providing different ways to explore how items move e.g. ribbons, water play with containers, different level ramps for cars to move up and down and finally throwing activities e.g. bean bag into different containers.

Transporting



Schemas

This is another classic schema that is often observed early on during development. This is where children will move and transport items from one place to another. They may carry objects in different ways e.g. hands, baskets, in their pockets or using other transporting objects.

You can provide plenty of opportunities to support this development by having a variety of easily transportable objects and containers to support. You can also start to add sorting activities into this and having toys such as pushchairs and trolleys for them to wheel items around.



Positioning

Children who are working through this schema are focusing on placing objects in a specific order, logic or symmetry. This may also include lining up toys and tidying up.

You can support this schema by giving them play ideas that have symmetry or logic e.g. setting up the table, puzzles, stones that can be stacked to create mountains and ordering items according to material, shape, colour, size.

Enclosure

This schema is about creating borders. This

may be themselves or toys/items they find, for example, using Lego/train tracks to enclose an object. You can support this by including ways to create borders during small world play e.g. animal pens.



You can also provide string for open ended enclosure play as well as having cardboard available to make different forts for children to enclose themselves into.

Enveloping

Children working through this schema will often explore different ways to cover objects or themselves and/or hiding in places.



Spotlight on... Schemas

Schemas

They may enjoy using wrapping paper to wrap items up or make forts/pen enclosures. You can provide opportunities by having open ended materials and materials that children can use to support their enveloping schema. You can also make sock puppets or have sensory activities where they can bury their hands in materials.

Connections

This is all about children making connections of objects together, including opening and closing items. You can support this schema by providing opportunities to make connections and having open ended play e.g. access to glue, Velcro, laces for tying, buckles. You can provide threading or weaving activities and different types of construction material e.g. building blocks, magnetic tiles, pipes that connect to help children explore connections.



Rotations

Children who are working through this schema are particularly focused on rotation along with up/down and side to side movements which will all support towards mark making later, and eventually drawing and writing.

They will show high interest in items that spin or turn and spend time making them rotate and observing how they rotate.

You can provide a sensory board with lots of different ways to explore this rotation schema including different types of locks and keys, gear and cogs and items that have opening/closing mechanisms.

You can also support by having toys that spin easily e.g. spinning tops, hula hoops, ribbons and scarves and toys with wheels.



What other schemas can you observe in children within your setting? Next time you observe a child engaging in repetitive behaviours, consider whether there is a schema they may be working through and research this.

Schemas

Where do schemas fit in with children's development and SEND?

Sometimes schemas can be referred to as children's fascinations or special interests when a child has been identified as having special educational needs.

Schemas can also be considered "difficult or unwanted behaviours".

It is important to have an awareness of schema play so that if you recognise and identify a child is working through a schema; to plan and provide different opportunities to develop this in an appropriate way.

For example, trajectory schema can be seen as bad behaviour due to throwing items, but if you

are aware this is part of their development, you can include this within their SEN plan to provide an area and regular opportunities with specific schema activities so they can explore this schema safely and to support their development.



Consider the following things when observing a child's actions:

- ★ How are they responding to the actions?
- ★ What learning are they taking from this action?
- ★ Is the schema developing into play sequencing over a period of time?
- ★ How can we support this schema?

Transitions from Early Years (EY) support for children

Transitions from early years (EY) to primary school is a crucial phase for children under five. To support this, don't forget about our dedicated [transitions page](#) which has been developed to support all early years practitioners in Reading to prepare children for moving up to nursery or primary school.

We also have our [SEND Frequently Asked Questions Guide for Parents and Carers](#) which has been developed to ensure consistent information to families available in one place.

This is a reminder of what we recommend you consider during the autumn term:

- If children are attending your setting still who chronologically should be in reception please find out if they are [deferring or offsetting a school placement](#) as if they wish to offset (start reception in September 2023) they need to apply for this from the [mainstream admissions process](#).
- Speak to families about the school admission process, find out if they need support to make an application and ensure they are aware of the deadline.
- Sign [EYPP](#) supplementary forms for eligible children and submit to admissions.
- Provide information to families about local school open days and events.
- If a child's needs determine that a specialist placement is essential (not would benefit from) ensure that the EY SEND team are aware of the child.
- Share [SEND - frequently asked questions](#) with families who have a child with SEND.
- Towards the end of term, find out about the journey for children who have already transitioned. You may like to use/adapt the [setting questionnaire](#) and [family questionnaire](#). Consider what learning you can use to enhance your offer.

On **Monday 14 November at 6pm**, Mainstream Admissions, Early Years & the SEND team are hosting a webinar/Q&A Teams session for parent/carers to find out more about the school admissions process, including advice and guidance for parent/carers of children who have SEND. Parents can email early.years@brighterfuturesforchildren.org to request a Teams invite to be sent to them.



Is your child 3 or 4-years-old?

Primary school place – you must apply now

If your child was born on or between **1 September 2018** and **31 August 2019**, you need to apply for a primary school place now.

You must still apply even if your child already attends the nursery attached to your preferred school.

Deadline for applications is **15 January 2023**.

Apply online at

www.brighterfuturesforchildren.org/primary
(or scan the QR code)

It's quick, easy and secure.



For help and information:

Web: www.brighterfuturesforchildren.org/school-admissions

Email: Admissions@brighterfuturesforchildren.org

Tel: 0118 937 3777



Recruitment

In March we asked all providers to complete a recruitment and retention survey due to the growing concern nationally and locally. We received a good response from a range of childcare providers and the key themes, priorities and progress were shared in the [Summer Newsletter](#).

There has been further progress on local priorities which includes:

- An opportunity to advertise apprentice roles for free with Elevate, the BFfC careers service for young people. Simply email your advert to early.years@brighterfuturesforchildren.org and Elevate advisors will help young people identify, prepare and apply for suitable roles.
- Collaboration with other local authorities in the South East to raise the profile of early years and to unite and present the voice of the sector nationally.
- Leadership networks which feature a strong focus on recruitment and retention. Where, with you, we have explored the challenges, staff wellbeing and retention and ideas to strengthen recruitment.

Last term we were delighted to be joined by Suchita Swain, HR recruitment advisor for BFfC, at the Managers' Network. She shared marketing advice which included where to advertise, writing a standout advert and choosing a social media platform.

Popular platforms to promote EY roles

- Nursery World
- Day Nurseries
- Indeed
- Reed
- Total jobs
- Elevate (BFfC)








Inexpensive ways to reach a wider audience

- Always advertise on your company website
- Attend local recruitment days and career events
- Parent notice boards in the setting and local community
- Social media – Facebook, Twitter, LinkedIn.



Who is your audience? How can you reach them? What are your goals?

CHOOSING THE RIGHT SOCIAL MEDIA PLATFORM

| | | | | | | | |
|--------------|---|---|---|---|--|---|---|
| |  |  |  |  |  |  |  |
| DEMOGRAPHICS | 2.7 Billion users Ages 25-34 | 353 Million users Ages 30-49 68% Male | 442 Million users Ages 30-49 78% Female | 2.3 Billion users All ages | 740 Million users Ages 46-55 | 1.2 Billion users Ages 25-34 | 689 Million users Ages 18-24 |
| PURPOSE | Building Relationships | News & Articles; Conversation | "Scrapbook- ing" | "How To", Lifestyle, Educational | News & Articles; Networking | Building Relationships; Conversation | Building Relationships; Conversation |
| BEST FOR | Building Brand Loyalty | Public Relations | Lead Generation; Clothing, Art & Food Businesses | Brand Awareness; Lead Generation | Business Development; Brand Awareness | Lead Generation; Retail, Food, Entertainment, Beauty Businesses | Building Brand Loyalty & Community |
| DOWNSIDE | Limited Reach | 280 characters or less | Images and video only; Narrow demographic | Resource intensive | Limited interactions | Images and video only | Videos only; Very specific demographic |

Writing the advert

- ★ Look at the competition and consider how you can stand out
- ★ Write a brief, clear advert and make use of subheadings
- ★ Get personal and describe your vision and ethos
- ★ Provide details about the company as a whole
- ★ Be very specific about the expectations of the role
- ★ Ensure that pay, hours and benefits are included
- ★ Write 'search-friendly' content using key words and headlines

Support for settings



Get Berkshire Active (GBA) is a charity providing opportunities to collaborate with partners across Berkshire to support children and adults to access the benefits of physical development.

The Early Years and Family Project has small pots of funding available to help support your setting to deliver activities and provide resources to develop children's physical development.

Apply for funding to buy resources, fund an outsourced service or to purchase for whole team training. All projects must encourage increased physical activity and self-care.

Some examples of this could be funding:

- to purchase healthy tooth packs
- to pay for a music and dance programme within the setting by an outsourced company.
- to support a termly project- walk and talk/ soccer skills/Active Autumn....
- for whole team training provided by the EY and SEND team or other external providers

As well as supporting with funds, GBA offers training, practical resources and networking opportunities for you and your team. If you would like to discuss this further than please contact Sarah Ashton at:

Earlyyears@getberkshireactive.org.



Attention Autism

Angela and Samantha held our first Early Years Attention Autism two-day course in September. It was a very informative and practical fun session for practitioners who attended. Thank you to everyone who came along, joined in and got creative with your ideas for Stage 2 and 3. Please see below for some of the ideas that were created during the training course.

If you are interested in attending the next two-day course, please email early.years@brighterfuturesforchildren.org to request to be added to the waiting list. When we have a full list we will book the next course on.





Celebrations!

Ofsted Inspections

Big congratulations to the following setting that has recently been inspected by Ofsted and received an 'Outstanding' grading:

The Grange Pre-School

The Grange Pre-School is outstanding! The inspector recognised that all children are nurtured as unique individuals and the impact of this 'shines through'.

Staff were described as having high aspirations for the children and delivering an exceptionally well-planned curriculum. Children were observed to receive the support they need to flourish with all making good progress from individual starting points.

Staff demonstrated a high level of skill when supporting children's communication and language development, grasping 'every moment' to model words and close language gaps.

The inspector highlighted how the leadership team ensures continued professional development for all staff and shares learning with the parents, the impact of which was observed in practice. Parents describe how their children have made 'outstanding progress' at the setting and how staff offer 'extensive advice' to help support learning at home. Julia Molyneux, Manager at Grange Pre-School said:

"The inspection was very intense but a positive experience. The inspector spoke to all members of staff in-depth and due to lots of whole group training (in house and by BfFC) they were confident when speaking to her. I would like to thank everyone at BfFC for supporting and guiding us over the years.

"The whole team at The Grange Pre-School were ecstatic at the result and I am very proud of them all"

Congratulations to the following settings that have recently been inspected by Ofsted received a 'Good' grading:

- ★ Caroline Ann Thyer-Jones, Childminder
- ★ Mary Seacole Day Nursery
- ★ Shibani Jaiswal, Childminder
- ★ Sure Start Whitley Day Nursery
- ★ Rachel Lovett, Childminder
- ★ Wilson Primary School
- ★ Monkeymoos Highdown
- ★ Rebecca Bridges, Childminder
- ★ Co-operative Childcare
- ★ Vanessa Flurry, Childminder

Caroline Ann Thyer-Jones, Childminder

The inspector recognised the strong bond Caroline has with the children and how happy and secure they appear in her 'welcoming home'.

Families shared that Caroline is 'attentive, extremely loving and supports them highly effectively'. The children were observed to be enthusiastic and engaged in learning with Caroline who ensures a strong focus on developing children's language and communication skills.

The inspector praised how reflective Caroline is and how she prioritises professional development to benefit the children.

Caroline said:

"When I got the call to say I was going to be inspected I was relieved and nervous. I was so



Celebrations!

glad to have the weekend to mentally prepare and to put the call out to my fellow childminders who all put my mind at ease (thanks ladies).

When the inspector came on the Monday, she was polite and professional. The day didn't go quite as planned - I had two children that had learning to share as their next steps and the inspector picked up on it as I managed some challenging behaviour.

We went through why I had the resources out that I had, why I had chosen the activity I had - discussing children's next steps, what training I had done, why I had chosen to do that training and how I had incorporated it into my setting. Finally, we covered safeguarding.

I only really stumbled when asked what I do well, I found bigging myself up hard. When I received my draft report I wasn't happy with the way some of it was phrased,

I emailed OFSTED with my suggested edit, which they accepted without question. In all I found the inspector understanding and the inspection nowhere near as stressful as I had thought it was going to be."

Shibani Jaiswal, Childminder

The inspector described how all children were confident and happy. Highlighting how they benefit from a carefully considered learning environment which reflects their personal interests and all areas of learning.

Parents praised Shibani for the 'wealth of information' they receive, and they described how Shibani does 'everything in her power to meet their children's needs'.

The inspector praised Shibani's safeguarding knowledge and parents shared that they have 'great peace of mind' knowing that their children are safe, well cared for and having fun.

Shibani said:

"I was put at ease by the inspector when she arrived. As someone who can be quite nervous, I was pleased that I was able to use written prompts during the inspection and therefore able to talk about my setting with confidence. It was overall a good experience."

Mary Seacole Day Nursery

The inspector highlighted how all children demonstrate a strong sense of belonging at the setting. The children all separate from their parents 'without hesitation' and benefit from a caring and nurturing staff team. The staff demonstrated how effectively they promote children's understanding of leading a healthy lifestyle as they provided nutritious food and discussed the benefits on the body. The inspector recognised how regular supervision and training has a 'considerable impact' on the quality of teaching. Parents were very complimentary about the setting, sharing that their children are 'happy and excited' to attend and making good progress.

Esther, Nursery Manager at Mary Seacole said:

"The team and I are absolutely delighted by the inspection report. We are continuing moving from strength to strength, always aiming to provide the best care that we can offer the families and children we serve. Again, on behalf of the team and I, we would like to thank Rebecca and her team for their unyielding support and guidance during unprecedented times for the setting."



Celebrations!

Ofsted inspections

Sure Start Whitley Day Nursery

The inspector highlighted how children demonstrate warm bonds with staff and feel happy, safe and secure in their care.

Children were observed to play, investigate and explore developing knowledge across all seven areas with a strong focus on language

The inspector recognised that the manager is 'extremely conscientious', staff spoke passionately about their roles, and it was observed that they were led well by the senior management team.

Staff demonstrated how they are ambitious for children and proactive in how they work with other agencies to ensure children with special educational needs receive timely support

The inspector highlighted how staff provide essential information and resources to parents to help the continuation of learning at home.

Megan Jones, Nursery Manager at Sure Start Whitley Day Nursery, said:

"The experience was really positive. The inspection felt very different to ones in the past."

"The inspector spent most of the time in the room and it was clear that she was really interested in the children and their success. She didn't spend excessive time out of the room looking at paperwork etc so we felt she really got to see a lot of our day and what it is like to be a child in our setting and all of the fantastic things we do and offer to the children!"

"She made all staff feel at ease and this took pressure off when staff were asked questions. It felt like the inspector really wanted us to shine and have opportunities to share our great practice."

"I would also like to add my thanks and congratulations to my fabulous team for their continued dedication to our families and children."



Rachel Lovett, Childminder

The inspector highlighted how the children enjoy a wide variety of experiences, they are happy and confident with 'extremely positive attitudes towards play'. Rachel was described as having 'consistently high' expectations of children and 'exemplary' settling in practices which parents said are 'worth their weight in gold'. The inspector recognised that Rachel is passionate about her own professional development which includes networking opportunities to ensure best practice.

Rachel said:

"This was my third inspection since I started as a childminder and it was the most relaxing one I have ever had. The inspector was willing to take things at my pace and made myself and the children feel at ease."



Celebrations!

Wilson Primary School

The inspectors recognise that children feel happy and safe at Wilson Primary School. The children say that 'everyone is welcome' and they feel 'proud' to attend the school. The staff have high expectations for all children and the leadership team shares a clear vision for every child to do their best.

The early years was described as 'a place of joy and fun' where staff took every opportunity to develop children's early language skills and vocabulary.

Jo Goodwill, Early Years Foundation Stage Lead, said:

"It is so hard to sum up how I feel about the Ofsted visit. It was certainly intense and no stone was left unturned. When it came to my talk about Early Years, I think I talked at her for at least 40mins!!

"There were no questions that I couldn't answer and actually the Inspector seemed to understand our starting points and why we were working in the way that we were. We are a planning in the moment setting and it was great to see that she got play!!!

"She picked up that you could see no difference between the teacher and the other staff members, which was so empowering and highlighted all the hard work we have done to achieve highly skilled practitioners who understand child development.

"The curriculum was unpicked within subjects and I could talk about our curriculum, but as a school we need to drive this through to curriculum subject leads too."

Cooperative Childcare

The inspector highlighted that all children enjoy their time at the nursery and make good progress from their starting points.

The staff were observed to be welcoming, caring and responsive to the children's needs. The inspector recognised how children were encouraged to be independent and inquisitive learners with freedom to explore the setting.

Parents spoke highly of the staff and the quality of the care and education their children receive. The inspector praised the leaders for prioritising staff wellbeing with staff saying that they feel motivated and supported by their leaders.

Leanne said:

"I was really apprehensive for this inspection as we had many new starters and long-term staff off on mat leave, but the team did really well and I felt we got a fair inspection grading. I did find that it was very tough on staff that were a little less confident, but all did amazingly."



Celebrations!

Ofsted inspections

Monkeymoos Highdown

The inspector recognised that the children benefit ‘enormously’ from the environment, which promotes their play and development across all areas of learning.

Children were observed to enjoy their time at nursery, the inspector highlighted that they have fun, are highly motivated, have a strong voice and make decisions.

Parents spoke positively about the care their children receive and are pleased with their progress both in the setting and at home following tips from the team.

The inspector praised the ‘conscientious’ manager who helps staff feel valued and ensures that all children are helped to reach their full potential.

Shanice Wells, Nursery Manager at Monkeymoos, said:

“The day felt like a complete celebration of all that we do and flew by! The inspector completely put my mind at ease during the notification call - which was incredibly relaxed compared to what we had expected.”



“When the inspector first arrived, a child came up to me and asked me my favourite colour and began singing ‘all the colours of the rainbow’ and it was in that moment that you felt a new energy in the air with the team, the sense of fear changed to pride and excitement.”

“We found that showcasing what we were most proud of was the best part of the day as it meant we led the inspection completely. The inspector followed all we had planned for the day, including a walk to the local greengrocers. We enjoyed the day so much that we wanted to do it again the next day. It was a true celebration of everything MonkeyMoos!”

Rebecca Bridges, Childminder

The inspector recognised how the nurturing and caring environment Rebecca provides helps ensure happy and settled children. The children were observed to have a good understanding of the world because of the experiences that Rebecca provides, repeats and recalls with the children. The inspector praised how Rebecca had created opportunities for the children to widen their interactions with others within the community because of limited social interactions due to COVID-19. Rebecca’s commitment to training was highlighted as a strength. The impact of recent storytelling training was observed in practice by the inspector who was impressed by the multi-sensory approach and opportunities for children to create and become a range of characters.

Rebecca said: *“It was a very calm and relaxed inspection and very refreshing that the inspector was more interested in observing me with the children and asking questions/chatting to both myself and children attending than wading through paperwork. It felt a lot more personal.”*



Celebrations!

Long Service

Greyfriars Day Nursery

Melanie Parker, nominated by Lauren Farmer, Manager:

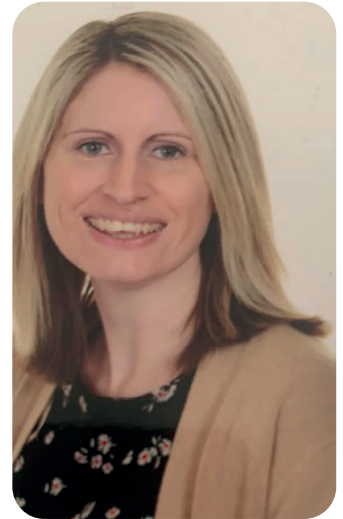
“Melanie Parker just achieved 15 years of service and has spent 15 years dedicating herself to the children within our care and developing her role and knowledge into our amazing SENCO. Melanie provides outstanding support to our families at all times and has a real passion in seeing our children thrive and achieve and really shouts out about even the smallest achievements for our children with SEND. We are a busy nursery and the SENCO role is extremely demanding, but Mel always manages to ensure the parents that need her most are always supported.”

Lauren Farmer, nominated by Jane Turner, HR Manager:

“On behalf of Greyfriars Ministries Ltd (GML), I would like to nominate Lauren Farmer, Greyfriars Day nursery manager for a long service award. She started working for GML in



Melanie Parker



Lauren Farmer

October 2007, starting as a trainee, working up to a nursery practitioner, room leader and is now our kind, hardworking, supportive, professional nursery manager. Lauren will always put our children, their families, and our staff first and she will often go above and beyond. We are very grateful and very proud of Lauren's commitment and dedication to Greyfriars and her EY career. Thank you Lauren, and here's to another 15 years with GML.”

Fledglings Lodge

Amy Davies, nominated by Louise Otty:

“This month Amy has reached 15 years working at Fledglings and in July completed a Foundation Degree in Early Years and Education. Amy starts Reading University next week to embark on the third and final year. We are all very proud of Amy's achievements at Fledglings Lodge!”





Celebrations!

Good Practice

Victoria Road Pre-School

Last term when carrying out a PADO support visit Jenny visited Victoria Road Preschool and outside, where parents wait to drop off and collect their children, they had a wonderful Book Share Stand.

Parents and carers could browse and borrow books to read with the children at home. Jo Graham, Manager, said they were keen to support looking at books and reading stories at home and that the books were being well used and taken home regularly by families.

They had a list with the stand so parents or carers could write which books they had borrowed and then staff could also follow these interests with the children in the setting.



PDP 2 – Building on Success

The DfE funded a second cohort of early years practitioners to undertake a professional development programme called 'Building on Success' this year. The programme is aimed at improving practitioner understanding and skills to support the development of the most disadvantaged children between the ages of two and four in response to the COVID-19 pandemic. The training and resources are high quality, evidence-based and designed to help practitioners support children with language, mathematics and personal, social and emotional development.

Congratulations to all the practitioners who successfully completed the seven month PDP programme!

Jacky White, Louise Annetts, Susan Newman, Fatima Rukni Harees, Gloria Chan, Malgorzata Bielecka, Sanita Rai, Ruben Small, Jenna Wharton, Catherine Armstrong, Katherine Yarwood, Lynette Long, Linda Prestidge, Rhianna Hill, Michelle Pike, Michelle Foster, Sharon Reilly, Rachael Cunnett, Jonathan Siahaan, Lorraine Bushnell, Alison Bennett, Kelly Goswell, Rebecca Kieltuczki, Justyna Negi, Nicola Dore, Paige Holt, Zeynep Mert, Lucy Edwards, Mandy Mullarkey, Judith Appiah Nyarko, Abby Martin, Sarah Johnstone, Jenna Keens, Siobhan Howell, Lucianna Tench, Lois Smith Catherine Falconer, Rozeena Farakh.

Thank you to all the practitioners who shared excellent examples of learning from the recent PDP2 training that they took part in. These can be seen on the next page....



Celebrations!

PDP 2 – Building on Success – learning examples

Park Day Nursery

Jonathan S, preschool teacher said:

“It has been a rewarding journey for me and Gosia B to finally complete the Building on Success – Early Years PDP programme.

“The extensive knowledge and depth understanding from the programme we have gained from the sessions have truly enhanced our practice in supporting the development of children in our preschool room.

“Throughout the period of six months, we have received high quality, evidence-based CPD from our eLearning materials and online facilitated webinar sessions to support the improved outcomes on school readiness, early language, mathematics, PSED, that has been impacted as the consequence of the COVID-19 pandemic.

“From these, our confidence to deliver and use further strategies within our setting were boosted and the experience has helped us to develop an action plan for our practice in the nursery. Another highlight of the programme was the initial support from the experts and extended networks from the fellow participants from all around the UK. Thank you Early Years PDP and Park Day Nursery who have made this possible!”

Crescent Road Under Ss

Judith felt the course supported her to consider the child as a whole, including beliefs and cultural background as well as interests.

Judith has set up a ‘transition corner’ which provides an area for children to be well supported during transitions, enabling them to regulate their emotions. Judith has also introduced more loose parts and is using a communication tree to extend the children’s vocabulary.

Banana Moon

Governors’ meetings are taking place in the preschool room, which support children’s listening skills and enable them to take into account different opinions. These meetings are having a positive impact on the children and a display highlights discussions so the children can reflect and recall for the next meeting.

Banana Moon has also implemented a ‘flower’ which they laminated, putting the resource name in the centre, e.g. sand, then on each petal they record the words that they wish to introduce to the children. These are changed regularly so that new vocabulary can be presented.

Cathy Armstrong, Childminder

Cathy used the templates provided to reflect on practice and identify actions and created a poster which was so impressive that Elkan will use it for their future training! Cathy shared that “the training was invaluable, and I am happy to speak to other childminders who are interested in registering for the next cohort.” Please email early.years@brighterfuturesforchildren.org and we can put you in touch with Cathy.

More details of PDP 3 will be released very soon!



Celebrations!

Senco of the Year award

In our Summer Newsletter we asked you to nominate your Early Years SENCO of the Year. The panel looked through the nominations and we would like to congratulate **Hazel Lambert from Caversham Heights Pre-School!**

Hazel achieved the SEND Level 3 Award this year and has been putting her expertise into practice with a nomination from her manager, Katharine Yarwood:

"Hazel has always been an excellent SENCO for our pre-school and has worked hard for the children and families that have needed that extra support."

"Hazel's SENCO expertise was put to good use with a child that needed extra support in 2021/22. She helped him to settle into pre-school which at first was quite a distressing experience for him. She provided help and advice to his parents and to staff on how best

to support him at home and in our setting. She had regular meetings with his parents, contacted outside agencies to get the help and the support he required and secured inclusion funding and finally an EHCP.

"This is the first time that the pre-school has applied for an EHCP and Hazel worked extremely hard to secure this for the child."

"I know that she found it time consuming and hard at times but felt she had gained a lot in experience. He ended his time with us a very happy, content little boy that came to pre-school with a big smile and enjoyed playing and especially interacting with Hazel."

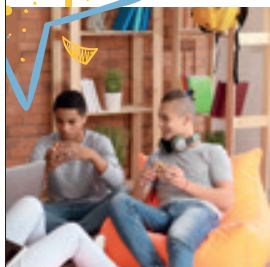
"Hazel would say that she is just doing her job but she always does her best for the children, families and staff at Caversham Heights Pre-school."





Brighter
Futures for
Children

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

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

 /readingfis

www.readingfis.org

Local Information

Family Information Service

The Family Information Service (FIS) is the front-line contact for parent carers who are enquiring about childcare, therefore we want to ensure information about your setting is correct and up to date.

The site gets over 55,000 hits per month and is a very popular platform to access information on local services in Reading.














Please can all childcare settings make sure they check their information on the FIS directory every quarter and if your information needs updating please sign in - [Sign in | Reading Services Guide](#) and update

Providers offering funded places also need to update and review their SEND Local Offer information annually.

Dingley's Promise inclusion training programme

The Dingley Inclusion programme has modules available for you to register on to. These are **FREE** to access and two NEW modules include 'having difficult conversations with parents' and 'Managing behaviours that challenge'.

The more practitioners you have who achieve modules, you can apply for a Dingley Promise Kitemark to recognise this. There is also a specific kitemark for childminders to work towards. Please email: training@dingley.org.uk for more details.

|  FUNDING BY COMIC RELIEF | DINGLEY'S PROMISE COMIC RELIEF EARLY YEARS INCLUSION PROGRAMME |  FUNDING BY COMIC RELIEF | DINGLEY'S PROMISE COMIC RELIEF EARLY YEARS INCLUSION PROGRAMME |
|---|---|--|---|
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Inclusion Friendly Setting Kitemark

Your setting can now achieve its very own Dingley's Promise Inclusion Friendly Setting Kitemark simply by completing core elements of our Early Years Inclusion Programme.

There are three levels that your setting can achieve: Ally, Leader and Master. All three levels are available to all settings participating in our Early Years Inclusion Programme.

Transforming early education for children with SEND by building inclusion.

Inclusion Friendly Setting for Childminders Kitemark

You can now achieve your very own Dingley's Promise Inclusion Friendly Setting Kitemark simply by completing core elements of our Early Years Inclusion Programme.

There are three levels that you can achieve: Ally, Leader and Master. All three levels are available to all childminders participating in our Early Years Inclusion Programme.

Transforming early education for children with SEND by building inclusion.

Local Information

Dingley's Promise inclusion training programme



**DINGLEY'S PROMISE
COMIC RELIEF EARLY YEARS
INCLUSION PROGRAMME**

Course 1: Introduction to Early Years Inclusive Practice



Are you concerned about Ofsted?

Would you or your employees like to have more knowledge, confidence and skills in the workplace?

Are you concerned about excluding children when you want to be inclusive to all?

Would you like parents to have even more confidence in your settings ability to enable their child to thrive than they do today?

If you answered yes to one or more of the above, then the Dingley's Promise Comic Relief Early Years Inclusion Programme is for you!

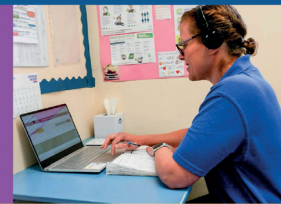


Transforming early education for children with SEND by building inclusion.



**DINGLEY'S PROMISE
COMIC RELIEF EARLY YEARS
INCLUSION PROGRAMME**

Course 2: Early Years Transitions



Are you concerned about Ofsted?

Would you or your employees like to have more knowledge, confidence and skills in the workplace?

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If you answered yes to one or more of the above, then the Dingley's Promise Comic Relief Early Years Inclusion Programme is for you!



Transforming early education for children with SEND by building inclusion.



**DINGLEY'S PROMISE
COMIC RELIEF EARLY YEARS
INCLUSION PROGRAMME**

Course 3: Managing Behaviours that Challenge



Are you concerned about Ofsted?

Would you or your employees like to have more knowledge, confidence and skills in the workplace?

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If you answered yes to one or more of the above, then the Dingley's Promise Comic Relief Early Years Inclusion Programme is for you!

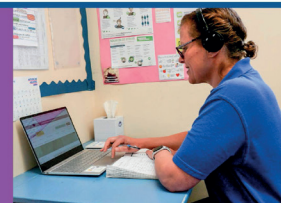


Transforming early education for children with SEND by building inclusion.



**DINGLEY'S PROMISE
COMIC RELIEF EARLY YEARS
INCLUSION PROGRAMME**

Course 4: Having Difficult Conversations with Families



Are you concerned about Ofsted?

Would you or your employees like to have more knowledge, confidence and skills in the workplace?

Are you concerned about excluding children when you want to be inclusive to all?

Would you like parents to have even more confidence in your settings ability to enable their child to thrive than they do today?

If you answered yes to one or more of the above, then the Dingley's Promise Comic Relief Early Years Inclusion Programme is for you!



Transforming early education for children with SEND by building inclusion.

Local Information

Rainbow Trust

Reading families caring for a child with a life-threatening or terminal illness are now able to access more support thanks to a new service opened in the area this year by Rainbow Trust Children's Charity.

Rainbow Trust provides vital support to families who have a child with a life-threatening illness who face the very real possibility that their child might die

Many struggle to cope on a daily basis and Rainbow Trust Family Support Workers provide a much-needed lifeline to these families to enable them to make the most of their time together, offering them emotional and practical support for as long as it is needed.

Rainbow Trust has eight existing care teams across the country and this is the first time the charity has had a permanent presence in Reading.

It is getting one step closer to realising the vision that every family in the UK who has a



**SUPPORTING FAMILIES
WITH A SERIOUSLY ILL CHILD**

child with a life-threatening illness has access to the support they need.

With recent research (Make Every Child Count study, University of York, 2020) on the prevalence of childhood illness indicating that there are potentially 1,493 families caring for a child with a life-limiting illness in and around Reading, this is a welcome addition to the support provided to Reading families coping with a seriously ill child.

For further information or to make a donation, please visit www.rainbowtrust.org.uk.

Rainbow Trust Children's Charity supports families who have a child with a life-threatening or terminal illness.

What we do



Why we help

There are an estimated 86,625 children in England with life-limiting or life-threatening conditions. Thousands of families have to face the very real possibility that their child may die and struggle to cope on a day to day basis.

[FIND OUT MORE](#)



How Rainbow Trust helps

Rainbow Trust pairs each family with an expert Family Support Worker, giving them practical and emotional support. We support the whole family including parents, carers, the unwell child, brothers, sisters and grandparents.

[FIND OUT MORE](#)



Get involved

By supporting us, you are helping us support families who have a child aged 0-18 years with a life-threatening or terminal illness.

[DONATE NOW](#)

East Cluster Timetable

7 Sept – 16 Dec 2022 (excl half term)

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 Mother &

Baby Yoga

(Sun Street)

10-11am

Under 1s only

INVITE ONLY

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

Tuesday

Baby Dimensions

(Sun Street)

10-11am

(under 6 months)

Rhymetime

(Caversham Library)

10.15-11am

Under 5s

Contact the

Library to book on

01189 375103

INVITE ONLY

NHS health visiting
service 9-month & 2 yr
reviews

6-8 week post-natal checks

(Weller Centre)

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

(Sun Street)

1-2pm

For 0-5 years

Wednesday

Story and Craft

(Sun Street)

10-11.30am

For 18 months-5 years

Bumps and Babes

(Sun Street)

1-2.30pm

Under 1s

INVITE ONLY

NHS health visiting service
2 year and 9-month reviews
6-8 week post-natal checks
(Weller Centre)

Register with us!



Thursday

Early Explorers

(Sun Street)

10-11am

For 12-24 months

Sport in Mind Mother and

Baby yoga

(MERL)

1.30-2.30pm

Under 1s

Rhymetime

(Central Library)

10.15-11.00am

Under 5s

Contact the library to book

on 01189 015950

Rhymetime

(Palmer Park Library)

10.30-11.15am

Under 5s

Book via the library

on 01189 375106

Friday

Diddi Dance

(Sun Street)

10-10.45am

For 18 months-5 years

Family Employment

Advisor

(Sun Street)

Please contact to book,
times vary

more info overleaf

South Reading Timetable

September – December 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

Rainbows with Reading

Family Church

(Whitley CC)

9.30-11.30am

New Directions

Childcare level 1

(Whitley CC)

9.30-11.30am

New Directions

Maths

(Whitley CC)

9.30-11.30am

12.30-2.30pm

Portage

(Whitley CC)

1.30-2.30pm

Invite only

Tuesday

Baby Dimensions

(Whitley CC)

10.00-11.30am

Under 1s

Let's Get Physical

(Whitley CC)

1-2pm

For ages 1-3 years

Wednesday

Midwife Meet & Greet

(Whitley CC)

9.30-11am, once a month

Tiny Talkers

(Whitley CC)

10-11.30am

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 +

Sport 4 Kids - Active kids

session

(Whitley CC)

1-1.45pm

For 18 months +

Virtual Sessions

10-11am

- Intro to family foods
- Potty training

more info overleaf

Register with us!



For all sessions, please book your place:

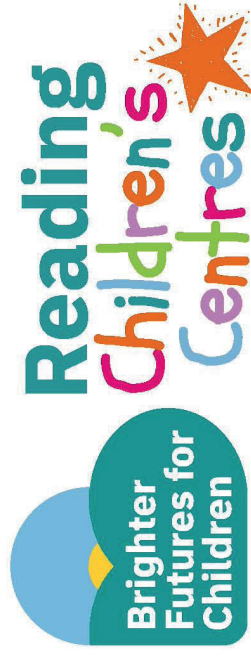
Call the South Cluster on 0118 937 3894 or email

reading.childrencentres@brighterfuturesforchildren.org

West Cluster Timetable

September - December 2022

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:



www.brighterfuturesforchildren.org

Monday

Baby Dimensions
(Battle Library)
10-11am
Under 1s

Toe-to-Head Baby Massage
(Battle Library)
11.30am-12.30pm
For babies from 8 weeks

New Directions basic English*
(Ranikhet CC)
9.30am-12.30pm
Creche, 3 months - 5 yrs

New Directions Maths*
(Ranikhet CC)
9.30am-12.30pm
Creche, 3 months - 5 yrs

Tuesday

Mellow Mums and Babies parenting
(Ranikhet CC)
9.30am-2.30pm
0-18 months
Please call to book



***Please call for more information**

Wednesday

Bumps and Babies
(Battle library)
10-11am
For under 1s only

Together Time and F.A.M.I.L.Y
(Ranikhet CC)
10-11.30am

Tiny Talkers
(Ranikhet CC)
1.30-2.30pm

Thursday

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

Bumps and Babies
(Ranikhet CC)
1-2pm
Under 1s only

Friday

INVITE ONLY

NHS health visiting service
nine-month reviews

Family Employment Advisor
(Ranikhet CC)
10am-12pm

Please call for an appointment

Rhymetime
(Battle Library)
10-11.45am
Under 5s

Book via the library on 01189 375100

Portage (invite only)
(Ranikhet CC)
1-2pm

Virtual Sessions
10-11am

- Intro to family foods
- Potty training
- Sleep

more info overleaf

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

Find us at
Reading Children's Centres



West Central Timetable

September - December 2022



www.brighterfuturesforchildren.org

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:

Monday

New Directions Maths

(Southcote CC)

9.30-11.30am

Free creche provision for those eligible

New Directions English or ESOL

(Southcote CC)

12.30-2.30pm

Free creche provision for those eligible

Bumps and Babes

(Coley CC)

1-2pm

Under 1s

Virtual Session

10-11am

- Intro to family foods
- Potty training
- Sleep

INVITE ONLY

(Southcote CC)

NHS health visiting service

2 yr review

Tuesday

Together Time

(Coley CC)

10-11.30am

Portage Next Steps

(Southcote CC)

9.30-10.30am

Waiting list, invite only

Tiny Talkers

(Southcote CC)

10.45-11.45am

For 18 months - 5 years

Family Employment Advisor

(Southcote CC)

9.30-11.30am

Wednesday

Let's Get Physical - Softplay

(Coley Community Centre)

9.30-10.30am

Under 5s only

Rhyme and Song

(Coley Community Centre)

10.45-11.15am

Sport in Mind Mum & Baby Dance & Movement

(Southcote CC)

10.30-11.30am

For ages 6 weeks-12 months

Urdu Kahani Time

(Southcote CC)

11.30am-12.30pm

Under 5s only

INVITE ONLY

(Southcote CC)

NHS health visiting service

2 yr review

Thursday

Sensory Messy Play

(Southcote CC)

10-11am

Sport in Mind Mum & Baby Gentle Exercise

(Coley Community Centre)

10-11am

For ages 6 weeks-12 months

Stay and Play

(Southcote CC)

1-2.30pm

Under 5s only

Did someone say lunch?

(Coley Community Centre)

11am-12.30pm

Friday

Story and Craft

(Southcote CC)

9.30-11am

Under 5s

Rhyme and Song

(Southcote CC)

11-11.30am

Baby Dimensions

(Southcote CC)

1-2.15pm

INVITE ONLY

(Southcote CC)

NHS health visiting service

2 yr review

Register with us!



For all sessions
please book.

Call the West Central Cluster on 0118 937 2535 or email
reading.childrencentres@brighterfuturesforchildren.org

more info overleaf

Baby Boost - Let's Go!

From September 2022



Baby Boost provides fun, **FREE** and interactive play sessions jam-packed with exciting learning experiences for children born in lockdown. These sessions will be held across Reading at your nearest children's centre (CC) or other local venue.

Monday

Mellow parenting (invite only)

14 week course on parenting, child development and supporting parents. For more details email Baby Boost.

Sport in Mind - Yoga

For ages 12-24 months
Whitley CC
12-12.45pm

Tuesday

Stay and Play

Southcote CC
9.15-10.30am

Coley CC

12.45-2pm

Sport in Mind - Football

For ages 18 months +

Prospect Park 3G Pitch

9.30-10.15am

Scours Lane 3G Pitch

10.45-11.30am

South Reading Leisure

Centre Tennis Court

12.15-1pm

Palmer Park 3G Pitch

1.30-2.15pm

Wednesday

Stay and Play

Battle Library
1-2.15pm

Sport in Mind - Dance

For ages 12-24 months

Southcote CC

1-1.45pm

Ranikhet CC

2.30-3.15pm

Thursday

Stay and Play

Sun Street CC
11.30am-12.45pm

Friday

Stay and Play

Whitley CC
9.30am-10.45am

Sport in Mind - Yoga

For ages 12-24 months

Battle Library

1-1.45pm

Saturday

Stay and Play

Ranikhet CC
9.30-11am

Find out more!



For all sessions, please book your place.

Email: baby.boost@brighterfuturesforchildren.org



Follow us at
@BFFCChild



more info overleaf



Parenting programme

June 2022 – March 2023



An annual planner for **FREE** parenting sessions held in our various children's centres across Reading.

June start
2022

Whitley Children's Centre
AM
Mellow Bumps
Starting Tues 7 June
10-11.30am
6 weeks

PM
Dads-to-be evening class
2 hours, 2 weeks

July start
2022

Sun Street Children's Centre
AM
Mellow Bumps
2 hours, 6 weeks

Sept start
2022

Sun Street Children's Centre
AM
YMTB
9.30am – 1.30pm
Weds, 12 weeks

PM
Webster Stratton evening class
2 hours, 12 weeks

Ranikhet Children's Centre
Mellow Mums and Babies
All day, 14 weeks

October start
2022

Southcote Children's Centre
PM
Dads-to-be evening class
2 hours, 2 weeks

Jan start
2023

Sun Street Children's Centre
AM
YMTB
9.30am – 1.30pm
Weds, 12 weeks

Ranikhet Children's Centre
AM
Mellow Bumps
2 hours, 6 weeks

Whitley Children's Centre
AM
Webster Stratton
2 hours, 12 weeks

March start
2023

Southcote Children's Centre
Mellow Mums & Babies
All day, 14 weeks

Find out more!



more info overleaf

For all sessions, please book your place.

Email: reading.childrenscentres@brighterfuturesforchildren.org

Follow us at
@BFfCChild





Launch your career in Early Years Education and help with shaping our children's future

L1 Award in Caring for Children (City & Guilds)

Starting: 19th September 2022 and 6th March 2023

L2 Diploma for Early Years Practitioner (City & Guilds)

Starting: 22nd September 2022 and 25th January 2023

L3 Diploma for the Early Years Educator (City & Guilds)

Starting: 22nd September 2022 and 25th January 2023

Level 1 Award in Preparing to Work in Schools (NCFE)

Starting: 22nd September 2022 and 6th March 2023

L2 Certificate in Supporting Teaching & Learning in Schools (City & Guilds)

Starting: 21st September 2022 and 26th January 2023

To enquire call 0345 842 0012
or email newdirections@reading.gov.uk
www.newdirectionsreading.ac.uk

Early Years Conference

Brighter
Futures for
Children

Playful Beginnings



Saturday 25 February 2023



9am to 4.30pm



Holiday Inn, Basingstoke Road, Reading, RG2 0SL

Play is central to the development of children in their early years. This conference is for early years practitioners. Our three leading experts and keynote speakers are Kym Scott, Dr Helen Bilton and Elaine Bennett. You can also choose three of five workshops:

- ★ **Extending children's language, communication and vocabulary through play** *Kym Scott*
- ★ **Fundamentals in physical skills - if you don't get the physical right, nothing else will go well** *Dr Helen Bilton*
- ★ **A principled approach to early years maths - let's talk birth to five matters** *Elaine Bennett*
- ★ **Shake, rattle and roll workshop - playful beginnings with music!** *Danielle Ballentine-Drake*
- ★ **Grow your own stories - interactive story-telling** *Cassandra Wye*

Reading delegate rate: £70 (early bird offer) | £95

Reading Childminder Partnership Member: £35 (early bird offer) | £70

Reading group booking (five delegates from the same setting): £280

Out of borough: £150

Book now and take advantage of the **early bird offer** available until **31 December 2022!**

To book: go to www.readingeducationservices.co.uk
or email early.years@brighterfuturesforchildren.org.

*Please include which three workshops you have chosen,
plus let us know any access requirements and dietary requirements for lunch.*





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





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